

Fall 2006, 12:00-12:52, MCDL 243

Instructor: Christopher M. Chinn

Office: COLE 61

Office hours: M 2:00-2:50, T 10:00-10:50 or by appointment. You can also try MWF 9-9:50, 12-12:50, or after 2:30 all week. It's always best to let me know ahead of time if you're going to drop by.

Contact: If you would like to make an appointment or would like help with the class, feel free to get in touch with me by any of the following methods.

- E-mail: cmc033@bucknell.edu
- My office phone number: (570) 577-3728
- My mail box: Coleman 60
- My website: <http://www.facstaff.bucknell.edu/cmc033>

Course objective: The goals of this course are (1) to improve the student's facility at reading and interpreting Latin and (2) for the student to acquire and appreciation of the form and content of Livy's history, and of Latin historiography in general.

Course outline: In this class we will devote most of our time to translating the sixth book of Livy's *ab urbe condita*. I would like to reach a point where we are reading 1-1 1/2 pages of Latin per session. Time permitting, we will also explore some of the many fascinating areas of Roman literature, history, and society. Students are expected to complete all assignments on time and to participate actively in class. As in any language course it is extremely important for students to maintain a disciplined regimen of daily study.

Academic responsibility: I take the issues of cheating and plagiarism seriously. In order to familiarize yourself with Bucknell's policies and procedures regarding appropriate academic behavior, please read the following site: <http://www.bucknell.edu/AcademicResponsibility/>. It is your responsibility to be aware of what constitutes academic misconduct, plagiarism, and other violations of academic responsibility.

Texts: We will be using three principal texts in this class, listed below. You should also have a good Latin-English dictionary.

- Kraus, Christina (editor). 1994. *Livy ab urbe condita book vi*. Cambridge: Cambridge University Press.
- Mahoney, Anne (editor). 2001. *Allen and Greenough's new Latin grammar for schools and colleges*. Newburyport MA: Focus..

Course expectations: This is a language course and therefore you need to engage in daily intensive study to be successful. I expect you to come to class every day with all assigned work completed. Below are the tasks you'll be assigned this term.

- **Translation exams:** There will be several translation exams during the second part of the course. You will be asked to translate excerpts from the *First Catilinarian*, as well as sight passages.
- **Article presentation:** At some point in the term you will be asked to read a scholarly article on Livy and give a report on it to the class.
- **Stylistic Analysis:** You will be asked to produce a stylistic analysis of a passage in Livy.

This will involve a 1-2 page discussion of the facets of Livy's use of vocabulary, grammatical structures, and rhetorical tropes

- **Participation and Homework:** All students are expected to be prepared every day and to participate in all drills and translation exercises. For details on my ideas on participation, see below.

No late work will be accepted, and all exams must be taken on the date scheduled. Letter grades will be assigned according to Bucknell standards. Feel free to ask me at any point in the quarter for an update on your grade.

Grading: I don't believe in grade inflation. I also don't believe in arbitrary averages. It is perfectly possible for every student in my classes to get an A. Nevertheless it usually turns out that students tend to distribute themselves along a curve centered around a B- or so. I do not intentionally grade that way, however. I set standards, and then observe how students perform.

<u>Grade Breakdown</u>	<u>Grading Scale</u>			
Translation exams: 55%	A	94-100%	C+	77-79%
Article presentation: 15%	A-	90-93%	C	73-76%
Stylistic analysis: 15%	B+	87-89%	C-	70-72%
Participation and attendance: 15%	B	83-86%	D	60-69%
	B-	80-82%	F	0-59%

A=superior achievement; B=high pass; C=pass; D=low pass; F=failing work.

In-class etiquette: Assignments and lectures often stimulate useful and perhaps intense class discussions. For this reason, all participants in the course are expected to honor the following guidelines for our discussion:

- Whenever possible, speak from your own experience, saying, for example, "I think..." or "In my experience, I have found..." rather than generalizing your experience to everyone.
- All class discussions should be considered confidential.
- Avoid overt or covert put-downs, either of other class members, religious groups, other types of communities, etc. This includes negative body language, such as eye-rolling or groaning while another person is speaking.
- Turn off all electronic devices before entering room. I.e. TURN OFF YOUR CELL PHONE!

Participation: Your participation grade will be based on the following scale.

A: The student arrives to class on time, has done her/his homework, participates actively, and takes initiative. S/he works well with the other students in pair and group work and engages in critical thinking with her/his colleagues by asking pertinent, challenging, and constructive questions. This student is not afraid to speak in front of the group or to answer questions even when s/he is not entirely confident of the answer/s.

B: The student arrives to class on time and has done her/his homework. S/he is present, takes notes, and seems engaged, but lacks initiative, speaking only when called upon.

C: The student arrives to class more or less on time but appear reluctant to be there. S/he may or may not have done the homework – it is difficult to tell because s/he does not really participate. The student sometimes speaks to other during class on issues not related to the course material.

D: The student arrives late without explanation and is barely present in the class. S/he has forgotten the text, her/his notebook, etc. S/he shows very little interest in which is happening in class and considers group work and class discussion a “recess” of sorts. This student is often disruptive to the learning environment in the classroom.

F: The student is absent beyond three times.

Schedule of Readings and Topics: Our goal is to read all of *AUC* 6, and so we’ll need to read about 1-1 1/2 pages per session. We will need to get to that pace as soon as possible. Other important dates:

EXAM 1: Sept. 15

EXAM 2: Oct. 13

EXAM 3: Nov. 17

EXAM 4: Dec. 4

Stylistic analysis due: Nov. 20

Reference Works: Below is a list of some useful books and articles that pertain to the study of Livy.

- Chaplin, Jane D. 2000. *Livy's exemplary history*. Oxford: Oxford University Press.
- Dorey, T. A. (editor). 1971. *Livy*. London Routledge.
- Feldherr, Andrew. 1998. *Spectacle and society in Livy's history*. Berkeley and Los Angeles: University of California Press.
- Forsythe, Gary. 1999. *Livy and early Rome: a study in historical method and judgment*. Stuttgart: Steiner.
- Henderson, John. 1990. "Livy and the Invention of History." Pp. 64-85 in *History as text. the writing of ancient history*. Edited by Averil Cameron. Chapel Hill, NC: University of North Carolina Press.
- Jaeger, Mary. 1997. *Livy's written Rome*. Ann Arbor: University of Michigan Press.
- Latte, Kurt. 1940. "Livy's Patavinitas." *CP* 35: 56-60.
- Leeman, A. D. 1963. *Oratoris ratio: the stylistic theories and practice of the Roman orators, historians and philosophers*. Amsterdam: A. M. Hakkert.
- Luce, T. J. 1977. *Livy: The composition of his history*. Princeton: Princeton University Press.
- McDonald, A. H. 1957. "The Style of Livy." *JRS* 47: 155-72.
- McDonald, A. H. 1975. "Theme and Style in Roman Historiography." *JRS* 65: 1-10.
- Miles, Gary B. 1995. *Livy: reconstructing early Rome*. Ithaca, NY: Cornell University Press.
- Oakley, Stephen P. 1997. *A commentary on Livy books vi-x, volume i*. Oxford: Oxford University Press
- Ogilvie, R.M. 1958. "Livy, Licinius Macer and the Libri Lintei." *JRS* 48: 40-46
- Von Albrecht, Michael. 1989. *Masters of Roman prose from Cato to Apuleius: interpretive studies*. Translated by Neil Adkins. Liverpool: Francis Cairns.
- Walsh, P. G. 1963. *Livy: his historical aims and methods*. Cambridge: Cambridge University Press.