



**Latin 351**  
**Catullus and Horace**  
**Professor: Judith P. Hallett**  
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In this class we will be reading a variety of poems by Catullus (Valerius Catullus, ca. 84-54 BCE) and Horace (Quintus Horatius Flaccus, 65 BCE-8 BCE). Our focus will be on their distinctive literary artistry, special linguistic qualities and socio-cultural significance as well as on the earlier Greek and Latin literary influences on their poetry, their impact on later literature and the historical settings in which they wrote. We will pay particular attention to their use of different meters (the hendecasyllabic and elegiac couplet in Catullus' case and the Sapphic and Alcaic strophe in Horace's); to the challenges of rendering their poetry in English; and to the intertextual relationships between their writings. In addition to reading some representative recent scholarship on both authors we will also be examining the portrayals of these poets in historical novels by Thornton Wilder (*The Ides of March*) and John Williams (*Augustus*), and in Edith Hamilton's *The Roman Way*. The prerequisite is Latin 201 (the third semester of our four-credit unit introductory Latin sequence or the equivalent).

**Required texts (ordered for the Student Union Bookstore; all are available in paperback):**

*Why Horace? A Collection of Interpretations* by William S. Anderson

Bruce Arnold, Andrew Aronson and Gilbert Lawall, eds. *Love and Betrayal: A Catullus Reader*.

Daniel Garrison, *The Student's Catullus*.

Daniel Garrison, *Horace: Odes and Epodes. A New Annotated Latin Edition*

Students are required to read Thornton Wilder's *The Ides of March* and John Williams' *Augustus*. Both should be readily available in libraries and inexpensive used editions (that can be purchased on line) and have not been ordered at the campus bookstore.

**Required materials (to be obtained from the instructor). They will include:**

Selections from TP Wiseman, *Catullus and his World* (on our ancient evidence for Catullus and the order of his poems)

"Suetonius", *Vita Horatii* (Loeb Classical Library)

Selections from Andrew Aronson and Robert Boughner, *Catullus and Horace: Selections from Their Lyric Poetry* (on the scansion of hendecasyllabic, Sapphic and elegiac poetry)

“Catullus” from Edith Hamilton, *The Roman Way* (1932).

Commentaries on selected poems by students in Latin 488/688, fall 2011.

Articles, essays and book chapters on Catullus (recommended in the teacher’s guide to *Love and Betrayal*)

#### Course Grading:

1. Class Work (translation, participation in discussion)	35%
2. Exams and papers	30%
3. Final paper, due May 17	35%
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	100%

#### Student assignments and responsibilities

**1. Attendance:** You must attend class **regularly**. Much of the material for which you will be held responsible will only be presented and discussed in class meetings.

**2. Preparation:** You must come to class **prepared**. If extraordinary and extenuating circumstances—such as illness, extreme demands on your time and energies by other courses, or difficulties with transportation make this impossible on occasion, please come anyway. In that case, **please let me know before class begins** that you are not prepared, and I will not call on you if you so wish.

Adequate preparation not only consists of translating assigned passages into English at home. It also consists of being able, when called upon in class, to translate these passages aloud into grammatically correct English, to explain important forms and grammatical constructions in them, and to answer questions about the content and meaning of these passages. If there has been a class e-mail discussion of an assigned reading prior to class, students should have participated in these discussions in a timely and responsible fashion. Effort and improvement in classwork will be given a weight equal to that of mastering assigned materials when grades are computed.

**3. Support systems.** I will be in email communication with all class members at least once each week to coordinate, and participate in, class e-mail discussions of assigned readings prior to class; and to keep class members posted on various class-related developments. All of you should feel free to use this electronic set-up in communicating with the class as a whole. Furthermore, unless students object, a list of all class members’ names, snail mail (as well as email) addresses, and phone numbers will be compiled and made available after the end of drop/add period. The reason for compiling this list is that keeping in regular and close touch with one or more of your classmates is highly recommended in a course of this sort. You should feel free to obtain from your classmates any assignments or material that you miss if you cannot attend a particular class, and to seek the assistance of classmates if you experience any difficulties with the work assigned.

Studying with one or more classmates is beneficial to all concerned (even if all concerned have perfect attendance records and are experiencing no difficulties with their work).

Collaboration is, however, only acceptable if your collaborator has worked with you and not for you. Students who rely excessively on the efforts of classmates do themselves no service.

Do not be afraid to ask for help from me if you need it. I want to be as accessible to all of you as possible. Please feel free to contact me—in person during office hours, by phone in my office or at home at other times, by email at any time—whenever you need information, assistance or just plain support.

**4. Papers, presentation and exams.** Two papers are assigned. **The first will be due on February 23, the second—our final paper—on May 17.** On both papers you will be asked to perform a variety of “textual operations”. They include translation of selected passages into English and the critiquing of translations published by classical scholars; identification of forms, constructions and allusions in selected passages; grammatical, metrical and literary analysis of selected passages; and brief essays based on class discussion and secondary readings. There will be several questions from which to choose.

The first paper will also include a commentary assignment on a poem by Catullus. In addition to including a commentary assignment on a poem by Horace, the final paper will be a “potluck” enterprise: students will be asked to contribute their own questions. The final paper will also have an oral presentation component: students will be asked to “teach” selected Horatian poems (integrating a discussion on scholarly criticism of these poems into the lesson plan) to the rest of the class on **May 3 and 10.**

There will also be two take-home exams, **the first (on Catullus) will be due on March 15; the second (on Horace) April 19.** These exams will feature a sight translation component as well as prepared questions to be prepared in advance, and questions on passages that will be announced in advance. The score on your sight translation will not count toward your grade on the exam unless it raises the grade.

A number of important, classics-related, events, on campus and off, will be taking place over the semester: among them **a lecture by Daniel Kapust of the University of Wisconsin on Thursday, March 8.** Some are indicated on the syllabus. You are encouraged to attend them. They may require some adjustments in our schedule as well. Further information will be provided during our class meetings.

### Course Outline

#### January 26 Introduction

**Reading:** Catullus 1-8; introductions to the Catullus textbooks and our evidence for the life of Catullus

**For email /class discussion:** John Rauk, “Time and History in Catullus 1,” *Classical World* 90 (1997) 319-332.

#### February 2 Introduction to Catullan meters; translate and discuss Catullus 1-8; discussion of Rauk article

**Reading:** Catullus 10-14a, 22, 30-31. 34-36

**For email/class discussion:** Richard Thomas, “Sparrows, Hares and Doves: A Catullan Metaphor and Its Tradition.” *Helios* 20 (1993) 131-142. Materials for first Catullus paper, on Edith Hamilton’s Catullus in *The Roman Way*.

#### February 9 Translate and discuss Catullus 10-14a, 22, 30-31, 34-36; discussion of Thomas article. Review material and questions for paper due February 23.

**Reading: Catullus 40, 43-46, 49-51, 60.**

**February 16 Translate and discuss Catullus 40, 43-46, 49-51, 60. Reading: Catullus 65 and 68.1-40. Thornton Wilder, *The Ides of March*.**

**February 23 Translate and discuss Catullus 65 and 68.1-40; DUE DATE FOR FIRST PAPER. Review materials for first (take home) “hour exam,” on Catullus.**

**Reading: Catullus 69, 70, 72, 76-77, 84-87, 96, 101.**

**March 1**

**Translate and discuss Catullus 69, 70, 72, 76-77, 84-87, 96, 101.**

**Reading: Catullus 109, 116; Horace, *Odes* 1.1, 5 and 9; introduction to Garrison Horace textbook and our evidence for the life of Horace. Materials for Catullus exam.**

**For email/class discussion March 8: Gloria Duclos, “Catullus 11: *Atque in perpetuum, Lesbia, ave atque vale*” *Arethusa* 9 (1976) 76-89.**

**March 8**

**Eta Sigma Phi Lecture by Daniel Kapust, University of Wisconsin**

**Translate and discuss Catullus 109 and 116 and Horace, *Odes* 1.1, 5 and 9; discussion of Duclos article**

**Reading: Horace, *Odes* 1.11, 13, 22-25.**

**March 15 Due date for first (take home) hour exam, on Catullus. Translate and discuss Horace, *Odes* 1.11, 13, 22-25.**

**Reading: Horace, *Odes* 1.37-38; 2.3 and 7.**

**For email/class discussion: “Introduction” to W.S.Anderson, *Why Horace?* v-xv and Ronnie Ancona, “The Subterfuge of Reason: Horace, *Odes* 1.23 and the Construction of Male Desire”, in *Why Horace?* 63-72.**

**March 22 NO CLASS. SPRING BREAK.**

**March 29 Translate and discuss Horace, *Odes* 1. 37-38, 2.3 and 7; discussion of Anderson introduction and Ancona article. Review materials for second (take home) “hour exam,” on Horace.**

**Reading: Horace, *Odes* 2.10 and 14, 3.1, 9 and 13.**

**April 1 International conference on Classical Greek and Roman Literature: Gendered Perspectives in Reading and Reception. Speakers to include Professors Barbara Gold, Edith Hall, Madeleine Henry, Alison Keith, Helen King, Nancy Rabinowitz, Amy Richlin, and Christopher Stray.**

**April 5 Translate and discuss Horace, *Odes* 2. 10 and 14, 3.1, 9 and 13**

**Reading: Horace *Odes* 3.30 and 4.7; *Epode* 16.**

**For email/class discussion April 15: John Moles, “Politics, Philosophy and Friendship in Horace, *Odes* 2.7” in *Why Horace?* 130-142. Read John Williams, *Augustus* and essay of your choice in *Why Horace?***

**April 12** Translate and discuss Horace, *Odes* 3.30 and 4.7; discussion of Moles article and essays in *Why Horace?*

**Review materials for final paper.**

**April 14** Colloquium on integrating gendered perspectives and the study of ancient Roman women into the Latin classroom and curriculum, with John Gruber-Miller, Ann Raia and Judith Sebesta.

**April 19** Due Date for second (take home) hour exam, on Horace. Catullus and Horace for “mature students.”

**April 26** Catullus and Horace for “mature students”

**May 3** Class presentation of Horatian poems

**May 10** Class presentation of Horatian poems

**May 17** Due date for final paper