

CATULLUS

LATN 3901/4901

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Course Description

Gaius Valerius Catullus, or simply Catullus, is widely recognized as one of the greatest love poets in the western literary tradition. Though he was a contemporary of Caesar and Cicero and he come from an important family in Verona, the little that is known about him has less to do with his public and political activities than with the portrayal in his own poetry of his personal life at Rome and the salacious details of his supposed affair with an aristocratic married woman, the 'Lesbia' of his poems. He was, however, a serious and trailblazing poet in the vanguard of a literary movement in the first century BCE. His work was highly esteemed and emulated by many subsequent writers in the classical and early medieval periods, though it became relatively unknown in the late middle ages and nearly suffered the fate of many contemporary works which were lost for all of time. Then, in the 14th century, somewhat miraculously in what scholars refer to as the *resurrectio Catulli*, a lone manuscript of his poems, 116 of them in all, appeared in his home town of Verona and sparked a renaissance of interest in the poet's rarely seen work. The first printed edition of Catullus was available in 1472, but since his poetry had been poorly preserved, much of it was in fact very difficult to comprehend even to the learned philologers of the day. What was needed was a scholarly commentary to explain his poetry to interested readers. This was provided in 1485 by an enigmatic figure named Antonius Parthenius, a schoolmaster (perhaps) and a fellow citizen of Verona who wrote the very first commentary, in Latin, on Catullus's poetry. Today Parthenius's commentary is mostly forgotten and it has received almost no scholarly attention. Thanks to digitization projects in European and American libraries, however, high resolution images of Parthenius's text are now publicly available online. This creates an opportunity for our classroom to work on the poems of Catullus and contribute to a project that involves the translation, editing, and digitizing of Parthenius's text for public use on-line.

Course Text

Garrison, D. H. 1989. *The Student's Catullus*. University of Oklahoma Press. This book is now in its fourth edition (2012), but you may use any edition.

Digital images of Parthenius's commentary will be supplied.

You may find Dániel Kiss's website on Catullus helpful:
<http://www.catullusonline.org/CatullusOnline/index.php>

Class Time

2:35pm-5:25pm in Paterson 2A46



Learning Objectives

1. Students will improve their Latin reading abilities. Latin courses are typically taught as traditional didactic courses in which students work up translations of a given author on their own and then polish their translation in class under the direction of the professor. This course employs the techniques of a more student-centered pedagogy widely referred to as Problem Based Learning (PBL). PBL courses concentrate on students' learning by setting up authentic problem scenarios they are encouraged to solve. The problems themselves function as the course content and drive the curriculum. The problems are not necessarily intended to test skills, they are meant to aid in developing the skills needed to derive solutions to the problems. This course will present students with a much wider range of problems to solve, involve them to a greater degree in cooperative group work, and allow them to develop a much broader set of skills.
2. Students will learn to locate information about many different specialized areas of knowledge, including book history, textual criticism, transcription methodology, manuscript tradition and editing, paleography, and the reception of Classical learning particularly among the Italian humanists.
3. Students will participate in collaborative assignments and projects. The students learn to work and problem solve as a group, improve their understanding by listening seriously to others and by offering detailed and useful feedback. This course employs study groups, team-based assignments and writing, and cooperative projects and research.
4. Undergraduate Research: the assignments in the course are built to foster students' involvement in systematic research and investigation. As they work together they encounter problems, contested issues, make empirical observations, and learn not just Latin but how to apply new technologies to aid the study of a venerable discipline.
5. Presentation experience: one of the essential elements of PBL courses is the task of presenting and defending solutions to given problems.

Assignments and Grading

Attendance/participation	10%
Memorization and recitation of poem	10%
Projects	30%
Midterm exam	25%
Final exam	25%

Attendance and Participation: these are important and we only meet once a week (13 meetings in total), so unexcused absences or unpreparedness result in a 2% deduction from the final grade, up to 10% of the final mark. If you miss more than 5 classes I stop counting since I assume you will simply be unable to pass the course.

Memorization and recitation of a poem: the assignment is to select a poem of your choice from Catullus's work, commit it to memory, then recite it to me. You will need to learn the meter of the poem and recite it according to the meter. The poem must be at least 10 lines long (or you can choose 10+ lines from a longer poem). Chose a poem that you like—it will be easier to memorize. The deadline for this assignment is April 8, but you may complete it at any time during the semester. Worth 10 points of the final grade.

successful memorization	5 points
correct pronunciation	3 points
metrical recitation	2 points

Projects: Students will work in teams of two. 3900-students will work with a single poem during the course while 4900-students will rotate and work on a different poem for each presentation. Each presentation, therefore, will be given by a different team, and each student will belong to three separate teams with each team responsible for a different phase of the project. The in-class presentations are opportunities for the whole class to continue and fine-tune work on the chosen passages.

Presentation 1: each team will work to produce an accurate transcription of Parthenius's commentary on one poem and present it to the class for discussion. When the team decides on a poem they wish to work on, I will provide a digital copy of Parthenius's commentary. The assignment is to produce as accurate a transcription of the commentary as possible, including a transcription of the poem from Catullus as it appears in Parthenius's commentary. You will find a number of scribal abbreviations in the text. Only about a half dozen are common and I will explain these to you. I encourage you to look at the PDFs on CULearn in order to figure out any others you come across. Since there is no easy way to transcribe many of these abbreviations, I ask that you instead use the full unabbreviated form but placed in brackets. E.g., for tēperiē you would write [temperiem]. Your transcription is due the evening before the day of your presentation. You may turn this in to me digitally.

Presentation 2: working with the transcriptions from presentation 1, each team will produce a translation of one of the commentary passages and present it to the whole class. This may prove to be challenging at some points, but you should think of the presentation more as a chance to present a work-in-progress rather than a finished project. The

presentation should start with a look at the poem of Catullus reproduced by Parthenius. Compare his version to the modern version printed in Garrison's text, noting the differences if any and translating Parthenius's version for the class if necessary. Together the class will help complete and fine-tune the translation. Your transcription and translation are due the evening before the day of your presentation. You may turn these in to me digitally.

Presentation 3: each team will present a final transcription and translation of a commentary passage from presentations 1 and 2. This should be a polished and final version of the transcription and translation. In addition, this presentation should include a study of the ancient sources cited by Parthenius. It seems that Parthenius does not give precise citations when quoting ancient sources, but he merely gives an author's name. It is up to you, then, to find out precisely from where the quote actually comes. To do this you can try using a simple Google search and Perseus (<http://www.perseus.tufts.edu/hopper/collection?collection=Perseus:collection:Greco-Roman>). A further complication to be aware of, however, is that Parthenius's text of a given author may not match our modern texts (much like his text of Catullus does not match ours). Please produce a page with a complete list of Parthenius's citations paired with their exact sources and a modern version of the cited text (Perseus is suitable for this purpose). Again, this is due the evening before the day of your presentation and you may turn in all materials to me digitally. Each presentation is worth 10% of the final grade.

Exams: The midterm and final exams are translation exams. I will set several poems of Catullus and ask you to translate them into English. I will also ask you to explain grammatical forms in the poem. Students in the 4901 section of the course are expected to complete more translations than students in the 3901 section. The midterm is a 1.5-hour exam. The final is a 2-hour exam scheduled by the University during the exam period.

JANUARY

7 Intro to Class: review of syllabus, Catullus, c. 1, Parthenius

Polymetria

14	Lesbia	3900/4900: c. 2, 3, 5	4900: c. 7, 8, 11	
21	Lesbia cont'd	3900/4900: 13, 16, 21	4900: 22, 23	presentation 1A
28	<i>amariores</i>	3900/4900: 27, 29, 32	4900: 35, 36, 37	

FEBRUARY

4	<i>amariores</i> cont'd	3900/4900: 39, 42	4900: 43, 46, 49	presentation 1B
11	finale	3900/4900: 50, 51, 52, 53	4900: 56, 57, 58, 59, 60	
18-22		Winter Break		

Longer poems

25	midterm exam	1.5-hour exam		presentation 2A
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MARCH

4	The Attis poem	3900: 63.1-20	4900: 63.1-47	
11	The Attis poem	3900: 63. 48-68	4900: 63.48-end	presentation 2B

Epigrams

18	Lesbia poems	3900/4900: 72, 79, 83	4900: 86, 92, 104, 107	
25	Epigrams	3900/4900: 70, 84, 85	4900: 95, 96, 101, 109	presentation 3A

APRIL

1	Mentula poems Aufillena poems	3900/4900: 94, 105, 114, 115 4900: 100, 110, 111		
8	Gellius poems	3900/4900: 74, 78, 80, 88	4900: 89, 90, 91, 116	presentation 3B
9	term ends/last day of classes			



University Regulations for All Humanities Courses

Copies of Written Work Submitted

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

Academic Integrity at Carleton

Plagiarism is presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own. Plagiarism includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the internet. More information can be found [here](#).

Academic Accommodation Policy

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

Religious obligation: write to the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at

613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Grading System at Carleton University

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points and the percentage conversion is below. Grade points indicated are for courses with 1.0 credit value. Where the course credit is greater or less than one credit, the grade points are adjusted proportionately.

[Grading System](#)

Course Sharing Websites and Copyright

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or

distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

Statement on Class Conduct

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Deferred Term Work

In some situations, students are unable to complete term work because of illness or other circumstances beyond their control, which forces them to delay submission of the work.

Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor and **in all cases this must occur no later than three (3.0) working days after the term work was due.**

The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. Normally, any deferred term work will be completed by the last day of term. More information is available [in the calendar](#).

Deferred Final Exams

Students who are unable to write a final examination because of a serious illness/emergency or other circumstances beyond their control may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made. [More information.](#)

The application for a [deferral](#) must:

1. be made in writing or online to the Registrar's Office no later than **three working days** after the original final examination or the due date of the take-home examination; and,
2. be fully supported by appropriate documentation and, in cases of illness, by a medical certificate dated no later than one working day after the examination, or by appropriate documents in other cases. Medical documents must specify the date of the onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [forms and fees page](#).

Any questions related to deferring a Final Exam or Final Assignment/Take Home Examination should be directed to the [Registrar's Office](#).

Withdrawal From Courses

Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

Important dates can be found [here](#):

Financial vs. Academic Withdrawal

Make sure that you are aware of the separate deadlines for Financial and Academic withdrawal!

Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend – you must withdraw in Carleton Central within the published deadlines to cancel your registration. [More information](#)

Department Contact Information

College of the Humanities 300 Paterson Hall (613)520-2809

CollegeOfHumanities@cunet.carleton.ca

Drop box for CLCV, HUMS LATN GREK Term Papers and assignments is outside 300 P.A.

Greek and Roman Studies 300 Paterson Hall (613)520-2809

GreekAndRomanStudies@cunet.carleton.ca

Drop Box is outside of 300 P.A.

Religion 2A39 Paterson Hall (613)520-2100

Religion@cunet.carleton.ca

Drop box for RELI and SAST Term Papers and assignments is outside of 2A39 P.A.

Registrar's Office 300 Tory (613)520-3500

<https://carleton.ca/registrar/>

Student Resources on Campus

[CUKnowHow Website](#)

[Academics: From registration to graduation, the tools for your success.](#)