CLASSICS CORE COURSE: LATIN LITERATURE

University of Western Ontario
CLASSICS 9000-4 Winter 2019
Dr. Kyle Gervais
INSTRUCTOR
My name is Dr. Kyle Gervais and I’ll be your instructor for this course. I moved to UWO in 2014 after completing my Ph.D. in Latin literature at Otago University in New Zealand. Before that, I studied at Queen’s (that other great university in Ontario). My research has focused on Roman epic poetry of the Flavian period, especially Statius’ *Thebaid* (a fantastically dark poem about the sons of Oedipus, who kill each other in a war for their father’s throne). More recently, I’ve become interested in later Latin literature, from Claudian in the 4th century right through the Middle Ages. I also enjoy trying to speak Latin (I’m not very good) and write Latin poetry (I’m a bit better at that). Teaching is both my job and my pleasure, so please contact me in or out of class if you have any questions or thoughts about course material or Classics in general.

CONTACT DETAILS
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Office Hours: by appointment

CLASS TIMES
Wednesday 2:30-5:30; LAH 3220

COURSE DESCRIPTION AND TEXTS
The purpose of Classics 9000 (The Core Course) is to introduce graduate students to a selection of the major scholarly methods and questions in the discipline of Classics. In the section on Latin literature we will survey a broad range of time periods, authors, genres, and themes. Our scholarly guide will be Stephen Harrison’s *A Companion to Latin Literature* (Blackwell, 2005), which offers a reasonably up-to-date and comprehensive overview of Latin literary scholarship. This may be found in the Department library (main wall, far right) and as an online resource through the UWO library. Each week we will also read English translations of a relevant Latin text, as well as a very brief excerpt from another text in the original Latin.

In addition, for general information on the various authors and periods/genres we will cover (plus learned discussions by two really smart readers of Latin literature), two great resources are (both held by the UWO library):
- *Latin Literature: A History*, by Gian Biago Conte
  - His very useful [timeline](#)
- *A History of Roman Literature: From Livius Andronicus to Boethius*, by Michael von Albrecht

ASSESSMENT

A. Class Participation (15%)  
Students should come to every class prepared to discuss both primary and secondary readings. This means that you will have read them carefully and made notes of any comments or questions you might have. Your contributions should demonstrate a careful and critical engagement with the material and with the discussion in class. The quality of your comments in each class will be
weighted more heavily than the quantity. You should also aim to be closely attentive to what others have to say and to respond always with professional courtesy and respect.

B. Presentation of Assigned Scholarly Reading (25%)
In weeks 2-6, each student will briefly present one of the assigned readings (on a period or theme) to the class and lead discussion on the topic. Your task is not to summarize the contents of the chapter; you can assume that everyone will have read it. You might supply relevant contextual information or discussions, note questions that the argument raises for you, and/or comment on the methods used by the author. How does the work add to our understanding of Latin literature, how does it respond to other scholarship, or how might it be applied to other texts on our class reading list?

- To facilitate discussion, please compile a short list of discussion questions (most likely 3-5) and email them to the class at least 7 days in advance (week 2 presenters will have until March 9).
- There will be two student presentations per week, and often some overlap between topics. I encourage the two presenters for each week to consult each other before and look for opportunities for dialogue between the topics of the week.

Available readings:

Periods
- Ch. 2: Levene, “The Late Republican/Triumviral Period: 90–40 BC” [13 pp.]
- Ch. 4: Mayer, “The Early Empire: AD 14–68” [11 pp.]
- Ch. 5: Gibson, “The High Empire: AD 69–200” [12 pp.]
- Charlet, “Aesthetic Trends in Late Latin Poetry” [12 pp.]

Themes
- Ch. 24: Konstan, “Friendship and Patronage” [15 pp.] (plus Catullus readings)
- Ch. 23: Keith, “Sex and Gender” [14 pp.] (plus Aeneid readings)
- Ch. 27: Habinek, “Slavery and Class” [9 pp.] (plus Petronius readings)
- Ch. 21: Elser, “Art and Text” [19 pp.] (plus Silvae readings)
- Ch. 20: Harrison, “Decline and Nostalgia” [13 pp.] (plus Claudian readings)

C. Test (60%) date TBA
The test will be composed of passages from the primary texts for translation and/or commentary. This test will give you the opportunity to demonstrate your knowledge of some important time periods, genres, and themes in Latin literature, and some of the important scholarly approaches to interpreting them. There will be two sections.

- In the first section, you will be given three of the short Latin passages we discussed in class (including a brief *apparatus criticus*), and be asked to translate one of them and briefly comment on any relevant textual, stylistic, or generic features.
- In the second section, you will be given passages (in Latin and English) from five of the longer texts we discussed in class, and be asked to comment on three of them (the author and work will be identified for you in each case). You will briefly describe the context of the passage in
the work and/or the literary tradition, and write a short essay analyzing the significance of the passage.

CAN I HELP?
It’s important to me that you meet your goals in this course, and I’m eager to help either in or out of class with any academic matters. Moreover, I’m especially aware that there are many challenges (physical, cognitive, emotional, or personal) that can prevent students from performing to their full potential. In some cases, I may be able to make accommodations; in some cases, Student Accessibility Services (http://www.sdc.uwo.ca/ssd/) can help. No matter how big or small the problem, the sooner you speak to me (or the appropriate person), the more likely it is that we’ll be able to find a good solution.

Plagiarism
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).

Mental Health
Students who are in emotional/mental distress should refer to Mental Health@Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.

Accommodation Policy
Staying healthy – physically and mentally – is an essential part of achieving your academic goals. There are many resources on campus available to help you maintain your health and wellness (start here: http://wec.uwo.ca/ and https://www.uwo.ca/health/). Please contact the Graduate Chair if you have any concerns about health or wellness interfering with your studies.

If academic accommodation should become necessary at any point, students should contact their course instructor(s) and/or supervisor, as appropriate. Students should also contact the Graduate Chair in most cases, and especially if accommodation is needed for:

- more than one course
- more than one week
- any tests, exams, and/or assignments worth 10% or more of a final grade
- any program milestone (comprehensive exams, thesis, etc.)

In these cases, the Graduate Chair may request that a student work with Student Accessibility Services (http://www.sdc.uwo.ca/ssd/) to arrange a plan for accommodation (see SGPS Regulation 14: http://www.grad.uwo.ca/current_students/regulations/14.html).

Student Accessibility Services
Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting,
advocating, and accommodating persons with disabilities in their respective graduate program. Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are encouraged to register with Student Accessibility Services, a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both SAS and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction. For more information, see http://www.sdc.uwo.ca/ssd/

SCHEDULE

Week 1 (March 6)

Readings
Latin: Lucilius, frr. 5, 12, 15-16, 24-7, 30-2, 176-81, 200-7 (these numbers are from the Loeb edition, which can be conveniently accessed here: http://www.attalus.org/info/lucilius.html) [25 lines]
English: Plautus, Poenulus/The Little Carthaginian (the online Loeb is good) [1422 lines]

Ch. 1: Goldberg, “The Early Republic: the Beginnings to 90 BC” [16 pp.]
Ch. 12: Morgan, “Satire” [15 pp.]
Ch. 25: Syed, “Romans and Others” [12 pp.]

Discussion questions
How does Goldberg define “literature” – is it a good definition? Is it important to know when (and how) Latin literature began? How is Greek literature and culture connected to Latin literature in this period? Early Latin literature seems particularly amenable to Goldberg’s strategy of viewing literary history as “a story of readers” – why is that?

Are you satisfied with Syed’s verdict that “to all intents and purposes, Terence is a Roman author”? Why did Greek and Roman ethnographies focus on far away, strange, and/or “barbaric” nations? Can we connect Cicero’s ambivalent attitude towards the Greeks with Lucilius”? How does Plautus’ Poenulus exploit and subvert Roman stereotypes of Carthaginians? Why does it do so?

Philological skill: metre and scansion
Raven (1965), Latin Metre.
My scansion handout
www.pedecerto.eu
A Latin Macronizer
The Meters of Roman Comedy database
Metres of Roman comedy wiki
Week 2 (March 13)

Readings
Latin: Cicero, Pro Caelio 1 [i.e., ‘Si quis … liceat esse’] [130 words]
English: Catullus, poems 1-60, 68b, 69-70, 72, 75-7, 79, 83, 85-7, 92, 107, 109 (translation by Peter Green supplied) [~1130 lines]

Ch. 2: Levene, “The Late Republican/Triumviral Period: 90–40 BC” [13 pp.]
Ch. 18: Berry, “Oratory” [13 pp.]
Ch. 24: Konstan, “Friendship and Patronage” [15 pp.]

Philological skill: dictionaries, lexica, grammars
A Latin Dictionary (“Lewis and Short”) [less comprehensive/current; Classical, Late, Medieval; 1879, but based ultimately on a 1783 German-Latin dictionary]
- Perseus
- Logeion
- Glossa
- Smartphone apps

Oxford Latin Dictionary (“OLD”) [more comprehensive/current; Latin up to ~200 CE; 1968-2012 (2nd ed.)]
- Print only

Thesaurus Linguae Latinae (“TLL”) [fully comprehensive; up to 600s CE; 1894-2050 (!)]
- Online through UWO library

Dictionary of Medieval Latin from British Sources (“DMLBS”)
- Logeion

A Copious and Critical English-Latin Dictionary (“Smith and Hall”)
- Latinitium

Packard Humanities Institute (PHI) database

Allen and Greenough’s New Latin Grammar
- PDF
- Perseus
- DCC (by topic)
- DCC (by section)

Lateinische Grammatik, by Leumann, Hofmann, and Szantyr (“LHS”)
Ausführliche Grammatik der lateinischen Sprache, (“Kühner-Stegmann”)

Week 3 (March 20)

Readings
Latin: Ovid, Amores 1.3 [26 lines]
English: Virgil, Aeneid 4 and 6 (translation by Sarah Ruden) [~1600 lines]

Ch. 11: Gibson, “Love Elegy” [15 pp.]
Ch. 23: Keith, “Sex and Gender” [14 pp.]

Philological skill: reading an *apparatus criticus*

**Why you should learn this skill**

Digitised manuscript collections:
- Bibliothèque nationale de France
  - Par. Lat. 8242 (P)
  - Par. Lat. 7993 (Pa)
- British Library
- Vatican Libraries
- Swiss manuscripts
  - Sangallensis 864 (S)


West 1973, *Textual Criticism and Editorial Technique*

Tarrant 2016, *Texts, Editors, and Readers* appendix

Maurer’s list of abbreviations

Latin Place Names

*My Hercules Furens files*

Kenney’s 1961 *Amores* edition, excerpts

Huelsenbeck’s summary of the *Amores* tradition

**Week 4 (March 27)**

Readings
Latin: Seneca, *Epistulae* [4.]40.1-2 [i.e., ‘Quod frequenter ... seni profluit’] [140 words]

English: Petronius, “Cena Trimalchionis” (*Satyricon* 26-78) [Loeb pp. 44-182]

Ch. 4: Mayer, “The Early Empire: AD 14–68” [11 pp.]
Ch. 19: Edwards, “Epistolography” [15 pp.]
Ch. 27: Habinek, “Slavery and Class” [9 pp.]

Philological skill: extensive reading

Justin Slocum Bailey
- *Teaching Latin to Humans*
- *The Inescapable Case For Extensive Reading*
- *How Harrius Potter Helped Me Read More Latin*
- *Driving With Dido*

Jason Slanga
- *Latin Reading Challenge*
Week 5 (April 3)

Readings
Latin: Statius, *Thebaid* 12.797-819 [23 lines]
English: Statius, *Silvae* 1.1, 3, 5; 2.2, 3, 4; 4.3, 6 (the new Loeb [by Shackleton Bailey] is good) [~800 lines]

Ch. 5: Gibson, “The High Empire: AD 69–200” [12 pp.]
Ch. 6: Hardie, “Narrative Epic” [18 pp.]
Ch. 21: Elser, “Art and Text” [19 pp.]

Philological skill: reading intertextually
Packard Humanities Institute (PHI) database
www.mqdq.it
Tesserae

Pollmann *Thebaid* 12 excerpt
Hall *Thebaid* 12 excerpt
My *Thebaid* epilogue article

Week 6 (Tuesday, April 10)

Readings
English: Claudian, *De Consulatu Stilichonis* books 1-3 (the Loeb is old, but options are limited) [~1250 lines]

Charlet, “Aesthetic Trends in Late Latin Poetry” [12 pp.]
Ch. 13: Harrison, “Lyric and Iambic” [12 pp.]
Ch. 20: Harrison, “Decline and Nostalgia” [13 pp.]

Philological skill: evaluating variants
West 1973 excerpts
My *Hercules Furens* files
[For fun: http://www.mqdq.it/public/testo/testo?codice=OPT_PORF%7Carm%7C002]