**Latin 368: Roman Historians**

**Spring 2019, Block 7**

**Law Hall 403**

Instructor: Nathan Kish (nkish@cornellcollege.edu)

Office Hours: T, R 3:30-5:00 and by appointment, College Hall 310

**Required Texts:**

* Ramsey, J. T., ed. 2007. *Sallust’s* *Bellum Catilinae*. Second Edition. Oxford: Oxford

University Press.

* Peterson, W., ed. 1893. *Corneli Taciti* *Dialogus de oratoribus*: *A Revised Text with Introductory Essays and Critical and Explanatory Notes.* Oxford: Clarendon Press.
  + This text is in the public domain and is posted to the course website as a pdf

**Course Goals:**

* Students will closely read, translate, and discuss multiple works by Roman historians in Latin and in translation;
* Students will be introduced to the larger tradition of Roman historiography, including its Greek antecedents and related genres undertaken by Roman authors;
* Students will investigate how the past has been and is constructed through careful attention to the rhetorical strategies used by Roman historians and the political and cultural contexts in which they worked;
* Students will engage critically with scholarship on Roman historiography and practice summarizing complex arguments in their own words;
* Students will review Latin grammar and vocabulary and be introduced to advanced resources for studying these subjects;
* Students will learn to analyze, evaluate, and critique different kinds of sources and communicate their findings effectively in discussion, writing, and oral presentations;
* Students will learn how to find, use effectively, and evaluate information (print and electronic resources) in order to answer their own research questions;
* Students will become more familiar with the resources available for studying the ancient world and the humanities in general, on campus and beyond.

This course supports the Educational Priorities and Outcomes (EPOs) of Cornell College and places an emphasis upon knowledge, inquiry, reasoning, communication, and intercultural literacy.

**Course Requirements:**

**Preparation, Attendance, and In-Class Performance**: Preparation, attendance, and in-class performance are vital to gaining mastery of the course material. Part of successful performance is adequate preparation—engage with the material assigned (whether in Latin or in English) closely and carefully. When preparing any Latin reading, read the commentary. Making connections between materials studied throughout the course is key to discovering and reflecting on broader themes of Roman historiography.

**Quizzes**: To enable both you and me to measure your command over the material, there will occasionally be short (5-10 minutes) in-class quizzes. We will go over the various forms that these can assume in the course of the class, but they could focus on vocabulary, grammar, reading comprehension, short translation, and comprehension and engagement with the secondary literature that we will be reading and discussing during the course.

**Exams**: There will be three 90-minute exams during the block, equally weighted. In these you could be tested on vocabulary, grammar, reading comprehension, translation, Latin composition, and secondary literature. We will practice each of these types of exercises in class. These exams will take place on March 22 (Friday, Week 1), March 29 (Friday, Week 2), and April 10 (Wednesday, Week 4). While language study is inherently a cumulative endeavor, the first exam will focus on material covered from the beginning of class and the second and third the material covered since the previous exam. While these exams will be written for 90 minutes, you will have 120 minutes to complete them.

**Illumination:** Twice during the course of the class you will “illuminate” some passage or aspect of the primary source that we prepared for class that day. Your Illumination should be roughly five minutes, during which you discuss and elucidate some element of the text thus adding to our appreciation of the work. Aim to explain and walk us through your observation. The element that you focus on can be grammatical, rhetorical, literary, historical, cultural, and it can—and it probably would be good if it does—have a very narrow focus. This exercise will both help you gain experience presenting orally as well as engaging closely with the primary sources. (N.B.: If you decide to write out this or any other presentation for this course, a rule of thumb is to take two minutes to read one page of 12-point, doubled-spaced text to make sure that you are not speaking too quickly.)

**Article Report**: In order to give you practice in oral presentation and as part of our project of engaging with secondary scholarship during the course—both of which you will do as part of your final project—you will present (for roughly 10 minutes) on one scholarly article. In this report you should concisely and clearly summarize the article as well as critique it and give your opinion of its value. Visual aids can be very useful for helping the audience follow an oral presentation, and so I encourage you to include a visual aid (be it a handout, a slideshow presentation, or both) as part of your report. I will provide a list of possible articles that you can choose from. Your report will take place in Week 2 or Week 3; I will model how to do such a report in Week 1.

**Sallustian Journalism**: *Imitatio* (“imitation”) was a central component of ancient rhetorical education and was also practiced by Renaissance and Early Modern writers and artists who looked to the classics as models for form and content. For this assignment, you will choose a (not terribly lengthy) news article (in English) and rewrite it (in English, 1.5-2 pages) in the style of Sallust. This assignment is intended to prompt you to read Sallust closely and reflect on the characteristics of his distinctive style. It will also be an exercise in creativity and applying forms of structuring thought in one language to another. With your rewritten article you are also required to submit the original article (or excerpt of it) and a one- to two-page commentary in which you discuss the specific choices that you made in you rewriting. Your papers should be double-spaced, 1” margins, 12-point Times New Roman font, numbered pages.

**Final Project**: The final project for this course presents you with opportunities to showcase the skills of philology and historical and rhetorical interpretation that you will be practicing over the course of the block, as well as to conduct in-depth, independent research on an aspect of the course that you are personally interested in. You may choose your topic, but you must discuss it with me and receive my approval. In your project you are required to take into account at least three works of scholarship related to your topic. You will submit the **First Draft** **of your Final Paper** on April 6 (Saturday, Week 3). The following week, you will give an **In-Class Presentation** (10 min.) on April 9 (Tuesday, Week 4). Finally, you will submit a **Second Draft of your** **Final Paper** (8-10 pages, double-spaced, 1” margins, 12-point Times New Roman font, numbered pages) on April 11 (Thursday, Week 4). Your Presentation is your opportunity to share with your classmates the ideas that you are addressing in your FinalPaper, which must consist of a thesis statement and original research.

**Grading:**

* + Preparation, Attendance, and In-Class Performance 10%
  + Quizzes 5%
  + Three exams 30%
  + Exam 1 10% (Friday, March 22, 9:30-11:30 am)
  + Exam 2 10 % (Friday, March 29, 9:30-11:30 am)
  + Exam 3 10% (Wednesday, April 10, 10:00 am-12:00 pm)
  + Illumination 5%
  + Two during the course of the block, equally weighted
  + Article Report 5%
  + Sallustian Journalism 10%
  + 1.5-2 pages + 1-2 page commentary + original article (due Thursday, March 28, 9:30 am)
  + Final project 35%
  + First Draft of Final Paper 10% (due Saturday, April 5, 5:00 pm)
  + Presentation 10% (Tuesday, April 9)
  + Second Draft of Final Paper 15% (due Thursday, April 11, 12:00 pm)

**Letter grades will be assigned as follows:**

A 100-93 B+ 89-87 C+ 79-77 D+ 69-67 F below 60

B 86-83 C 76-73 D 66-63

A- 92-90 B- 82-80 C- 72-70 D- 62-60

**Policies:**

**Attendance and Participation:** Since the class format, as well as a significant portion of the final grade, depends largely on your in-class performance, preparation, attendance, and participation are essential for successful completion of the course. Failure to attend class sessions will impact your final grade. Given the nature of the block system, it is particularly important to resolve any questions as quickly as possible. Illness and unforeseen circumstances do arise. Please let me know as soon as possible if you will not be able to attend a morning or afternoon session. Using your cellphone in class will result in the reduction of your participation grade.

**Deadlines:** Assignments are due in class as described in the Weekly Schedule below or as announced in class or via email. Please consult with me in advance if circumstances arise that will prevent you from timely completion of an assignment.

**Academic Honesty:** Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading “Academic Honesty,” and [here](https://www.cornellcollege.edu/registrar/pdf/Academic%20Honesty.pdf).

**Accommodations:** Students who need accommodations for learning disabilities must provide documentation from a professional qualified to diagnose learning disabilities. For more information see http://cornellcollege.edu/disabilities/documentation/index.shtml. Students requesting services may schedule a meeting with the disabilities services coordinator as early as possible to discuss their needs and develop an individualized accommodation plan. Ideally, this meeting would take place well before the start of classes. At the beginning of each course, the student must notify the instructor within the first three days of the block of any accommodations needed for the duration of the course.

**Weekly Schedule**

**\*\***The instructor reserves the right to change the syllabus as the course progresses. Any changes will be announced in class or over email.

**Week 1: Introduction; Sallust, Part 1**

1) Monday, March 18

9:30-11:00: Introduction: the tradition of Roman historiography; Cicero, *Fam*. 5.12, *On the Orator* 2.51-

64, *Orator* 30-32, 37-39, 65-66, 120 [in English]

1:00-3:00: Introduction to Sallust, the Catilinarian Conspiracy, and the *Bellum Catilinae*: Ramsey (2007)

1-6, 15-21; Sallust, *Bellum Catilinae* 1-2 <1>

2) Tuesday, March 19

9:30-11:00: Grammar and vocabulary review; Sallust, *Bellum Catilinae* 3-7 [82 lines]

1:00-3:00: Sallust’s Contributions to Roman Historiography, Sallust’s Style, The Textual Tradition of the

*Bellum Catilinae*: Ramsey (2007) 7-15; Sallust, *Bellum Catilinae* 3-7 <2-3.3>

3) Wednesday, March 20

9:30-11:00: Grammar and vocabulary review; Sallust, *Bellum Catilinae* 8-13 [77 lines]

1:00-3:00: Mellor, R. 1999. “Origins of Roman Historiography”; Sallust, *Bellum Catilinae* 8-13 [77 lines]

<3.1-5.9>

4) Thursday, March 21

9:30-11:00: Grammar and vocabulary review; Sallust, *Bellum Catilinae* 14-16 [41], 20 [41], 25 [11] in

Latin; 17-19, 21-24 [3 pp.] [in English]

1:00-3:00: Sallust, *Bellum Catilinae* 14-16 [41], 20 [41], 25 [11] in Latin; 17-19, 21-24 [3 pp.] [in

English] <6, 14.1-5>

5) Friday, March 22

9:30-11:30: **Exam 1**

1:00-3:00: **No Class—Start working on your Final Project**

**Week 2: Tacitus, Part 1**

6) Monday, March 25

9:30-11:00: 1) Introduction to Tacitus and the *Dialogus de Oratoribus*; Introduction to *Dialogus* in Mayer

(2001): §§1-2 [8]

2) Rutledge, S. H. 2012. “Tacitus’ *Dialogus de Oratoribus*: A Socio-Cultural

Approach.” In *A Companion to Tacitus*, ed. V. Pagán: 62-83. Blackwell.

3) *Dialogus* 1-17 in translation

4) *Dialogus* 18-19 [58 lines] in Latin

1:00-3:00: *Dialogus* 18-19 [58 lines]

7) Tuesday, March 26

9:30-11:00: Grammar and vocabulary review; *Dialogus* 20-21.28 (“fewer people know that he wrote

them”) in translation; 21.29-23.5 (*Asinius quoque…se antiquos oratores vocant*) [43 lines] in Latin

1:00-3:00: *Dialogus* 21.29-23.5 (*Asinius quoque…se antiquos oratores vocant*) [43 lines] in Latin; 23.5

(“I will not name any one”)-24 in translation

**Rachel article report**: Goldberg, S. M. 1999. “Appreciating Aper: the Defence of Modernity in

Tacitus’ *Dialogus de Oratoribus*.” *CQ* 49.1: 224-237

8) Wednesday, March 27

**Exam correction due 9:30 am**

9:30-11:00: **Quiz 2**

Grammar and vocabulary review; *Dialogus* 24-27 in translation; *Dialogus* 28-29 [49 lines] in

Latin

1:00-3:00: *Dialogus* 28-29 [49 lines] in Latin; *Dialogus* 30-32 in translation

**Article**: Brink, C. O. 1993. “History in the ‘Dialogus de Oratoribus’ and Tacitus the Historian: A

New Approach to an Old Source.” *Hermes* 121.3: 335-349

9) Thursday, March 28

**Sallustian Journalism due 9:30 am**

9:30-11:00: Grammar and vocabulary review; *Dialogus* 33 in translation; *Dialogus* 34-35 [62 lines] in

Latin

1:00-3:00: *Dialogus* 34-35 [62 lines] in Latin

10) Friday, March 29

9:30-11:00: **No Class—Work on Exam 2** (take-home exam, due at individual meetings in afternoon) and

**Final Projects**

1:00-3:00: **No Class—Individual Meetings** (my office: College Hall 310)

**Exam 2 due at meeting!**

**1:00:**

**1:30:**

**2:00:**

**Week 3: Sallust, Part 2**

11) Monday, April 1

9:00-11:00: Grammar and vocabulary review; *Bellum Catilinae* 26-30, 32-36.3 [in English, 4 pp.]; 31 [23

lines], 36.4-39.5 [53 lines] [in Latin] [76 lines total]; **14.6-15 [16], 20 [41], 25 [11] [68**

**lines total]**

1:00-3:00: *Bellum Catilinae* 26-30, 32-36.3 [in English, 24pp.]; 31 [23 lines], 36.4-39.5 [53 lines] [in

Latin] [76 lines total]; **outline workshop**

12) Tuesday, April 2

9:00-11:00: Grammar and vocabulary review; *Bellum Catilinae* 39.6-47, 48.3-50.2, 51.9-36 [in English,

7.5 pp.]; 48.1-2 [6 lines], 50.3-5 [10], 51.1-8 [20], 37-43 [19], 52.1-12 [29] [84 lines total]

1:00-3:00: *Bellum Catilinae* 39.6-47, 48.3-50.2, 51.9-36 [in English, 7.5 pp.]; 48.1-2 [6 lines],

50.3-5 [10], 51.1-8 [20], 37-43 [19], 52.1-12 [29] [84 lines total]; **article presentation**

13) Wednesday, April 3

9:00-11:00: Grammar and vocabulary review; *Bellum Catilinae* 52.13-54 [90 lines]; 55-57.4 [in English,

2.5 pp.]

1:00-3:00: *Bellum Catilinae* 52.13-54 [90 lines]; 55-57.4 [in English, 2.5 pp.]; **article presentation**

14) Thursday, April 4

**No Class Meeting—Forum translation and commentary assignment:** *Bellum Catilinae* 57.5-61 [89

lines] [in Latin]; **Work on your Final Project!**

15) Friday, April 5

**No Class Meeting— Forum translation and commentary assignment:** *Dialogus* [?]

**Work on your Final Project!**

**Final Paper Draft 1 due Saturday, April 6, 5:00 pm**

**Week 4: Tacitus, Part 2**

16) Monday, April 8

9:00-11:00: Grammar and vocabulary review; *Dialogus* 37-40 [87 lines]

1:00-3:00: *Dialogus* 37-40 [87 lines]

17) Tuesday, April 9

9:00-11:00: Grammar and vocabulary review; *Dialogus* 40-42 [65 lines]

1:00-3:00: **Presentations**

18) Wednesday, April 10

10:00-12:00: **Exam 3**

**Final Papers Draft 2 due Thursday, April 11, 12:00 pm**