

Latin 202. Introduction to Latin Poetry (Ovid's *Metamorphoses*).

Instructor: Louise Pratt (Pettit is my married name & shows up on OPUS but I normally use my maiden name Pratt at work.)

Office: 222B Candler Library

Office Hours: TBA (see class Learnlink site). You are also welcome to schedule an appointment by e-mail or in person.

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This course is intended as an introduction to Latin poetry through a reading of selections from Ovid's *Metamorphoses*. The course assumes a basic knowledge of Latin grammar and some previous experience reading Latin prose, but no previous experience with Latin poetry. Students who have taken Latin 110 or Latin 201 are equipped to handle the course; students with other kinds of preparation may wish to consult me about proper placement. We will review forms and grammatical concepts in class when necessary, but there will be no systematic review of forms and grammar in this class. I will meet with students who want a more systematic grammar review once a week at your request, but I will expect you to do most of your reviewing independently outside of class.

Goals of the course: 1) to begin to learn to read Latin poetry by practicing on Ovid's *Metamorphoses*, 2) to become very familiar with parts of Ovid's *Metamorphoses* and reasonably familiar with the entire work, 3) to learn a little about contemporary scholarly interpretation of Ovid's *Metamorphoses* and to begin to formulate your own ideas about and/or interpretation of the poem.

Required texts:

- *The Student's Ovid: Selections from the Metamorphoses*, with introduction & notes by M. W. Musgrove. (This is also on reserve for the class in the Music & Media Library.)
- *Ovid, Metamorphoses III* with introduction, notes & vocabulary by A.A.R. Henderson.
- A complete translation of the *Metamorphoses*. (I ordered the new translation by Stanley Lombardo for the class; I also like the old Rolfe Humphries translation a lot. I don't mind if you read it in a different translation, but I will use the Lombardo translation on tests & in class, so you will probably find it desirable to have that version.) (This is also on reserve for the class in the Music & Media Library.)
- You should have access to a Latin dictionary, either on-line or in hard copy. (The Henderson volume has a glossary in the back, but unfortunately Musgrove does not. I will be glossing most readings to reduce the amount of time you spend looking up words, but there may be words that I think that you should have learned in first year that you don't know, or I may miss words or make mistakes, so you really need a dictionary as a back-up, even if you won't be using it that much.)

Basic Expectations: I expect you:

- to attend class regularly. This is essential, not because I am so brilliant that you must hear my words to make progress, but because you need to stay in constant contact with the language. Some Latin every day will get you a lot further than marathon sessions before tests, and repetition is important for retaining what you are learning.
- to do the work assigned for the class assigned (about 2 to 2.5 hours for every 50 minutes of class time). If you are unprepared, I still want you to come to class for the reasons listed above, but, in order not to slow the progress of the rest of the class, I ask you not to participate in exercises others have prepared. Students who are frequently unprepared should expect to see that reflected in their final grade; occasional lapses will be blamed on the gods.
- to make up the work if you do have to miss class.
- to ask questions, either in class or outside of it, when you don't understand or would like more information.

Course requirements and approximate grading:

(Note: I will try to value your strong points more heavily than your weak points, and I will put some value on effort and improvement over the course of the semester.)

- **regular homework and classwork:** I cannot put a precise grade or percentage on homework and classwork over the course of the semester, but it definitely can affect my overall evaluation of your work. Students who are always in class, are clearly prepared and actively participating don't usually need a boost to their final grade, but I will give such students a boost when needed. Students who are frequently absent or unprepared or tuned out or distracted/distracting in class should expect to see some adjustment downward if necessary. But I rarely make dramatic adjustments up or down as the grade on tests in Latin tend to confirm what is observable in class; in addition, the grade needs to give my colleagues reliable information about how well you actually know Latin.
- **3 in-class exams** (during class: Fri. Feb. 8; Mon. March 4; Fri. April 5.) Approximately 52% (15-18% each). These will focus primarily on translation, grammar & scansion, but there may be some questions that are meant to test reading in English & things discussed in class.
- **final exam**, as scheduled by registrar (Emory campus: Tuesday, May 7, 4:30-7 pm; Oxford campus: Friday, May 3, 2-5 pm). Approximately 25%. The final will be similar to the tests in that a large component of it will be translation, but it will require some interpretation as well.
- **Learnlink comments on the *Metamorphoses*:** Approximately 15%. For each book of the *Metamorphoses* we read (15 total in the course of the semester), I will ask you to post a comment to our Learnlink site. Your comments should take the form of informal responses to the readings for the day. They may consist of questions of fact or of interpretation, a brief rant, a brief rave, a muse, a mini-essay, a series of observations or any combination of these. They will be graded on a check, check-plus, check-minus basis. The primary purpose of your comments is to stimulate and further class discussion about the poem so I try to use that as my primary criterion for judging them, but obviously those that show more knowledge or effort also tend to get check-plusses. Comments are due **2 hours prior to class time**, which I hope will allow me to have time to read & respond to them before class and to use them in class discussion. **Warning on LL:** if you make long comments, save them on your desktop & cut & paste into LL. LL has a nasty habit of suddenly shutting down and losing student comments that can be

extremely frustrating. If you have problems with LL, you may e-mail me your comments by the same deadline.

- **Comments on articles/book chapters (about 1 page each on 4 different articles/book chapters in the course of a semester):** Approximately 8%. I want everyone to read 4 articles or book chapters on the *Metamorphoses* in the course of the semester (I will provide a list of recommended readings. This will be expanded as the semester goes on. See the Learnlink site for additional suggestions). You will then post a one-page discussion of the article/book chapter you read to the Learnlink conference or (time permitting: you must schedule with me in advance) give a brief 5-10 minute presentation to the class. You should do two of these before spring break and two by the last day of classes. Deadlines for first and third are also specified on the syllabus, but you can really do them any time that is convenient for you. These will be graded on a check, check-plus, check-minus basis. My primary criterion is how helpful your comments are to someone who may not have read the article. Try to address these three questions: what is the thesis/main line of argument of the article/book chapter? what are the points you think are most interesting for the class? do you see any problems with the argument or disagree with any of it? The format is flexible: try to communicate clearly and concisely.

Proper preparation of the Latin:

Reread! I expect you to read and to reread the Latin assigned for the day prior to class. You should reread it until you can 1) come in and translate in class without notes or with only minimal reliance on notes and 2) listen to other people translating and be able to say whether their translation is correct or not and possibly to offer suggestions for improvement. Rereading takes more time in the short term but ultimately will result in your reading more quickly and in preparing you much better for tests so in the long-term it is much more efficient. It will also result in your knowing extremely well certain parts of Ovid's *Metamorphoses*, which is something you will find valuable in interpreting other parts of Ovid and other Latin poetry.

No written out translations in class. I prefer that you not write out a translation but instead rely on your memory and knowledge of the passage. If you feel that you need to write out a translation, I want you to put it aside in class and to look at the Latin when translating or when listening to others translate. Refer to it only in a moment of panic or desperation. Dependence on an English translation ultimately will reduce your retention of the material and slow your progress in learning to read Latin. It will also make it more difficult for you to communicate about the Latin with other people in class. Instead of relying on your translation, spend more time rereading until you are better able to translate it from memory alone.

Know your forms! I also want you to be able to identify forms of words and to explain how those forms result in the correct translation. For example, after preparing your translation for class on Friday, you should be able to explain that "corpora" in line 2 of the *Metamorphoses* is a neut. pl. acc. noun (from corpus -oris n.) and therefore must go with the neut. pl. acc. adjective "nova" in line 1 as the object of the preposition "in" resulting in the translation "into new bodies." When you know that a form used in the text is part of a declension or conjugation that you are supposed to know already but you have forgotten it, take a minute or two to review that declension or conjugation. This is particularly important early in the semester. We will be using these same forms over and over again in the course of the semester, so it is crazy not to take some time to review them early on. When you have questions on any aspect of the Latin, you should be ready to ask about it in class: e.g., What is this form? How does an accusative fit in here? What use of the ablative is this? Why is this a subjunctive? What is this sentence supposed to mean?

Proposed Schedule of Topics/Assignments:

(This may be amended, depending on the needs, abilities and interests of the class.)

Date due	Assignment
Wed. 1/16	None (Introduction to the course & to Ovid)
Fri. 1/18	Read Musgrove's Introduction, pp. 3-9, 15-20 in <i>The Student's Ovid</i> . Translate lines 1-4 of Reading 1 in <i>The Student's Ovid</i> (<i>Metamorphoses</i> 1.1-4). Read the remainder of Ovid, <i>Metamorphoses</i> Book 1 in English up to Daphne & Apollo story (line 469 in Lombardo translation). (You may also find helpful Johnson's introduction to Lombardo's translation.)
	Week 1: Daphne & Apollo, part 1
Mon. 1/21	No class: MLK Day
Wed. 1/23	Review notes on dactylic hexameter (see also Appendix, pages 193-199 in <i>The Student's Ovid</i>). Practice scanning & reading aloud a few lines. Latin: translate Daphne & Apollo, 1.452-471 (first 19 lines of Reading 4 in <i>The Student's Ovid</i>) Read Johnson's introduction to Lombardo's translation if you have not already.
Fri. 1/25	Latin: Daphne & Apollo, 1.472-496 (Translate, reread, practice scanning /reading aloud, work on vocabulary & grammar a little: a full 2 hours worth total please!)
	Week 2: Daphne & Apollo, part 2
Mon. 1/28	Finish <i>Metamorphoses</i> Book 1 in English if you have not already and post a comment on any part of Book 1 to our Learnlink site (due 2 hours before class time). Latin: Daphne & Apollo, 1.497-524
Wed. 1/30	Latin: Daphne & Apollo, 1.525-552
Fri. 2/1	Latin: Daphne & Apollo, 1.553-567; study for quiz
	Week 3: Io
Mon. 2/4	Latin: Io (Reading 5 in <i>The Student's Ovid</i>), 1.588-634
Wed. 2/6	Latin: Io (cont.), 1.635-667
Fri. 2/8	Test I
	Week 4: Founding of Thebes
Mon. 2/11	English: read <i>Metamorphoses</i> 2 and post a comment on it to our Learnlink site (due two hours before class time). Latin: Europa, 2.833-875 (Reading 6 in <i>The Student's Ovid</i>)
Wed. 2/13	Latin: Cadmus, 3.1-49 (in Henderson, <i>Metamorphoses</i> 3)
Fri. 2/15	Latin: Cadmus, 3.50-94
	Week 5: the Spartoi
Mon. 2/18	English: read <i>Metamorphoses</i> 3 and post a comment on it to our Learnlink site (due two hours before class time). Latin: the Spartoi/Actaeon, 3:95-142
Wed. 2/20	Latin: Actaeon, 3:143-182
Fri. 2/22	Latin: Actaeon, 3:183-229 If you have not yet done your first article/book chapter comment/presentation , do it now!
	Week 6: Semele & Tiresias

Mon. 2/25	English: <i>Metamorphoses</i> 4 and post a comment on it to our Learnlink site (due 2 hours before class time). Latin: Semele, 3:230-272
Wed. 2/27	Latin: Semele, 3:273-315
Fri. 3/1	Latin: Tiresias, 3:316-338
	Weeks 7 & 8: Book 3 (cont.) Echo & Narcissus, Pentheus
Mon. 3/4	Test II
Wed. 3/6	Latin: Narcissus & Echo, 3:339-384
Fri. 3/8	Latin: Narcissus & Echo, 3:385-426 If you have not yet done your second article/book chapter comment/presentation , do it now!!
3/11-3/15	SPRING BREAK
Mon. 3/18	English: <i>Metamorphoses</i> 5 and post a comment on it to our Learnlink site (due 2 hours before class time). Latin: Narcissus & Echo, 3:427-462
Wed. 3/20	Latin: Narcissus & Echo, 3:463-510 celebration of Ovid's birthday!
Fri. 3/22	Latin: Pentheus, 3:511-556
	Weeks 9 & 10: Book 3 (cont.) Pentheus and Bacchus
Mon. 3/25	English: <i>Metamorphoses</i> 6 and post a comment on it to our Learnlink site (due 2 hours before class time). Latin: Pentheus/Bacchus & the sailors, 3:557-604
Wed. 3/27	Latin: Bacchus & the sailors, 3:605-649
Fri. 3/29	Latin: Bacchus & the sailors, 3:650-691
Mon. 4/1	English: <i>Metamorphoses</i> 7 and post a comment on it to our Learnlink site (due 2 hours before class time). Latin: Pentheus (end), 3:692-733
Wed. 4/3	catch up & review day. If you're all caught up, good time to do an article/book chapter presentation.
Fri. 4/5	Test III
	Week 11: Metamorphoses 8-9: Artists & Lovers, Part I
Mon. 4/8	English: <i>Metamorphoses</i> 8 and post a comment on it to our Learnlink site (due 2 hours before class time). Latin: Daedalus (Reading 15 in <i>The Student's Ovid</i>), 8.183-216
Wed. 4/10	Latin: Daedalus, 8.217-254
Fri. 4/12	English: <i>Metamorphoses</i> 9 and post a comment on it to our Learnlink site (due 2 hours before class time). Latin: Orpheus (Reading 16 in <i>The Student's Ovid</i>), 10.1-39
	Week 12: Metamorphoses 10-11: Artists & Lovers, Part II
Mon. 4/15	English: <i>Metamorphoses</i> 10 and post a comment on it to our Learnlink site (due 2 hours before class time). Latin: Orpheus, 10.40-85
Wed. 4/17	Latin: Pygmalion (Reading 17 in <i>The Student's Ovid</i>), 10.243-297
Fri. 4/19	English: read <i>Metamorphoses</i> 11 and post a comment on it to our Learnlink site

	(due 2 hours before class time). Latin: no new assignment. Catch up or get ahead. If you have not yet done your third article/book chapter comment/presentation , do it now!!!
	Week 13: The End of the Metamorphoses: 12-14
Mon. 4/22	English: read <i>Metamorphoses</i> 12 and post a comment on it to our Learnlink site (due 2 hours before class time). Latin: Midas (Reading 18 in <i>The Student's Ovid</i>), 11.100-145
Wed. 4/24	English: read <i>Metamorphoses</i> 13, 14 up to line 101 (116 in Lombardo transl.) and post a comment on it to our Learnlink site (due 2 hours before class time); Latin: Aeneas & the Sibyl (Reading 19 in <i>The Student's Ovid</i>), 14.101-153
Fri. 4/26	English: read <i>Metamorphoses</i> 14 (finish) and post a comment on it to our Learnlink site (due 2 hours before class time). Latin: no new assignment. Catch up or get ahead.
	The Very End: Metamorphoses 15
Mon. 4/29	English: <i>Metamorphoses</i> 15 and post a comment on it to our Learnlink site (due 2 hours before class time). Latin: Caesar's Deification & the Epilogue (Reading 21 in <i>The Student's Ovid</i>), 15.843-879 If you have not yet done your fourth article/book chapter comment/presentation , do it now!!!!

Grading of Learnlink comments on the Metamorphoses:

All comments that are submitted on time and are judged adequate (check) will be awarded 6 points (6 x 15 = 90), so you will get an A- on this part of the course for making 15 adequate comments on time. I will award additional half or full points for comments that go beyond what is adequate in the amount of detail or degree of insight they provide (check-plus). If your comments are consistently excellent, you can potentially receive over 100% for this portion of the course. I will deduct points or half-points for late comments, for comments that don't clearly address the assigned reading or are extremely superficial, unclear or poorly written so as to be unintelligible (check-minus).

Grading of presentation of book chapters/articles:

All comments that are submitted on time and are judged adequate (check) will be awarded 9 points (out of a possible 10) so as with the Learnlink comments if they are all adequate (check) and on time you will receive a 90% (A-) for this part of the course. I will give additional half or full points for comments that seem to be extremely helpful or thorough or engaging and well-written or that are presented orally to the entire class in a clear, concise, and helpful presentation, so that it is also possible to receive extra credit for this part of the class. I will deduct half or full points for late comments or those that really don't seem to understand the article/chapter they have presented or are very unclear or poorly written or for presentations that are rambling, incoherent or hard to follow.