



CLASSICS (SACR)

LATI 332 Advanced Latin Literature Trimester 1, 2008

GENERAL INFORMATION

Lecturers: Prof. Arthur Pomeroy OK 515 ph. 463-6781
Dr Mark Masterson OK 511 ph. 463-6909

Time **Class hours: Meet Three Times a Week**
 Monday 10-11 am
 Wednesday 10-11 am
 Thursday 10-11 am

Place: **OK 524**

Notices

Any additional information (terms lists, changes, unofficial exam results, etc) will be posted on the Departmental notice board on the FIFTH floor of OLD KIRK. A notice giving examination times and places for all courses taught in the Classics will also be posted there when this information is available.

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Content

This course will read Latin prose from Cicero's *Select Letters* (ed. Shackleton Bailey, Cambridge) and a selection of Latin love poetry (*Latin Erotic Elegy*, ed. Paul Allen Miller, Routledge).

Course Aims and Objectives

1. To increase fluency and speed in reading Latin.
2. To think critically about the language and the authors in question.

By the end of the course you should have:

1. read a substantial portion of the Latin text of Cicero's *Select Letters* and *Latin Erotic Elegy* and become familiar with Cicero's and the Latin elegiac poets' vocabulary and style;
2. been introduced to the main themes of the texts;
3. understood the place that Cicero and the elegiac poets hold in the development of Roman epistolography and Roman erotic poetry respectively.

The assessment will assess how well you have achieved these objectives.

Texts

Cicero, *Select Letters* (Cambridge) - taught February 25 – April 5.
Latin Erotic Elegy (Routledge) - taught April 7- May 30.

Assessment (Out of 100%)

(1) In Class Presentation (10%)

A ten minute oral presentation to the class on a topic relevant to the course to be determined in conjunction with the course instructors. Topics for the first half might include:

- a. Cicero's letters: production and delivery (Thursday 6 March)
- b. Cicero's career: his exile and recall as depicted in his letters (Thursday 13 March)
- c. Style in Cicero's letters – variation by subject and correspondent [cf. Hutchinson] (Thursday 20 March)
- d. Amicitia and its use in Cicero's letters (Thursday 27 March)
- e. The letter to Luceius: J. Hall, *Classical Philology* 92 (1998) 308-321. (Thursday 3 April)

In the second half of the semester there is set program from which you may choose:

- d. Summarize and lead discussion of Miller: 307-328 (Thursday 1 May)
- e. Summarize and lead discussion of Miller: 386-409 (Thursday 8 May)
- f. Summarize and lead discussion of Miller: 410-429 (Thursday 15 May)
- g. Summarize and lead discussion of Miller: 430-456 (Thursday 22 May)
- h. Summarize and lead discussion of Miller: 457-479 (Thursday 29 May)

(2) Commentary (20%)

A critical commentary of ca. 1500 words on a section of Cicero chosen in consultation with the instructor.

Due by 5 p.m. on 12 April 2008

(3) Essay (20%)

An essay on erotic elegy on a subject to be determined in conjunction with the instructor ca. 1500 – 2000 words in length. *Please give a word count with your essay.* **Due by 5 p.m. on 30 May.**



Citations and Bibliography

The citation of sources must be consistent. There are many ways of citing, but the social science method common now in scholarly journals of all kinds is the most succinct. It requires a certain bibliographical format as well. Here is an example:

As Clifford Geertz writes, "Ideology bridges the emotional gap between things as they are and as one would have them be, thus insuring the performance of roles that might otherwise be abandoned in despair or apathy."¹

¹Geertz (1973) 205

If you cite this book again, then simply cite Geertz (1973) with the page number [e.g. Geertz (1973) 14]. There is no need for Latin abbreviations--*op. cit.*, *loc. cit.*, *ibid.*--etc. Now if Geertz has two or more items in your bibliography from 1973, then the first one you cite is called Geertz (1973), the second one is called Geertz (1973a) and so on. In your bibliography, you enter

Geertz, C. (1973) *The Interpretation of Cultures*. New York: Basic Books.

You need to enter every source you have consulted in your bibliography, whether you have cited it or not. A bibliography is not meant to impress, but to inform. Include only items that you have read and have influenced your paper. If you use someone else's ideas you must cite the source. This is fundamental precept of scholarly morality. Changing the wording of someone else's ideas and presenting them as your own is plagiarism, a very serious offence: if in doubt, always cite your source.

Academic integrity and plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute



on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

(3) Three Hour Final Exam (50%) -- exam period 6 - 25 June

Unseen passage for translation (10%)

Four passages chosen from a total of eight, for translation and comment, two from each author (40%).

Workload

In order to complete the course successfully an average student should expect to spend about 18 hours per week. This includes 3 hours of class time and 15 hours preparing texts and wider reading and assignment work. Students will be expected to have prepared 50 lines of poetry or two full pages of prose (as appropriate to the section) for each class.

It is mandatory for a student to complete all assignments.

In a situation where a student drops out of the course, but does not formally withdraw by the appropriate date, if that student has, prior to dropping out, handed in the in-term work for the course, and has obtained a total mark of less than 50% for the course, a fail grade of D or E, as appropriate, will be awarded. If the in-term work has not been handed in, a fail grade of Q will be awarded.

Overdue Work

Extensions must be sought through the instructor prior to the due date of the work. In the absence of an extension overdue work will be penalised by 5% per day at the discretion of the instructor. In the case of sickness at the end of the course, an extension may be granted up to the end of the examinations period for the completion of the last assignment.



GENERAL UNIVERSITY STATUTES AND POLICIES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* available in hardcopy or under "about Victoria" on the Victoria homepage at:

http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html

Information on the following topics is available electronically under "Course Outline General Information" at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

