Latin 2201: INTERMEDIATE LATIN PROSE

**M, W, F: 12.10-1.00 Dr. Daniel Solomon**

**in Cohen 323 daniel.p.solomon@vanderbilt.edu**

**Office hours:** **Mon, 1.10-2.00; Tue, 2.30-3.10 or by appointment,**

**in Cohen 303 (tel.: 322-3303).**

**Required texts:** 1) Wheelock, LaFleur: *Wheelock's Latin Reader* (2nd edition)

2) any Latin Grammar textbook for reference

**Objectives:** Transition from oral Latin practices to the more sophisticated techniques

employed by classical Latin writers. Either Latin 100/101-102 at Vanderbilt or two years of high school experience are strongly recommended before attempting this course.

Our course readings will consist exclusively of prose, in preparation for the poetry of Latin 2202 in the Spring: first, some easy introductory readings from a 4th -century translation of the Bible; then, the more complex and challenging work of a philosopher (Cicero); finally, some entertaining letters of an aristocrat whose comments on Roman imperial culture are intended to sound sophisticated but not overbearing (Pliny). The first ten days will be devoted to basic morphology review, the next six weeks to verb syntax review, and then we will cover more advanced nuances of noun cases. The key term here is "**review."** Gradually we will introduce advanced aspects of the language unfamiliar to most of you, and we will consider the aesthetic and literary significance of assigned passages; but all exams will still be based on reinforcement of **grammar** that you have learned already.

This is the point at which you begin to “internalize” your proficiency in the Latin language: as you begin to gain a sense for what “sounds right” in Latin, you also come to appreciate the expressive power of a writer when he “sounds wrong.”

**Lesson format:** Reading, reading, and more reading! Starting out slowly, we will accelerate to a pace of about 20 lines per class, accompanied by extensive grammatical analysis. Although we will be re-explaining the grammar you have learned, this is not a lecture class, so please do **not** use laptops in class, unless you have a documented medical need. We will hopefully progress to a point where you get the gist of a passage after a single glance. Time may occasionally be left over for discussions of historical/literary context and, of course, some more fun grammar reviews...

Thus, all readings will have been prepared by you at home: you must research not only a translation but also the reasons for your translation, until you understand and remember why the author uses the subjunctive mood of this verb, the ablative case of this noun, and so forth. At home you may write out translations or do them with a friend, but in class, you should be prepared to translate directly from the text, with no crib notes, desk scribblings, or penciled-in hieroglyphics whatsoever.

**Course grade**:

PARTICIPATION [= **Preparation**, **Presence, AND**

**Written homework, completed on time]: 10 %**

Five **quizzes (25 minutes each): 20 %**

**Three** **Review Exams, on**

**Sep. 21, Oct. 28, Nov. 30:** **45 %**

Cumulative **Final exam**,

on **Wednesday, December 14, 9 a.m.** **25 %**

There will be an Alternate Final exam on **Saturday, December 17, noon.**

- Exams and quizzes will generally consist of a prepared Latin section, for which you will 1) provide a fluent translation; 2) explain the grammar of underlined forms, 3) translate into English an unprepared sentence based on the vocabulary of the assigned passage and the grammar recently reviewed, and occasionally 4) transformation exercises to test recently reviewed syntax.

**Make-ups** may be allowed in appropriate circumstances and if you notify me beforehand; they should be arranged before the following class session.

**- Grading scale:** Points are scored out of a total of 100: the top ten constitute the “A” range, the next ten the “B” range, and so forth. The letter is accompanied by “+” or “-” if your score falls within the top or bottom 3 points of each range. Thus e.g. **87-89.9= B+ ; 83-86.9 = B ; 80-82.9 = B- .**

**Provisional Schedule (**readings**, *grammar,*** written homework)

**FIRST, review the grammar in italics.**

**THEN translate the passage (not to be handed in, only to be prepared if asked in class).**

**FINALLY, complete the written assignment indented in smaller font, whose vocabulary is largely based on the passage you just translated. Hand this in at the beginning of class.**

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| Wed Aug 24  Fri Aug 26  Mon Aug 29  Wed Aug 31  Fri Sep 2  Mon Sep 5  Wed Sep 7  Fri Sep 9  Mon Sep 12  Wed Sep 14  Fri Sep 16  Mon Sep 19  Wed Sep 21  Fri Sep 23  Mon Sep 26  Wed Sep 28    Fri Sep 30  Mon Oct 3  Wed Oct 5  Fri Oct 7  Mon Oct 10  Wed Oct 12  Fri Oct 14  Mon Oct 17  Wed Oct 19  Fri Oct 21  Mon Oct 24  Wed Oct 26  Fri Oct 28  Mon Oc 31  Wed Nov 2  Fri Nov 4  Mon Nov 7  Wed Nov 9  Fri Nov 11  Mon Nov 14  Wed. Nov 16  Fri Nov 18    **--Thanksgiving**  **Break--**  Mon Nov 28  Wed Nov 30  Fri Dec 2  Mon Dec 5  Wed Dec 7 | Introduction to the course.  Jerome, p. 285, 97-106. *Review* ***Active*** *verb endings and 1st/ 2nd/ 3rd Declension noun/adjective endings.*  Jerome, p. 285, 106-114. *Review* ***Imperatives*** *and* ***Passive****s;* ***Personal Pronouns***  *(****ego; tu; is/se;*** etc.) *and* ***Possessive Adjectives*** *(****meus; tuus;*** etc.).  **For the vocabulary of these sentences, use the Jerome passage assigned:**  *-* Love [SINGULAR] your enemies; do not love my enemies!  - He loves himself. They loved themselves.  - Your [PLURAL] sons were condemned by my enemies.  - They had condemned us and our sons, but they will be judged.  Jerome, p. 293, “Hypocrisy and Sincerity.” *Review pronouns:* ***qui/quae quod; is/ea/id;***  ***hic/haec/hoc; ille/illa/illud; ipse/ipsa/ipsum; iste/ista/istud; idem/eadem/idem.***  *Quiz #1, mainly morphology - this one lasts the whole class period.*  *­* Jerome, p. 289, 156-165. *Review* ***Comparative*** *and* ***Superlative*** *degrees of*  *adjectives and adverbs; Subjunctive Subordinate**Clauses introduced by* ***ut/ne/cum****.*  - Pater filio omnia **dat / dedit,** ne ille **egeat / egeret**.  - Cum pater omnia **dederit / dedisset**, filius **abit / abiit**.  - Hic filius erat adulescent**issimus**. Idem filius erat adulescent**ior** quam ille.  - Is filius vixit luxurios**issime**. Ipse vixit luxurios**ius** fratre.  Jerome, pp. 289-291, 166-179. *Review* ***Jussive*** *[Hortatory] Subjunctives; all endings*  *of* ***Infinitives*** *and* ***Participles.***  - PLEASE LOCATE THE TWO JUSSIVE SUBJUNCTIVES IN TODAY'S PASSAGE  - PLEASE FORM ALL FOUR PARTICIPLES AND FIVE REGULAR INFINITIVES OF  **video, videre, vidi, visum.**  - PLEASE REWRITE THE FOLLOWING SENTENCE AS PASSIVE, AND TRANSLATE:  Pater **filium venientem** viderat, et ipse servos vocavit.  Jerome, p. 291, 180-193. *Review* ***Participles [including Deponent]*** *and*  ***Indirect Questions****.*  - Pater filium domui **appropinquantem** audivit.  - Pater egressus est; filius egress**ur**us est.  - Filius servum **interrogat** / **interrogavit** quid hoc **sit** / **esset**.  - Filius **nescit** an pater vitulum **occiderit** / **occidat** / **occisurus sit.**    *Quiz #2. Afterwards, review of Ablative Absolutes.*  Jerome, p. 287, 133-143. *Review* ***Ablative Absolutes****.*  - **Magistro respondente**, legis peritus audit.  - **Magistro respondente,** legis peritus audivit.  - **Homine despoliato**, Samaritanus fuit proximus.  - **Homine despoliato**, latrones abeunt.  - Nos proximum diligere debemus; **hoc facto**, vitam aeternam possidebimus.  Jerome, p. 287, 143-155. *Review* ***Ablative Absolutes*** *again****.***  - **Levitā pertranseunte**, latrones hominem despoliaverunt.  - **Oleo infuso**, Samaritanus vulnera hominis alligat.  - **Oleo infuso**, vulnera hominis alligantur.    General Review.  **Review Exam #1.**  Cicero, p. 117, 1-9.  Cicero, p. 117, 9-19. *Review* ***Indirect Statements.***  - Cicero dicit **se** de amicitia **scribere** / **scripsisse** / **scripturum esse.**  - Cicero dixit **se** Atticumque **esse** / **fuisse** / **fore** amicissimos.  - Cicero scribit **Laelium** de amicitia **loqui** / **locutum esse / locuturum esse.**  Cicero, pp. 117-19, 20-31. *Review* ***Conditional Sentences.***  *-* Si **negabis** te moveri, **mentieris** [NOTE THAT THIS VERB IS DEPONENT].  - Si hoc **neges** / **negares** / **negavisses**, tu ipse **mentiaris** / **mentireris** / **mentitus** **esses**.  - PLEASE LOCATE THE TWO INDIRECT QUESTIONS IN TODAY'S PASSAGE.  Cicero, p. 119, 31-41.  *Quiz #3. Advanced Conditional Sentences*  Cicero, p. 119, 42-58.  *Review uses of* ***ut.***  - Si mihi **confiderem** / **confisus** **essem**, ego non **gravarer** / **gravatus** **essem**.  - Existimo mortem Scipionis me **gravaturam fuisse**, nisi mihi **confiderem**.  *-* Tibi **impero** **ut** amicitiam nostram uxori tuae **anteponas**.  - **Ut** mater filium **amat**, sic nos amicos diligere debemus.    Cicero, pp. 119-21, 58-71. *Review* ***Relative Clauses of Characteristic.***  - **Quis** **est** **qui** tecum loqui **audeat**?  - Peto amicum **quem** semper **amaturus sim.**  - Fit **ut** amicus semper **ametur**.  - Dico **fore** **ut** amicus semper **ametur**.    Cicero, pp. 121-123, 72-87. *Review* ***Supines and Gerunds/Gerundives***  - **Quis** **est** **qui** **recuset**, ut ait Laelius, commoditates amicitiae?  - Amicitia spem praelucet **ad amicos intuendos.**  - **Partiendo**, res adversae fiunt leviores.  - PLEASE LOCATE THE ONE SUPINE IN TODAY'S PASSAGE.   Cicero, p. 123, 87-100. *Review Gerunds/Gerundives again.* - **Fall Break** -- *Quiz #4. Afterwards, Future Passive Participles* Cicero, p. 133, 229-241. *Review* ***Passive Periphrastic Conjugation.***  ***-*** **Amicitia nobis laudanda est / erat / erit.**  - Laelius dicit **virtutem Romanis laudandam esse.**  - Multa dicam **ad amicitiam laudandam.**  Cicero, p. 135, 242-257. *Review all Future Participle Forms.*  - **Ea ipsa nobis concludenda sunt / erunt / fuerunt.**  - **Mihi redeundum est.**  - **Lumine suo ostendendo,** virtus amicitias conservat.  - Virtus se movet **ad amicitias conservandas.** -REWRITE THIS PURPOSE CLAUSE USING “GENITIVE + causa.” Cicero, p. 135, 257-275.  General Review.  **Review exam #2.**  Pliny, pp. 245-47, 1-20. *Review meanings of* ***quod*** (consult both your dictionary and  the index of your grammar).  ***-* Quod si** quae epistulae supersunt, eas publicabo.  - Non supprimam **id quod** iacet neglectum, **quod** omnes epistulae publicandae sunt.  Pliny, pp. 253-255, 100-116. *Review meanings of* ***quam*** (ditto).  - **Quam feminam** sequeris? Ad **quam cenam** invitatus es?  - **Quam lautus** sum? Sum **quam lautissimus.**  - Scis **quam lautus** sim: sum laut**ior quam** ille, sed **tam lautus quam** tu.  Pliny, pp. 255-257, 118-130. *Review uses of the Accusative and Ablative.*  - Avunculus meus **operibus suis a posteris** celebrabitur.  - Avunculus meus est **multo** **beatior me.**  - Avunculus meus **Romā Misenum** venit.  - Video nubem **inusitatā magnitudine**.  Pliny, pp. 257-59, 131-149. *Review uses of the Genitive and Dative*.  - Villa **monti sub**iacebat.  - Codicilli **mihi sunt**.  - Consilium **Plinio vertendum** fuit / fuerat.  Pliny, pp. 259-61, 150-167.  -IDENTIFY AND EXPLAIN THE DATIVE NOUNS AT 150 AND 152, THE ABLATIVE  NOUNS AT 154 AND 160, THE ACCUSATIVE NOUN AT 162, AND THE GENITIVE  NOUN AT 163.  Pliny, pp. 259-61, 167-178.  Pliny, pp. 263-65, 179-197.  ABLATIVES: Hic dies est **multo** nigrior **nocte**. Aqua **a Plinio** poscitur.  **Aquā haustā**, Plinius adsurrexit.  DATIVES: Aqua **Plinio** non erat. Aqua **Plinio** haurienda erat.  Stomachus **Plinio** invalidus erat; hoc tamen **Plinio** non fuit curae. Quiz #5. **More on Datives.**  Pliny, p. 269, 230-248.  **--------------------------------**  Pliny, pp. 271-73, 249-267. **Review Exam #3.**  Pliny, p. 273, 268-281.  Pliny, pp. 273-75, 282-292.  Review. |
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