

Intermediate Latin: Caesar and the End of the Republic

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Course Description and Objectives:

The primary function of this course is for students to begin to read ancient Latin texts in their natural habitat, applying the grammar learned in the first-year course to a connected piece of text. The goal is therefore for students to improve their reading proficiency by increasing their understanding of Latin grammar and syntax as well as their Latin vocabulary.

In general, the course will be divided into three sections. In the first part of the semester, we will read selections from *Finis Rei Publicae*. In the second part of the semester, we will play a game from the Reacting to the Past series, "Beware the Ides of March: Rome in 44 B.C." This is a role-playing game set right after the assassination of Julius Caesar; more details are below. As part of the game students will not only continue to translate Latin, but they will also compose and deliver speeches in Latin and also write political graffiti and propaganda. Roles will be established early in the semester so students can prepare for the game and have plenty of time to work on their compositions. The final part of the course will focus on poetry; we will read selections from Ovid's *Metamorphoses*. The primary goal of this course is to improve language skills and proficiency in reading Latin, but you will also learn much about the last years of the Roman Republic.

Learning Objectives:

Students who complete this course satisfactorily will have:

- improved their knowledge and command of Latin grammar
- expanded their Latin vocabulary base
- increased their comfort and their speed in reading Latin
- begun to appreciate of rhetorical strategies used by authors
- developed an understanding of the complex history of the Late Republic

Texts:

Finis Rei Publicae 2nd Edition

Beware the Ides of March: Rome in 44 B.C.

Cassell's Latin-English/English-Latin Dictionary

Recommended Text

Allen and Greenough's *New Latin Grammar*.

Guidelines:

We will take a learn-as-you-go approach: as unfamiliar syntax and forms arise we will tackle them, rather than spending time at the beginning of the term doing a massive grammar review. As I develop a clearer sense of what you do and don't remember, hopefully I will be able to anticipate some of the difficulties you will run into in your reading. If a particular passage or phrase is confusing you as you are reading, please do email me before class and give me notice of what you don't understand. That way I can make sure that I have a good explanation worked out for you and perhaps a suitable handout.

See the handout "Tips and Tricks for Upper-Level Language Courses" for what to expect in class on a daily basis and how I expect you to prepare. *N.B. Anyone who simply reads a prepared translation in class will not receive full credit for participation that day.* Please let me know before class if by some chance you are not prepared on a given day so that I do not call on you when you are not in a position to succeed, and so that you do not waste everyone's time trying to read the passage at sight. That's the mark of someone concerned more about herself or himself than the other students. As noted below, if you are only unprepared once or twice, it won't affect your grade.

Beware The Ides of March: An Introduction

The Ides of March is part of a series of historical role-playing games, known collectively as Reacting to the Past (RTTP). After fall break, your instructor will become a Gamemaster (GM), and you and your classmates will become important figures at a key moment in Roman history: the day after the assassination of Julius Caesar on the Ides of March. You will receive a **game pamphlet** that includes historical information, the basic rules and elements of the game, and essential documents. You will also receive an individual **role sheet**, which will provide a short biography of the historical figure you will model in the game as well as that person's ideology, objectives, responsibilities, and resources. In this game, all characters are actual historical figures; you should understand and adopt that person's worldview, but you are not compelled to act as they acted, as long as you act consistently with their values (Mahatma Gandhi can not advocate dropping a nuclear bomb on Pakistan). During the game, you will strategize with teammates, work to defeat opponents, engage in negotiations, give speeches and participate in debates, and write position papers.

The following is an outline of what you will encounter in Reacting and what you will be expected to do.

Game Setup

We will spend some time before the beginning of the game ensuring that you understand the historical context. In part this will come from our readings in Latin over the first eight weeks, but I will supplement this material before the game begins, and we will have a quiz before the game starts in order to push you to learn this material.

You should also read historical documents or books written by historians, some of which have been placed on reserve in Collins Library, and some which will be made available on our class website. These provide additional information and arguments for use during the game. Read all of this contextual material and all of these documents and sources before the game begins. And *just as important*, go back and reread these materials throughout the game. Ideas take on a different aspect when seen through the eyes of a partisan actor, so a second and third reading while *in the middle of the game* will deepen your understanding and alter your perspective. Students who have carefully read the materials and who know the rules of the game typically do better than those who rely on general impressions.

Game Play

Once the game begins, class sessions are presided over by students; for each class, a single student serves as a kind of presiding officer. The instructor then becomes the Gamemaster and takes a seat in the back of the room. Though they do not lead the class sessions, GMs may do any of the following:

- Pass notes
- Announce important events (e.g. The Gauls are invading!). Some of these events may be the result of student actions; others are instigated by the GM.
- Redirect proceedings that have gone off track

The presiding officer is expected to observe basic standards of fairness, but as a fail-safe device, we will employ the Podium Rule, which allows a student who has not been recognized to approach the podium and wait for a chance to speak. Once at the podium, the student has the floor and must be heard.

Role Sheets

Guard them! Role sheets contain private, secret information. You should guard them and exercise caution when discussing your role with others. Your role sheet may identify likely allies, but even these may not always be trustworthy. On the other hand, keeping your own counsel, saying nothing to anyone, is not an option. In order to achieve your objectives, you *must* speak and work with others. You will never muster the voting strength to prevail without allies, so you must decide what you can safely share and with whom, and there is no rule that says you have to tell the truth at all times.

Work with other players, both allies and independents

Your discussions must lead to action, which often means proposing, debating, and passing legislation. Someone therefore must be responsible for introducing the measure and explaining its particulars. And always remember that a Reacting game is only a game—resistance, attack, and betrayal are not to be taken personally, since game opponents are merely acting as their roles direct.

Public Speaking and Debate. In the course of a game, everyone must deliver at least two formal speeches, *in Latin*, from the podium; other speeches may be delivered in English. Debate will follow, which can be impromptu, raucous, and fast-paced, and may result in decisions voted by the body.

Students may read their Latin speeches from a prepared text, though as with any good speech you should look up and try to make contact with your audience as often as possible. For all speeches delivered in English, students may not read from a prepared text, but must speak from notes or memory. Speeches in this exercise are about persuasion, not about performance.

Strategizing. Communication with your classmates is an essential feature of Reacting games. You will find yourself writing emails, texting, attending out-of-class meetings, or gathering for meals on a fairly regular basis. The purpose of frequent communication is to lay out a strategy for advancing your agenda and thwarting that of your opponents, and to hatch plots to ensnare individuals troubling to your cause.

A Note on Class Participation

Your class participation complements your written and oral work; all are tools to help you win the game. Each character is expected to contribute to the debate every day, whether by making a speech, offering an opinion on another character's speech, asking a question, or a variety of other ways. Not doing so harms your character's objectives, and also your grade. On the other hand, students whose characters achieve their victory objectives will receive a one grade bonus (e.g. B->A) in their "Ides" participation grade.

Requirements and Grades:

- *Preparation and Participation*: Daily preparation is critical to learning Latin at this stage. This grade is based on the pattern you demonstrate throughout the term, not any one class.
- *Quizzes*: There will be weekly ten-minute quizzes on Fridays, except during the "Ides of March" game. These quizzes will focus on grammatical forms, syntactical constructions, and vocabulary, with one quiz at the beginning of the game on the background historical information for the game. You may drop the lowest quiz score at the end of the semester.
- *Exams*: There will be a midterm exam at the end of the first part of the course, and a cumulative final exam on **December 14** at 4 pm. You should expect to translate passages on which they have worked in class and at least one unfamiliar passage. You will also be asked to parse words, explain grammatical constructions, and answer reading comprehension questions.
- *"Ides of March"*: You are expected to participate in the game fully, before, during and after classes.
 - Before class, you should prepare arguments for the day's agenda, researching to build convincing arguments, posting political arguments to the class blog in advance of debate, negotiating with other characters, and consulting the GameMaster (instructor) as necessary.
 - During class, each student is expected to contribute at least once per day, by delivering a speech, questioning others' speeches, or offering opinions on the topic at hand, unless the circumstances of the game restrict such participation.
 - After class, you are expected to post reactions to events and outcomes, as well as general discussion about the game to the class blog.
- *Latin composition*: You will compose two speeches in Latin, one of at least 100 words and one of at least 200 words, to be delivered during the game, and will also write "graffiti" of the type that appears on the walls of Pompeii, at least one per week. The first speech might be your character's introductory speech for the game. The other speech should be composed and used during the subsequent weeks of the game. All of these writings must be made available for other characters to read; they will be posted "in public". You must deliver these speeches in Latin during the course of the game, and provide copies of this speech in translation for the other students at the time the speech is delivered. Speeches will be graded on both Latin accuracy *and* content.
- *English Composition*: You will write two assignments in English during the term.
 - During the game, you will "publish" (post on our class blog or hand out in hard copy to the other students) a piece of political propaganda designed to influence their fellow senators. Poetry and prose both count. Pamphlets should be at least 200 words in length.
 - Prior to Thanksgiving, you will write a 2000-3000 word stylistic analysis of a Latin passage (poetry or prose) we have read during the term.

Grades will be determined according to the following scheme:

Preparation and Participation:	20%
Quizzes	15%
Ides of March:	
Participation	5%
Latin Compositions	15%
Political Pamphlet	5%
Stylistic Analysis:	10%
Midterm Exam:	15%
Final Exam:	20%

If your exam average is higher than your quiz average, I will lower the value of the quizzes to 10%, to provide you an incentive for catching up if you should fall behind.

Policies and Information:

- **The dates of the assignments are firm.** My philosophy is to create an even playing field for all students, and thus to give each student an equal opportunity at achieving a good grade. To ensure fairness, I do enforce deadlines: a missed quiz is scored zero, and a late paper is penalized five points for every day - not class session - it is late. After two weeks, papers will no longer be accepted and will be scored zero. Exceptions are made for *documented* medical or personal emergencies, such as a death in the family (see further below); travel plans or work in other classes are not sufficient reasons for an extension.
- **Come talk to me at anytime.** I mean this – whether you want to talk about the class or some other topic related to the ancient world, I'm happy to meet with you. My office hours are for you: I will always be close to my office at those times, but I am frequently in my office at other times as well, and I am always willing to schedule appointments at other times. The classroom is an excellent place for us to work, but it is not the only place. I strongly encourage you to talk to me outside of class – come to my office, meet me in the coffee shop, make a lunch appointment with me. This is especially true if you sense difficulty with the class or the material. If you and I can talk as soon as you sense a problem, we will have a good chance of working out a solution. If, on the other hand, you wait until the last minute before an assignment is due, there is much less I can do to help.
- If you have a physical, psychological, medical or learning disability that may impact your course work, please contact **Peggy Perno**, Director of the Office of Accessibility and Accommodation, 105 Howarth, 253.879.3395. She will determine with you what accommodations are necessary and appropriate, and will inform me of those accommodations. All information and documentation discussed with her office is confidential.
- Upon approval from the Dean of Students' Office, students who experience a **death in the family**, including parent, grandparent, sibling, or persons living in the same household, are allowed three consecutive weekdays of excused absences, as negotiated with the Dean of Students. For more information, please see the Academic Handbook.
- Students are expected to be aware of and to abide by the university's Academic Integrity Policy. Violations of academic integrity can take many forms, including but not limited to the following categories: **plagiarism, misrepresenting one's own work, unauthorized collaboration with others.**
- Please review university **emergency preparedness**, response procedures and a training video posted at www.pugetsound.edu/emergency/. There is also a link on the university home page. Familiarize yourself with hall exit doors and the designated gathering area for your class and laboratory buildings. If building evacuation becomes necessary (e.g. earthquake), meet your instructor at the designated gathering area so she/he can account for your presence. Then wait for further instructions. Do not return to the building or classroom until advised by a university emergency response representative.

If confronted by an act of violence, be prepared to make quick decisions to protect your safety. Flee the area by running away from the source of danger if you can safely do so. If this is not possible, shelter in place by securing classroom or lab doors and windows, closing blinds, and turning off room lights. Lie on the floor out of sight and away from windows and doors. Place cell phones or pagers on vibrate so that you can receive messages quietly. Wait for further instructions.

Course Schedule

Date	Assingment and Agenda
29-Aug	Introduction to course and Review
31-Aug	Review
2-Sep	Quiz 1; no reading assignment. (In class we will begin finis rei publicae, section 1).
5-Sep	No Class – LABOR DAY
7-Sep	finis rei publicae, <i>BG</i> 8.52.4-5 (section 6, p. 14).
9-Sep	Quiz 2; finis rei publicae, <i>BG</i> 8.53
12-Sep	finis rei publicae, <i>BG</i> 8.54
14-Sep	finis rei publicae, <i>BG</i> 8.55
16-Sep	Quiz 3; finis rei publicae, <i>ad Att.</i> 7.4
19-Sep	finis rei publicae, <i>ad Att.</i> 7.4
21-Sep	finis rei publicae, <i>BC</i> 1.1
23-Sep	Quiz 4; finis rei publicae, <i>BC</i> 1.1-2
26-Sep	finis rei publicae, <i>BC</i> 1.2
28-Sep	finis rei publicae, <i>BC</i> 1.3 (Prof at conference)
30-Sep	Quiz 5; finis rei publicae, <i>BC</i> 1.4 (Prof at conference)
3-Oct	Rosh Hashanah – Use time for review!
5-Oct	finis rei publicae, <i>BC</i> 1.5
7-Oct	Quiz 6; finis rei publicae, <i>BC</i> 1.6
10-Oct	finis rei publicae, <i>BC</i> 1.7
12-Oct	Yom Kippur – Midterm Exam
14-Oct	Introduction to "Ides of March"
17-Oct	No Class - Fall Break
19-Oct	Quiz 6, on "Ides of March; Faction meetings
21-Oct	"Ides of March"
24-Oct	"Ides of March"
26-Oct	"Ides of March"
28-Oct	"Ides of March"
31-Oct	"Ides of March"
2-Nov	"Ides of March"
4-Nov	Ides of March debrief
7-Nov	Ovid's <i>Metamorphoses</i> Book 15
9-Nov	Ovid's <i>Metamorphoses</i> Book 15
11-Nov	Ovid's <i>Metamorphoses</i> Book 15
14-Nov	Ovid's <i>Metamorphoses</i> Book 15
17-Nov	Ovid's <i>Metamorphoses</i> Book 15
19-Nov	Ovid's <i>Metamorphoses</i> Book 15
21-Nov	No Class – STYLISTIC ANALYSIS DUE
23-Nov	No Class - THANKSGIVING TRAVEL DAY
25-Nov	No Class - THANKSGIVING BREAK
28-Nov	Ovid's <i>Metamorphoses</i> Book 15
30-Nov	Ovid's <i>Metamorphoses</i> Book 15
2-Dec	Ovid's <i>Metamorphoses</i> Book 15
5-Dec	Ovid's <i>Metamorphoses</i> Book 15
7-Dec	Wrap-up & REVIEW
14-Dec	FINAL EXAM, 4 pm