

INTERCOLLEGIATE CENTER FOR CLASSICAL STUDIES

Catania, Sicily

Fall, 2009

ADVANCED LATIN – CICERO, *IN VERREM*, II.4

Prof. Ian M Sutherland

email: ian.sutherland@gallaudet.edu

COURSE SCHEDULE

Mon 1500-1620; Thur 1030-1150

Supplementary sight-reading session Tue 1200-1250

INTRODUCTION AND OBJECTIVES

This course seeks to inspire students with the excitement of reading primary sources, and to raise their skill in translation and comprehension of the Latin language to an advanced level. Students are expected to have a comprehensive, secure, and confident understanding of Latin grammar, syntax, and vocabulary. In short, this means feeling like they have complete control of a basic Latin course (such as Wheelock, Moreland and Fleischer, or similar) or a comprehensive grammar (such as Allen and Greenough, or similar). To this they have added a year of practice in translating basic authors such as Caesar or Cicero or Catullus at a moderate rate.

In this course, we will read all of Book IV of Cicero's Second Oration (*Actio Secunda*) against Gaius Verres. Cicero prosecutes Verres for malfeasances perpetrated by Verres while he was provincial governor of Sicily in 73-71 BCE. The speeches against Verres contain much interesting information about the function of Roman provincial government, taxation, agriculture, and urbanism, but Book IV of the second speech particularly illuminates us about works of art that were located in Sicily during that era. Thus, while examining Cicero's prosecution of Verres, we will also learn about the Hellenistic art scene in the place where we reside. Students will do projects on individual works of art that are mentioned in the text.

Cicero has a unique place in the history of Roman letters. His genius in the use of the language developed Latin in directions where it had not yet gone, and with a degree of subtlety that previous authors had not achieved. We will see evidence of this in the Second Verrine Oration. Students will be expected to understand and appreciate, discuss, and write about his use of a variety of rhetorical characteristics, such as irony, sarcasm, humor, contradiction, emotional swings, and construction of argument.

REQUIRED TEXT:

Sheila K. Dickison, *Cicero's Verrine Oration II.4: with Notes and Vocabulary* (Wayne State University Press, 1992. ISBN: 0-8143-2382-0

RECOMMENDED TEXT:

A decent Latin-English/English-Latin dictionary.

NOTES ON THE REQUIRED TEXT AND RECOMMENDED TEXTS

The textbook (*Cicero's Verrine Oration II.4*) includes a complete and very helpful commentary, critical notes, and a Latin-English glossary keyed to the text. Note the numbers in the margins of the Latin text. There are two types: larger numbers (in bold), and smaller numbers. We will follow the smaller numbers, which divide the speech into 151 sections. We will work through the entire speech during the semester, translating and reading roughly 15 sections per week.

Although the textbook has a generous glossary in the back, keyed to the readings, it may not include all the vocabulary that a student may desire during the semester. Thus it is recommended that each student have a Latin dictionary.

If you think that you may need a grammar text for reference or review, feel free to bring one. The decision is up to you. If you used a comprehensive one-volume text in first-year Latin, with which you are already comfortable (such as Wheelock), bring that. If you are looking for another, here are some suggestions: J.H. Allen, J.B. Greenough, *et al.* (eds.), *Allen and Greenough's New Latin Grammar*. Dover, 2006. (ISBN-13: 9780486448060)

OR

Charles E. Bennett, *Latin Grammar*. Global Language Press, 2006. (ISBN-13: 9781897367032)

OR

James Morwood, *Latin Grammar*. Oxford Univ Press, 2000. (ISBN-13: 9780198602774)

If you do not already have your books, all those mentioned above, the textbook and the others, are easily and quickly available online through Barnes & Noble (barnesandnoble.com). Try to bring paperback editions, to save cost and weight.

COURSE EXPECTATIONS and FORMAT

The class emphasizes translations of the assigned Latin passages along with discussion. Discussion derives from direct engagement with the text (whether in Latin or English) as well as supplementary articles (in English) assigned during the course of the semester. Since the class is predicated on your preparation and participation, attendance is mandatory.

Because discussions will often emphasize content and analysis of the speech, and of broad issues raised by Cicero's prosecution, in class we will not always translate all of the assigned Latin reading. Nevertheless, each student is responsible for translating and understanding the entire Latin passage assigned for each week.

EVALUATION

There will be frequent, quick, 5-point quizzes at the beginning of class. These will relate to material covered previously, such as grammar/syntax, content of assigned reading, or points of class discussion. There will also be a mid-term and a final exam. The midterm and the final will show the same 3-part structure. The first part will be translation of a Latin passage seen before in class. The second part will consist of questions about grammar/syntax, and/or about content of discussions. The third part will be a glossed sight passage to translate. Note that the final exam is scheduled for Monday, 14 December, and cannot be changed. The scale of evaluation is as follows:

Participation	30%
Quizzes	30%
Midterm	30%
Final	10%

COURSE POLICIES

Do your own work. The goal is to learn Latin and develop confidence in translating it; if you rely on others regularly for help, your own skill will not develop as well as it can. You will also likely struggle more in class and on sight translation passages. Having someone else work for you is also cheating. If your home institution has a statement or policy on academic honesty, refer to it, and assume that it is in force at ICCS. If you had to sign an academic integrity contract of some sort upon entering university or college, please remember that moment. And, if you need further information about this topic, please ask me.

During class, neither the use of laptop computers (nor any other type of electronic data device) nor the consumption of food is permitted. Beverages are allowed.

Emergencies do arise in the course of a semester. Should one occur, whether medical or family related, please consult with me as quickly as possible, so that we can make arrangements. Please be prepared to provide documentation about what sort of emergency has occurred.

A detailed day-by-day syllabus for the course will be provided when classes begin.