

## **CAMS 3102 Topics in Advanced Latin: Ovid and Horace**

**Three credit online course  
with blended option, TTh 11, Oak 201**

**University of Connecticut**

**Fall semester 2017**

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### **Instructor:**

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### **Office hours:**

Wednesday 12-1, Thursday 12-1, Oak Hall 230.

Online, via video or text chat, by appointment. Please email to let me know you wish to chat live via Google Hangout, Skype, or phone.

### **Course overview**

Before we get to the really unusual stuff, there's a more conventional warning to get out of the way. CAMS 3102 is a course in advanced Latin. If you have not taken CAMS 1124 Intermediate Latin 2, or, alternatively, have not done equivalent coursework elsewhere (a strong high school Latin program, for example), you should confer with me about whether to take this course.

Here's a quick quiz--if you can answer most of these questions you're probably OK; if not, you should probably drop: 1) what are the four principal parts of *agō*? 2) what tenses of the subjunctive may we use in a subordinate clause after a present indicative in the main clause? 3) why did Virgil write the *Aeneid*? 4) what kind of poetry did Horace write? 5) who were the

members of the first and second triumvirates? (It's not a problem if you have to look these up on Wikipedia to remind yourself; if you can't understand the Wikipedia entry, though, consider dropping.)

Now, the strange part.

Because this is an online course, what I consider the bad old tradition of recitation (that is, you trying to translate Latin out loud in class-session while I listen in disapprovingly and ask you uncomfortable questions about grammar, and then go off into ruminations about Roman culture for which you have no context and which you will almost certainly forget the moment you leave the room) is out of the question. In its place, we will be doing what classicists really do, which is to annotate texts and to discuss the value of those annotations in the light of reason and the available evidence.

Indeed, the text itself will be our classroom, thanks to the magic of digital technology: twice a week, I will share with you a Googledoc with a Latin text. Your main task is to annotate it for five hours (they of course don't all have to be over a single session!). I will also be "present" in the document to guide your annotations and to pose certain specific challenges (e.g. "What is this form?"). You will keep track of your progress in a document shared between you and me, called a dossier, in which you will gain "Latinity Points" for those annotations. The syllabus will include a guide to using your dossier.

Annotations may include:

- Renderings of phrases and clauses. (Do **not** think of this as translation, please. Our objective is **reading**, not translating.)
- Grammatical observations. (What case? What tense? What mood? What kind of clause?)
- Cultural observations. (Who is this guy? Who is that gal? Why would Ovid say that about a dinner party?)
- Links, links, links for all the above. Wikipedia is always good; scholarly articles are always better. Best of all is when you link, and then summarize what you read at that link.

You will also, as a sort of extra credit, have the opportunity to collect themes in your dossier to gain additional Latinity Points: these themes are laid out for you in your dossier, though you may, in consultation with me, replace them with others of your choosing. An annex to this syllabus will include more information about collection.

The course's remaining activity is a series of five reports that you will write collaboratively, in response to specific questions about the Roman culture of the period 100 BCE-10 CE, and, of course, in particular the poetry of Horace and Ovid. Directions for this collaboration will be given more fully in an annex to this syllabus, but it's essential to note that again through the magic of Googledocs, I will be assessing your skills based on your contribution rather than the team's final product, so it will be impossible for any other student to have a negative impact on your

assessment.

## Goals, Objectives, Assessments

Key to assessments:

- **R:** Report: Five team collaborations on module-end reports ((four 750-100 word analytic papers, one 2000-2500 word research paper)), including “final exam” (=final report) = 40%
- **A:** Latin-based theme annotation: Twenty-eight reading-and-annotation sessions=40%
- **C:** Collection: Twenty-eight collection sessions, aggregating grammatical and topical themes=20%

A. Goal: Linguistically-informed knowledge of Ovidian and Horatian poetry and poetics  
Objective: Describe the works at the granular level of their Latin texts; summarize the works’ achievement with respect to their original Latin texts.

Assessment: **RAC**

B. Goal: Linguistically-informed knowledge of the cultural background of Ovidian and Horatian poetry and poetics

Objective: Describe the cultural background; identify and summarize its key elements.

Assessment: **RAC**

C. Goal: Skill at analysis of Ovidian and Horatian poetry and poetics in the original Latin  
Objective: Produce a culturally-informed analysis of a key passage.

Assessment: **RAC**

D. Goal: Skill at linguistically-informed analysis of the role of sexuality in transhistoric poetics and culture

Objective: Produce a comparative analysis of Roman and modern erotic poetry.

Assessment: **RAC**

## Required Course Materials

Googledocs access, on which I will share with you your student dossier, a spreadsheet where we will keep your course records and you will do your collection activity, and where I will share the reading for the course.

JSTOR access, through UConn library

## Course Policies

Assignments must be submitted on time, except in case of documented emergency.

This policy includes the required collaborative discussions, the annotations, and the collections: none of these will receive credit if made after the date when that portion of the operation closes, which is the same time the lead op's post is due for each immersion session, though failure to complete the minimum standard, whether for credit or not, has serious assessment consequences (see below). If you foresee a conflict, please inform me of it as soon as possible. In the absence of a documented emergency, you may not make up the credit for missed work. Computer problems by themselves do not constitute a documentable emergency unless you can provide evidence, for example from the HuskyCT support team, that you made a diligent effort to complete the assignment but were prevented by the computer problem.

You will receive credit for **your contributions** to the collaborative activities in the course, and **not** for the finished product. Your credit for a collaborative assignment, that is, is not dependent on anyone else's contribution. Note that because reports are **partially** collaborative, this policy applies only to the collaborative part of the report activity.

Grading for the course is progressive, and depends to some extent on the activities you undertake, but the total Latinity Points available for each assessment category are as follows: R 400,000, A 400,000, C 200,000. Each activity has its own number of points available; Annotations, for example, are capped at 80,000 points per module.

There is also, for each course segment, a minimum standard without meeting which you will fail the course: one annotation per reading, five collections per reading, and 100 words contributed to the report for each module 1-4 or 500 words for module 5 . If, in the absence of a documented emergency, you do not reach that minimum standard for **every** segment of the course by the due date of that activity, you will lose 20,000 Latinity Points for each instance of not meeting the minimum standard. For example, if you have failed to post in three readings, you will lose 60,000 Latinity Points. You will also have to make up those minimum standards for no credit, or not receive a passing grade for the course.

This is an online asynchronous course. That means that you may choose your own schedule for completing course activities on a **short-term** basis--that is, in a 24-hour period, you get to choose when to work on the course. It does **not** mean that you can go long periods between sessions of working on the course. Most importantly, this course thrives on discussion, and discussion requires constant attention. If you want to perform well in this course, you should at a minimum post an annotation every 48 hours in the current GoogleDoc reading.

## Introduction to course-structure

The operation is divided into five modules. To complete each module, you must do the assigned reading, annotate the reading, participate in online class-discussion in a way that demonstrates that you have done the reading, and file a mission-end briefing report.

The course is assessed in Latinity Points (LP). 930,000 LP gets you an A; 870,000 a B+, 770,000 a C+; 670,000 a D+; 600,000 and below an F (note that it is also possible to get an F by failing to fulfill the minimum standards detailed above). There are at least 200,000 points available in each module, and there will be frequent opportunities to earn more.

**Reading:** Horace *Odes, Epodes, Satires*; Ovid *Amores, Ars Amatoria*; criticism of these works.

**Annotation:** on Google Docs versions of the primary source reading: self-reported in your student dossier, to a maximum of 80,000 LP per mission. Minimum standard: one annotation per reading, except in case of documented emergency.

**Collection:** collection in your student dossier, of examples of themes both grammatical and cultural, via meta-analysis of your annotations. Variable LP per number of examples collected, to a maximum of 40,000 per mission. Minimum standard: five examples collected per reading, except in case of documented emergency.

**Reports:** 5 semi-collaborative reports; your work is assessed only on your contribution to the final product, not on the product itself: 80,000 HP each. Minimum standard: one hundred words (modules 1-4) or five hundred words (module 5) either in the report itself or in a contribution to team-discussion (these words need not appear in the final version of the report), except in case of documented emergency.

If any of these requirements goes unfulfilled (that is, if you fail to meet the minimum standard) you will receive a failing grade.

You are expected to complete all assignments on time. In case of documented emergency, I will excuse you from an assignment, and it will not be counted in your final grade, except in the case of papers, for which extensions until a specified date will be granted.

You are required to complete the assignments for the course on your own except when collaborative work is specified in a particular assignment, and without breaching rules of

academic conduct concerning cheating and collusion. If you should be found by the teacher of this course to have committed a breach of these rules, you would be notified by me in writing, with a copy of the notification sent to the Head of the Literatures, Cultures, and Languages Department and to the Dean of the College of Liberal Arts and Sciences. The notification would describe the penalty instituted by me. You would have ten days to appeal the finding and/or the penalty to me, and to request a hearing. That hearing would be arranged by the Dean. Please refer to the UConn Student Code for further details.

## **Schedule (for a more granular schedule, click [here](#))**

### ***Module 1: The Roman Odes***

**Objective:** Discover the basic nature of the problems of Augustan culture. Perform a preliminary analysis of Horace's Roman Odes. Relay your understanding of that information to me in the form of a report on one of the Roman Odes in relation to modern culture.

**Time:** Weeks 1-2

**Reading:** Horace, *Odes* 3; selected criticism.

### ***Module 2: Amores***

**Objective:** Discover the nature of Ovid's erotic challenge to Augustan culture. Perform a preliminary comparative analysis of Ovid's *Amores*. Relay that information to me in the form of a report on one or more of the *Amores* in relation to modern culture.

**Time:** Weeks 3-5

**Reading:** Ovid *Amores*; selected criticism.

### ***Module 3: Satires***

**Objective:** Discover the nature of Horace's ambivalence about Roman erotic culture. Perform a preliminary analysis of the satires of Horace. Relay that information to me in the form of a report on one or more of the satires in relation to Ovid's *Amores*.

**Time:** Weeks 6-8

**Reading:** Horace *Epodes*, *Sermones*, *Epistulae*; selected criticism.

### ***Module 4: Odes and Carmen Saeculare***

**Objective:** Discover the nature of Horace's solution to the problem of Augustan culture. Perform an analysis of the *Carmen Saeculare*. Relay that information to me in the form of a report on the *Carmen Saeculare* in relation to modern culture.

**Time:** Weeks 9-11

**Reading:** Horace *Odes*, *Carmen Saeculare*; selected criticism.

### **Module 5: Ars Amatoria**

**Objective:** Discover the nature of Ovid's erotic masterplot. Perform a fully-researched analysis of a section or sections of *Ars Amatoria* in relation to its cultural context. Relay that information to me in the form of a researched report (2000-2500 words) on a key question of interpretation in the erotic poetry of Augustan Rome.

**Time:** Weeks 12-14

**Reading:** Ovid *Ars Amatoria*; selected criticism.

## **Guide to course-activities**

How to be a student in CAMS 3102

### **Overview**

#### *Start-up*

1. Mail Prof. Travis at [roger.travis@uconn.edu](mailto:roger.travis@uconn.edu); he will invite you to a class Googlegroup
2. Accept invitation to Googlegroup
3. register for forum at [practomime.com/arkhaia](http://practomime.com/arkhaia), mail Prof. Travis to let him know you did
4. Go to "class discussion forum" in "CAMS 3102" category
5. Introduce yourself in the "Introductions" topic
6. Receive shared Google spreadsheet dossier (dynamic assessment form)

#### *Twice a week*

1. Check email for message from Prof. Travis to class with link to Googledoc containing reading.
2. Annotate reading; record annotations in dossier.
3. Collect themes and grammar from reading in dossier.
4. Work towards module-end report by discussing course content with classmates and Prof. Travis in the report-discussion forum.

#### *At the end of each module*

1. Collaborate with class in Googledoc shared by Prof. Travis to produce the module-end report.

## **Guide to individual activities**

### *Annotation*

1. Find a word, phrase, or sentence you want to ask something about, or discuss. (Or find another student's annotation on which to comment, click on it, and skip to step 4.)

2. Highlight it.
3. Choose "Comment" from the "Insert" menu.
4. Enter your annotation (or reply). Remember that links are always good, and comments about those links are even better.
5. Click the "Comment" (or "Reply") button.
6. Open your dossier in another tab or window.
7. Click on "Annotation tally" at the very bottom.
8. Find the row that corresponds to the reading you're doing.
9. When you have completed one of the parts of the annotation assignment, enter "Y" in the corresponding cell, or, for bonus annotations, the number of such annotations you have made.

### *Collection*

1. Look at the bottom of your dossier spreadsheet
2. Click on one of the collection sheets (e.g. "Grammatical themes")
3. Copy an example from the reading Googledoc to your clipboard.
4. Paste the example into the correct column.
5. Click on "Collection tally" at the bottom of your dossier.
6. Notice that the correct cell has incremented. You're on your way!

### *Report-discussion*

1. Go to the [Report-discussion forum](#).
2. Find a topic you want to talk about, with respect to the report for the current module, or start a new one. Questions for reports:
  - a. Module 1: What one, two, or three pieces of modern discourse evoke(s) the spirit of Horace's Roman Odes? (750-1000 words)
  - b. Module 2: What one, two, or three pieces of modern discourse evoke(s) the spirit of Ovid's *Amores*? (750-1000 words)
  - c. Module 3: How do Ovid's *Amores* respond, or fail to respond, to the critiques of Roman erotic behavior to be found in Horace's satires? (750-1000 words)
  - d. Module 4: What one, two, or three pieces of modern discourse evoke the spirit of Horace's *Carmen Saeculare*? (750-1000 words)
  - e. Module 5: What is/are one, two, or three similarity/ies and/or difference(s) between Horace's response to the problem of erotic love in Rome, and Ovid's? (2000-2500 words, with at least ten secondary sources)
3. Post something interesting.

### *Report-collaboration*

1. Go to the Googledoc shared by Prof. Travis with the title "CAMS 3102f12 Module X Report Collaboration."
2. Write an answer to the question, or add to someone else's, or suggest revisions.