Overview
The aim of Latin 3004 is twofold: first, to introduce you to some of the major poets of ancient Rome and, second, to continue to reinforce and extend the basic skills which you developed in beginning or intensive Latin. The readings this semester are taken from the Aeneid of Vergil. The Aeneid is the story of the Trojan hero Aeneas and his struggle to lead the survivors of Troy’s destruction to their new homeland in Italy, where his descendants are destined to found a city that will one day rule the world. Even as the poem was being composed, Vergil’s contemporary Propertius hailed it as nescioquid . . . maius Iliade, “something greater than the Iliad,” one of the greatest works of Greek literature. Vergil, however, asked on his deathbed that the unfinished poem be burnt, but thanks to the intervention of Augustus himself it was not, and it quickly won renown as one of the masterpieces of Latin literature—a distinction it has held for over 2000 years. In addition to reading various selections from the poem in Latin, we will also be reading the entire poem in English.

As in 3003, most of our class time will be spent translating and discussing the texts we’re reading. You will be reinforcing and extending the skills you’ve already developed, but most grammar and vocabulary work will be done outside of class. We will continue to encounter new forms and constructions, some of which will be discussed in class, and we will go over meter and poetic forms and devices.

What should you be able to do after completing Latin 3004?
Students completing Latin 3004 should have a good working knowledge of the grammar and basic vocabulary of Latin poetry of the Augustan period (late 1st century BCE and early 1st century CE), as exemplified by the Aeneid of Vergil, as well as the literary and cultural context of such poetry. With appropriate help with regard to vocabulary, morphology, syntax, and literary or cultural context, students can read, understand and communicate their understanding of a passage of 30-35 lines from the Aeneid in 60-90 minutes; they can communicate their understanding by translating, answering comprehension questions, or writing a brief commentary on lexical, morphological, syntactic, metrical, cultural, or literary features of the passage.

Texts
Boyd, B.W., ed. Vergil’s Aeneid: Selections from Books 1, 2, 4, 6, 10 and 12.
Fagles, R., tr. The Aeneid.

Prerequisite
The prerequisite for this course is a C- or better (or S) in LAT 3003 (or departmental permission).
Sequence of courses

This course is the fourth in the four semester sequence in beginning and intermediate Latin. 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.

What you can expect in this course, and what I expect of you...

In the first three semesters of Latin, we focused on the reading of prose—Latin grammar as it’s usually taught is largely based on the works of Cicero. The poets tend to be freer in how they use grammar, syntax, and vocabulary, to the extent that they seem to “break” the rules, but they’re not really breaking rules so much as not writing (Ciceronian) prose. On the other hand, they’re constrained by metrical considerations, and word order is often manipulated to achieve the appropriate sequence of long and short syllables. Getting used to word order can be frustrating, but you’ll soon begin to notice how poets can use it to produce particular effects.

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 30-35 lines per class by the end of the semester.

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, I expect you to have reviewed them; if they’re still causing problems, keep reviewing.

Boyd’s text has a number of features which will help you in your preparation. First and foremost, it has notes on the readings, located below 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 editor has felt might be 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 if you can. You should also be sure to read the introductions to Pharr’s text, particularly pp. xxxv-xxxxvi (“General Directions”), which explains, among other things, the odd use of italics in the Latin text. (You should also note that Boyd uses macrons regularly.)

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 every time will just lengthen the time an assignment takes. It’s easier to work on your reading skills.)
In addition to reading and discussing the selections we read in Latin, we will spend some time discussing the poem as a whole (two books, every other week). There will also be a short weekly quiz (10-12 minutes); the format of each quiz will be announced in advance.

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 it 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 probably be tutors available for 3004 students. 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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<tr>
<th>Grade</th>
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<tr>
<td>A</td>
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<td>D</td>
<td>60-67</td>
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<td>F</td>
<td>below 60</td>
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Calculation of course grade
- Quizzes (and scansion exercises) 15% lowest quiz grade will be dropped
- Responses to study questions 15% see note below
- Midterms (2) 35% tentative dates: Wed., Feb. 24; Wed., Apr. 6
- Final exam 25% Thursday, May 12, 8:00-10:00 am
- 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.
Responses to study questions
As part of your preparation for our discussions of the poem in English (two books, every other week), you will be asked to write out and turn in informal responses to at least one study question. The assessment will be based not on whether your response is “correct” but on how much thought you put into it.

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!
IMPORTANT UNIVERSITY OF MINNESOTA POLICIES

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, forgery, 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.

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