



COURSE GOALS

In this course, we will read selections from Vergil's *Aeneid*, to the ultimate goal of appreciating this central work of the Western literary tradition, and of developing your ability to read Latin with ever increasing speed, comprehension, and enjoyment.

BY THE COMPLETION OF THE COURSE, YOU SHOULD BE ABLE TO:

Sketch the development of Vergil's poetry from the *Eclogues*, through the *Georgics*, to the *Aeneid*.

Explain the historical circumstances in which Vergil composed the *Aeneid* and how they influence and are encoded within the poem.

Explain the role of the *Aeneid* in the development of Roman and epic literature, and sketch its influence on subsequent literature.

Explicate how Vergil deploys and manipulates myth of the Trojan War as it appears in Homeric and non-Homeric sources.

Have developed your understanding of Latin grammar (declensions, conjugations) and syntax (sentence structure and constructions).

Have significantly expanded your Latin vocabulary, both by learning and practicing the vocabulary from the *Aeneid* and learning the morphological relationships between the parts of speech (e.g. nouns and adjectives, adjectives and adverbs).

Scan the meter of epic poetry and recite prepared passages.

Course Description

When T.S. Eliot pondered the question, "what is a Classic?" he claimed that any definition that omitted Vergil would have to be rejected. Since Augustus' intervention saved Vergil's still unfinished *Aeneid* from the flame, it has been the quintessential work of Roman literature, a cornerstone of a liberal education, a foundation of Western literary culture, and—as with any great work of art—a source of enjoyment and contention.

In this course we will read selections in Latin drawn mostly from Books I-IV, VI, X, and XII of Vergil's *Aeneid*, an epic that narrates Aeneas' attempt to shepherd Trojan refugees to a new home in Italy. We will also read the entire work in English, as well as other works by Vergil in order to get a better sense of the author and his goals. We will explore other (mostly Classical) authors who influenced and were influenced by Vergil's *magnum opus* so that we can better understand both the task Vergil confronted and the long shadow the *Aeneid* has cast on subsequent literature. Finally we will engage modern interpretations of Vergil and the *Aeneid* with an eye towards promoting critical reading and nuanced appreciation of this complex work of art.

Prerequisites: The equivalent of three semesters of college-level Latin.

COURSE INFORMATION

Course Number: LAT 101b

Location: Hall Building 201

Time: MWF 10:00-11:00 AM

Instructor: Bret Mulligan

Office: Ryan Gymnasium 105

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Office Hours: MWF 1-4, TR 2:30-4 & By Appointment (happily)

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Course Information

Course Website

The website can be accessed directly at: <http://www.haverford.edu/classics/courses/lat101/> Alternatively, you can access the course website through www.bretmulligan.com. Under the heading “Currently Teaching,” you will see a link to “Vergil”.

The course website will host updated assignments, copies of handouts and supplementary materials, and links to internet resources related to the authors, texts, and subjects we are investigating.

Required Texts

Vergil. *Aeneid, Books I-VI* (Text and Commentary), Edited by C. Pharr. Bolchazy-Carducci Publishers. ISBN: 0865164215; \$29.00.

Vergil. *Aeneid, Books X & XII* (Text and Commentary), Edited by C. Pharr. Bolchazy-Carducci Publishers. ISBN: 0865164150; \$12.00.

Vergil. *The Aeneid*, Translated by A. Mandelbaum. Bantam Classics. ISBN: 0553210416; \$5.95.

A Latin Dictionary (Suggested: Bantam New College Latin & English Dictionary; ISBN: 0553573012; \$5.99).

Office Hours & Contacting Me

Having difficulties? Interested in learning more about a topic? Perplexed about anything at all? My door is always open and I am happy to discuss any topic or concern during my office hours – whether particular to the course, Classics, or the human condition. If you need assistance “after hours” feel free to email or IM me. Chances are, I’ll be at my computer (such is the life of a teacher-scholar in the 21st century!) and will respond in short order.

A Note on Feedback

I am dedicated to making this class as successful and enjoyable for you as possible. Throughout the semester, I will be soliciting feedback and will do everything in my power to make sure that you are comfortable in the class, but please remember that I cannot respond to requests and comments that I have not heard. If you have any comments or suggestions for me, or if anything at all is hindering your success in the course (or *vita*), please let me know. If you would like to submit anonymous comments, feel free to leave notes in my mailbox in the main office of Hall Building.

Academic Integrity

Having attended an Honor Code institution myself, I treat issues of academic integrity with the utmost seriousness. **Collaborative work on assignments is allowed and encouraged provided that all work you submit under your name represents your own knowledge, not that of your partner(s).** Good faith mistakes can and do happen; but willful violators of academic honesty, either by cheating on exams or plagiarizing written work will—with a heavy heart—be referred to the Honor Council for further action. A good rule of thumb: when in doubt, ask, and if you cannot ask, cite—and then ask.

Accommodation of Learning Disabilities

Students who think they may need accommodations in this course because of the impact of a disability are encouraged to meet with me privately early in the semester. Students should also contact Rick Webb, Coordinator, Office of Disabilities Services (rwebb@haverford.edu, 610-896-1290) to verify their eligibility for reasonable accommodations as soon as possible. Early contact will help to avoid unnecessary inconvenience and delays.

Course Format

A good portion of our class time will be spent on studying the syntax, semantics, meter, and stylistics of our readings in order to develop your speed and accuracy in reading Latin and your ability to appreciate Latin literature. We will also pay attention to improving your facility in reading Latin poetry aloud.

NOTA BENE: readings and discussions in class must be from a clean, unmarked text—i.e. in class will be reading Latin, not pre-prepared English translations.

Daily assignments and links to additional resources are provided on the course website. Have a question about the assignment? Contact me at bmulliga@haverford.edu or Instant Message me at [profmulligan \(AOL\)](#)

Activities & Evaluation

Evaluation

In order to give you the most valuable feedback possible, evaluation in this course will be frequent and take the form of class participation, graded exercises, short quizzes, longer exams, presentations, recitations, and a final project.

Your course evaluation will be based on the following factors:

Daily Class Preparation & Exercises	35%	Presentations	10%
Quizzes	15%	Recitations	5%
Exams	15%	Final Project	20%

People learn at different rates, have different proficiencies, and bring to a course varied knowledge of the material—this is one of the joys of learning in a college setting, as you benefit from the strengths of others and in turn lend your own expertise to your classmates. In this course, you will never be evaluated against other members of the class. Only your own abilities and efforts will be taken into account when evaluating your work. That is to say, there will be no curve.

Class Participation

Active participation is integral to the general success of the course. The evaluation of your participation is **neither** a measure of simple attendance **nor** that you answer every question in class correctly. Learning a language is an experimental process and oftentimes the experiments of even the most dedicated and intellectually curious students can go awry. This evaluation will reflect, however, regular, careful preparation of assigned material and the **consistent, enthusiastic attempt to share with your classmates and engage in their learning process.** A complete rubric is available on the course website.

Graded Coursework In keeping with the principle that practice makes perfect, short exercises, written responses, and translations will be collected periodically and examined by your dutiful professor. Unless otherwise indicated, these exercises will be due at the start of the class session as indicated on the weekly syllabus. Assignments will be graded on a scale of 10 (nearly perfect) to 0 (not completed).

Any work earning below a '6' is unsatisfactory and must be redone. Opportunities to make up consistently unsatisfactory exercises will be given at my discretion.

Quizzes & Exams Typically, a short (~5-minute) quiz will be given at the start of class every Monday and will cover vocabulary and grammar from our readings and discussions for the previous week. There will also be two exams, consisting mostly of translation, analysis, and discussion of prepared passages—the first after about a month; the second after two-thirds of the course, perhaps take-home.

All activities in a language course are cumulative; consequently, when grades are calculated at the end of the semester, I am likely to take improvement into account and not just the mathematical average of your scores. In other words, even if you get off to a rocky start, there is every reason to be hopeful; you will not be permanently penalized for a slow start or a bad exam; a strong finish demonstrates that you have mastered challenging material and that will be reflected in your grade. That said, it is impossible to cram for a quiz or exam. It is through diligence that you will be successful and diligence that will be rewarded. It could be said that you know your preparation is sufficient if you do not need to alter your routine to study for a quiz or exam. Eventually, everyone is stymied by a concept, or takes a quiz when not at the top of their game, receiving a grade that does not represent their understanding of the material. Therefore, your lowest quiz or exercise grade will not be factored into your final grade.

Make-up quizzes and exams will not be given without approval prior to the date of the quiz or exam—and then only in extraordinary circumstances.

Presentations Individually or in small groups, students will present works, articles, and topics to the class for consideration. Presentation topics can be found on the course website. Students should familiarize themselves with this list as soon as possible, as presentations will be assigned to the first student to express interest. Suggestions for presentations will be considered and appreciated.

Evaluations for presentations will be based primarily on content, although suggestions for improving presentation style will also be considered; a complete rubric is available on the course website; as is a worksheet for evaluating presentations. Upon request, recordings of presentations can be made.

Recitations In order to practice scansion and pronunciation, and appreciate the music of Latin poetry (as well as experience the *Aeneid* as the Romans would have—out-loud), you will scan, memorize, practice, and then recite short passages for your classmates (toga optional). A detailed project description will be distributed; a complete rubric is available on the course website.

Final Project

In lieu of a cumulative final, students will have the opportunity to complete a multi-stage final project, in which they will produce an artistic translation and commentary on an episode from the *Aeneid*. This passage may or may not be related to that used for their recitation. A detailed project description will be distributed; a complete rubric is available on the course website.

Absences & Tardiness

I strive to my utmost to make every class session a valuable (and enjoyable) learning experience, and ideally you should attend every session. But *Fortuna* is a cruel mistress, and should you miss a rare class, it will probably not severely impact your progress towards the goals of this course (and so your course grade)—provided you complete all scheduled assignments and activities. Students, however, who **miss more than two classes** may be required to **withdraw from the course**.

Our meeting times are brief; and our syllabus ambitious. **Be on time**; both for your own benefit and especially that of the other students in the class. If you are late, talk to me after class.

Late Assignments

Assignments turned in after the stipulated deadline will be penalized one letter grade for each day or part of a day the assignment is overdue. An assignment will immediately be considered late if it is submitted at any point after the stipulated deadline. Therefore, if an assignment is due at the start of class and the student misses class or is late to that class, the assignment will be considered one day late and the specified sanction will be applied. Once an assignment is three days late, only half-credit can be earned for an assignment. All assignments must be completed to receive credit for this course.

Extensions & Waivers

Extensions and waivers may be granted for cause at my sole discretion. *Pace* Admiral Grace Hopper (who said, "It is easier to ask for forgiveness than it is to get permission."), they must be secured before the deadline for the assignment. If factors external to this course give rise to the request, I may require written confirmation from the appropriate school official. This policy will be altered only in cases of severe personal crisis, serious medical incapacitation, or other unforeseen and unavoidable circumstances—and then at my sole discretion following the receipt of a written notice from the appropriate school official.

A Note on Policies

All course policies are designed to promote consistent progress towards our goals and fairness to all students. All policies are subordinate to one overriding interest: your effective progress towards your personal learning aspirations as they relate to the goals of the course. If you have been working on an exercise and need an extra day to solidify your understanding of the material, extensions and support will be forthcoming; if you hit a rough patch and need further exposure to a particular idea, help will be gladly given. Provided you act out of a commitment to the class and your goals for it, all requests will be generously received.

SALVE ATQUE BONAM FORTUNAM

