Overview
The aim of Latin 3003 is twofold: first, to reinforce and extend the basic skills which you developed in beginning Latin and, second, to introduce you to some of the major prose writers of ancient Rome. In the first half of the semester, we will be reading selections from the second book of *De bello Gallico*, Caesar’s account of his campaigns in Gaul (modern France and Belgium) in the 50’s BCE; in the second half we will read the entirety of Cicero’s *Oratio in Catilinam I*, a speech delivered before the Senate in 63 BCE, in which Cicero denounced L. Sergius Catilina, a disgruntled aristocrat who was plotting to overthrow the Roman state.

Most of our class time will be spent translating and discussing the texts we’re reading. As noted above, you will be reinforcing and extending the skills you developed in beginning Latin, but instead of the readings reinforcing the grammar, as in first year Latin, the readings will take center stage; accordingly, most grammar and vocabulary work will be done outside of class. We will continue to encounter new forms and constructions, but much less class time will be devoted to them.

What should you be able to do after completing Latin 3003?
Students completing Latin 3003 should have a good working knowledge of the grammar and basic vocabulary of literary Latin prose of the 1st century BCE, as exemplified by the war commentaries of Caesar and the political speeches of Cicero. With appropriate help with regard to vocabulary, morphology, syntax, and literary or cultural context, students can read, understand, and communicate their understanding of a representative passage (25-30 lines) of such texts in 60-90 minutes; they can communicate their understanding by translating, answering comprehension questions, or writing a brief commentary on lexical, morphological, syntactic, cultural, or basic literary features of the passage.

Texts

Prerequisite
The prerequisite for this course is a C- or better (or S) in LAT 1002 (or, in exceptional circumstances, departmental permission).
Sequence of courses
This course is the third in the four-semester sequence in beginning and intermediate Latin. The remaining course is LAT 3004.

The prerequisite for LAT 3004 is a C- or better (or S) in LAT 3003 (or, in exceptional circumstances, departmental permission).

Students who wish to continue in Latin are encouraged to enroll in advanced classes (5100 and higher) after their successful completion of LAT 3004.

LAT 3004 is the prerequisite for all higher-numbered courses.

Second language requirement
Students who plan to use Latin to fulfill the CLA second language requirement need to earn a C- or better (or S) in LAT 3004.

There is no Language Proficiency Examination for Latin.

Moodle
This course has a Moodle site, which includes a copy of this syllabus, the most recent assignments, quiz and test information, and any handouts distributed in class. Familiarize yourself with it as soon as you can! It can be accessed directly by going to the myU link on the University homepage—if you have already registered for the course, you should have access.

If you miss class, you are expected to check the site for the next day’s assignment.

From grammar to reading. . . (i.e., what you can expect, and what I expect of you)

The transition from beginning to intermediate Latin is notoriously difficult, but it is not impossible.

The exercises in beginning Latin classes tend to focus on only a few constructions at a time, and the sentences tend to be on the short side. A Roman, on the other hand, would use whatever words, forms, and constructions he thought necessary to get his point across, and any words he thought unnecessary were omitted; his clauses and sentences were long or short as he preferred them. In other words, these texts were never intended to be anyone’s first experience with “real” Latin—but they’re some of the most suitable texts we have for the task at hand.

You should expect to spend 1-1/2 to 2 hours preparing each assignment, but if you keep at it the amount of time should go down even as the length of assignments increases. In general, the length will vary, but it will almost never drop below 10 or 15 lines of Latin. Our goal is to be reading 25-30 lines per class by the end of the semester.

As I mentioned at the beginning of the syllabus, most new grammar and vocabulary will have to be learned on the fly once we begin the reading. Get acquainted with your new grammar book as quickly as possible; it’s not nearly as intimidating as it looks, and it’s here to help you. (At the same time, you can keep using your beginning Latin book as a backup, but remember that it will not contain many of the more complex constructions we’ll encounter.)

I expect you to be able at least to recognize new vocabulary, forms, and constructions in context (e.g., if you’ve prepared a passage containing the word aquilifer, I expect you to be able to translate the word in that passage). If I make a point of emphasizing some new word or point, you need to learn it, not just recognize it in context (e.g., if I spend 15 minutes on the dative of purpose, make sure you learn it). As far as “old” grammar and vocabulary are concerned, if they’re still causing problems, keep reviewing.

Our primary texts have a number of other features that will help you in your preparation. First and foremost, they have notes on the readings, located after the actual Latin texts. These notes are designed to help you, the reader, better understand the text. They include expansions of abbreviations, grammatical or vocabulary explanations, discussions of cultural features, references to similar passages in other works—whatever the editors think useful for a reader to know. If a note directs you to look somewhere else for a fuller explanation (particularly if “somewhere” is a grammar book), then do so.
In addition to these notes, the Caesar text has a helpful introduction, covering the life of Julius Caesar, the Gauls, and the Roman army; the Cicero text has useful essays and appendices following the text. All of these provide a good deal of useful information which can help you understand the contexts (both historical and literary) of your text. (Within the Caesar text itself, there are brief chapter headings which will give you an idea of what you’re about to read.) Both texts also include vocabulary lists at the very end, so you do not need a separate dictionary.

Students commonly think that the point of preparing an assignment is to write out a “good” translation of the text and then to read from it when called upon. Actually, the point is to read and understand the text in question. If you find it helpful to write out a translation, then do so—but do not memorize the translation and do not read from it in class! (Leave it in your notebook instead.) If I call on you, I want to see if you can take a passage of Latin that you’ve already worked through and tell me what it says. (Sooner or later, writing out a translation will just lengthen the time an assignment takes. It’s easier to work on your reading skills.)

In addition to reading and discussing the texts, we will probably spend some time reviewing specific constructions. Every week there will be a quiz, covering some combination of grammar and vocabulary and lasting about 10-15 minutes. There will also be weekly English to Latin assignments which will be collected and graded.

A few more things:
- Use a clean text in class. If you need to mark up a passage, xerox it first and mark that up.
- Don’t worry if you can’t produce a smooth and polished translation of a passage. Concentrate on understanding the passage and being able to explain what it says.
- If you’re having a lot of trouble on a passage, work on it with someone. (Note the “with.” However many people are involved, they should all contribute.) Afterwards, however, you should still be able to read the passage on your own.
- There will be tutors available for 3003 students this semester. I’ll let you know when the schedule is available.
- If you have questions, ASK.

**GRADING**

**Scale**

This course may be taken on either the A-F or the S-N grading system. The work required for a grade of S is the same as that required for a C-. Students who take this course on the S-N system cannot use it for major or minor credit.

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>92-100</td>
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<td>90-91</td>
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<td>D</td>
<td>60-67</td>
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<tr>
<td>F</td>
<td>below 60</td>
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**Calculation of course grade**

- Review quizzes (9) 15% lowest grade will be dropped
- Weekly quizzes (8-12) 20% lowest grade will be dropped
- English to Latin (10-12) 15%
- Midterms (2) 20% dates to be announced
- Final exam 20% Friday, Dec. 18, 8:00-10:00
- Participation 10% see note below
Excused absences
Absences for the following reasons will be excused: documented illness, participation in athletic events or other group activities sponsored by the University, serious family emergencies, subpoenas, jury duty, military service, or religious observances.
If you miss class because of illness, you are expected to let me know (by e-mail or voice mail) as soon as possible.

Attendance
Regular attendance is vital. More than four unexcused absences will result in 3 points being subtracted from your final grade for each additional absence.

Participation
Participation includes preparation, effort, and willingness to participate in exercises and discussions. You are expected to complete each day’s assignment before coming to class and to have all necessary materials with you.

Makeups
Quizzes and midterms can be made up only if you inform me in advance (if possible) and have a valid excuse.

Final exam
The final exam for this course is required. Students who do not take the final will not pass the course.

Incompletes
Incompletes will be given only in exceptional circumstances. Conditions and deadlines for completion of course requirements will be set by me in consultation with the student.

Extra credit
Extra credit assignments may be made at my discretion and will be available to the entire class; they will not be made on an individual basis.
No extra credit assignments will be accepted after final course grades have been submitted.

Grade disputes
In any case of a substantial grade dispute, you must contact me and provide a written justification of why you think the grade is in error. You should wait at least 24 hours before doing so, but you should not wait for more than one week.
Final course grades can be changed only if a calculation error has been made.

Department information
Classical and Near Eastern Studies
245 Nicholson Hall
(612) 625-5353
http://cnes.cla.umn.edu

THIS SYLLABUS IS SUBJECT TO CHANGE!
Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code:

http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html

Note that the conduct code specifically addresses disruptive classroom conduct, which means “engaging in behavior that substantially or repeatedly interrupts either the instructor’s ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.”

Use of personal electronic devices in the classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom.

http://policy.umn.edu/Policies/Education/Education/CLASSROOMPED.html

Scholastic dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html

If it is determined that a student has cheated, he or she may be given an “F” or an “N” for the course, and may face additional sanctions from the University.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty:

http://www1.umn.edu/oscai/integrity/student/index.html

If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class—e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Appropriate student use of class notes and course materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community.

Sexual harassment

“Sexual harassment” means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting.

http://www1.umn.edu/regents/policies/humanresources/SexHarassment.html

Equity, diversity, Equal Opportunity, and Affirmative Action

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

http://www1.umn.edu/regents/policies/administrative/Equity_Diversity_EO_AA.html

Disability accommodations

The University is committed to providing quality education to all students regardless of ability. Determining appropriate disability accommodations is a collaborative process. You as a student must register with the Disability Resource Center and provide documentation of your disability. The course instructor must provide information regarding a course’s content, methods, and essential components. The combination of this information will be used by the Disability Resource Center to determine appropriate accommodations for a particular student in a particular course.

https://diversity.umn.edu/disability

Mental health and stress management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you.

http://www.mentalhealth.umn.edu

Academic freedom and responsibility

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.