



Department of Classical Studies

Latin 9902A: Cicero

Course Outline

Course Details

This Latin prose seminar is loosely organized around the theme of ‘Cicero before and after exile’. We will read two famous speeches, *Pro Archia* and *Pro Caelio*, which demonstrate the orator’s intellectual and rhetorical prowess. We will also consider these speeches in the context of the literary, social, and political environment Cicero worked in: both works showcase Cicero’s enormous talent for creating a vivid and dramatic narrative that has almost nothing to do with the actual facts or charges in the case. *Pro Archia* (ca. 62 BCE), on the one hand, is an exploration of the place of art and literature in society, while *Pro Caelio* (56 BCE) argues, indirectly, that the lawcourt need not be un-entertaining. In the course of our discussions, we will look at how, exactly, Cicero crafts these arguments, their effectiveness, and what the speeches tell us about their author (intentionally or not). Students can expect (1) to read a substantial amount of Latin prose each week, with attention to matters of style, composition, and structure; and (2) to develop their skills in scholarly reading, critical analysis, and research methods.

Contact Details

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Office Hours: TBA

Class Meetings

The course meets Tuesdays from 2:30-5:30 in Lawson Hall 3220.

Course Texts and Resources

Grade Assessment

Engagement: Classroom & Blogging	20%
Midterm (October 08)	15%
Commentary/Literary Analysis	15%
Research Paper (due Dec. 16, 2019)	25%
Final Exam (to be scheduled)	25%

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 context 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 assigned scholarly work and its relationship to the ancient text(s). These contributions will be noted and count towards the participation grade (see below).

Class Procedure

We will begin each class working on some sight translation practice (individually, written), followed by a discussion of strategies and techniques for improving Latin reading at speed. This will take about 30 minutes. Then we will turn to the topics for the current week, discuss any issues arising from previous class sessions, and I will spend a bit of time introducing topics or thematic/scholarly material that is relevant to the week’s assignment (ca. 30 minutes). We will then read the Latin text (1 hour), have a short break (10 mins), and finish by reading more Latin from the week’s assignment. I will call on students at random, so you should be prepared and attentive throughout the seminar meeting.

Course Objectives

The overall goal of this course is to provide an opportunity for students to become familiar with the characteristics of Latin oratorical prose as written by Cicero. 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. Students will become familiar with various approaches to Cicero’s style and arguments, and will engage in close reading of passages to identify structural and stylistic elements of Ciceronian periodic style.

Learning Outcomes

At the end of this course students will be familiar with Cicero’s defense speeches for Archias and Caelius. Students will have practiced and improved their ability to read Latin, gaining familiarity with the literary features of Cicero’s prose style and the characteristics of forensic oratory. 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 and the final exams are 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 exams will ask you to translate passages from our readings and to comment on the literary significance of each, in the context of our work with Latin prose style and other approaches to Ciceronian oratory. The Latin passages on the midterm will test your knowledge of *Pro Archia*, and *Pro Caelio* for the final. You can expect an essay question on the final exam that will ask you to consider both speeches in an analytical way.

Classroom Engagement and Blogging

One of the best aspects of graduate seminars is the fact that they foster a community of scholars and the exchange of ideas in a lively and respectful environment. Each participant brings to the table a unique set of interests and experiences in ancient language and culture; together we will develop these established interests and uncover new ones. To a large extent, this will happen in our seminar meetings. Another avenue for discussion and the exploration of ideas in a relatively unformed state will be the weekly blog posts and responses that each student is expected to contribute via OWL. The expectations for the content and form of these blog posts are explained in a separate document.

Commentary and Research Paper

Commentary: Students will be responsible for a literary and stylistic analysis of one chapter from *Pro Caelio*, and will lead the seminar discussion on this chapter in the usual manner of classroom reading. At the end of the seminar in which a student leads their discussion, they will turn in a polished written copy of their commentary/analysis for evaluation. Students will be assessed on their treatment of, e.g., Latin prose style, syntax, diction, historical and social context, allusions or inter/intra-textual references to other literature. Students will be able to choose from the range of chapters assigned for their presentation week.

Research Paper: The research papers submitted at the end of the term (**due December 16, 2019 by email**) should be on a topic that is of interest to you and relevant to the two speeches studied in the seminar. Some possible general topics (that will need to be narrowed and refined, in consultation with me) are: a stylistic discussion of *Pro Archia* or *Pro Caelio*; the use of artistic elements in forensic oratory; the use of persona and character; Cicero's argumentation techniques, etc. The length of these papers should be approximately 3000-4000 words. You will thus have some room in the research paper to address the contributions of previous scholarship as well as to examine 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

Policy on Accommodation

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). 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.

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/students/index.htm>

Schedule of Readings and Seminar Topics

(Note: primary and secondary readings must be completed in advance of each class meeting)

Week 1 (September 10)

Latin Assignment: *Arch.* 1-6

Seminar Topic: Introduction to the course, Cicero, Archias and the case

Seminar Readings:

1. Cerutti, Steven M. (2006). "Introduction," in *Cicero Pro Archia Poeta*, pp. xvii-xxv.
2. Gotoff, Harold C. (1979). "The Theory and Practice of Prose Style," in the introduction to *Cicero's Elegant Style: an analysis of the Pro Archia*, pp. 32-66.

Week 2 (September 17)

Latin Assignment: *Arch.* 7-15

Seminar Topic: Cicero's Periodic Style

Seminar Reading:

1. Gotoff, Harold C. (1979). "On Describing the Construction of Periods," in the introduction to *Cicero's Elegant Style: an analysis of the Pro Archia*, pp. 66-82.

Week 3 (September 24)

Latin Assignment: *Arch.* 16-24

Seminar Topic: The Case for Literature

Seminar Reading: optional

1. Porter, William M. (1990). "Cicero's Pro Archia and the Responsibilities of Reading," *Rhetorica* 8.2: 137-52.

Week 4 (October 01)

Latin Assignment: *Arch.* 25-32

Seminar Topic:

Seminar Reading: optional

1. Berry, D.H. (2004). "Literature and Persuasion in Cicero's *Pro Archia*," in *Cicero the Advocate*, eds. J. Powell and J. Paterson, pp. 291-311.

Week 5 (October 08)

MIDTERM TEST: translation, analysis (literary and grammatical) of *Pro Archia*

Week 6 (October 15)

Latin Assignment: *Cael.* 1-11

Seminar Topic: Introducing the Case

Seminar Reading:

1. Keitel and Crawford (2010). "Introduction," in *Cicero Pro Caelio*, pp. 1-13.

Week 7 (October 22)

Latin Assignment: *Cael.* 12-18 & 25-28 [read 19-24 in English]

Seminar Topic: Catiline *Redivivus*

Seminar Reading: none

Week 8 (October 29)

Latin Assignment: *Cael.* 29-35

Seminar Topic: The Spectre of Clodia

Seminar Reading: none

Fall Reading Week (no class; no assignments) November 04-08

Week 9 (November 12)

Latin Assignment: *Cael.* 36-38 & 44-50 [read 39-43 in English]

Seminar Topic: Role Models for a Nice Young Roman Man

Seminar Reading: none

Week 10 (November 19)

Latin Assignment: *Cael.* 51-59

Seminar Topic: The Role of Evidence in Roman Forensic Oratory

Seminar Reading: none

Week 11 (November 26)

Latin Assignment: *Cael.* 60-67

Seminar Topic: Bawdy in the Bathhouse: Comedy in *Pro Caelio*

Seminar Reading:

Week 12 (December 03)

Latin Assignment: *Cael.* 68-80

Seminar Topic: Are You Not Entertained?! – The Success of *Pro Caelio*

Seminar Reading: none