



**Latin 472/672**  
**The History and Development of the Latin Language**

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**Required Texts**

**J. Clackson and G. Horrocks. *The Blackwell History of the Latin Language***  
**F. Moreland and R. Fleischer, *Latin: An Intensive Course***

**Required Materials (to be obtained from the instructor)**

- \*Texts of passages from Barba, Caesar, Cicero, Dunmore, Wilder
- \*Text and translation of Lucretius, *De Natura Rerum* 5. 1029-1090, with grammatical and stylistic analysis handout;
- [\*Handout, “Ancient Roman Sources on the Early History of the Latin Language” (selections from Vergil and Varro); ]
- \*Text of Sallust, *Bellum Jugurthinum* 85.31-37 with grammatical and stylistic analysis handout;
- \*Copies of past Latin tributes in *Classical World* and background materials on 2011 CAAS honorees and Professor Hugh Lee, with handout on composing Latin *ovationes*, prose tributes;
- \*Text of Livy 1.7.3-7 and 56. 4-10 with grammatical and stylistic analysis handout;
- \*Handout of assignment “*American Heritage Dictionary*. Exercise on Latin in its Indo-European Context” with xeroxed material from the *AHD*;
- \*Text and translation of Vergil, *Aeneid* 10. 146-214, with grammatical and stylistic analysis handout [and S. Daitz and G. Lawall, "The Pronunciation and Reading of Classical Latin" (including “Dactylic Hexameter” and “Other Meters”), from *Teacher's Handbook to the Longman Latin Readers*];
- \*Texts (from L.R.Palmer, *The Latin Language*) and grammatical/stylistic analysis of archaic Latin inscriptions;
- \*Handout on grammatical and stylistic analysis of passages from Plautus’ *Menaechmi* [and on Plautine meter (“The Scansion of Plautine Verse”), from *Plautus: Pseudolus*, ed. M.M. Willcock];
- [\*Handout on the adaptation of Greek meters to Latin verse (selections from Naevius and Ennius)];
- \*Text of Cicero, *De Divinatione* 1.103-104 and *Brutus* 261-262, with grammatical and stylistic analysis handouts;
- \*Handout for assignment on lexicographical study of vocabulary in Plautus, *Menaechmi* 446-465;
- \*Text of Cicero, *De Oratore* 3.44-45 and *Orator* 150-152, with grammatical and stylistic analysis handout;
- \*[Handout on “Transpadane vs. Capital City Latin”(with selections from Catullus, Cicero, Lucretius and Vergil) and selections from L. Holland, *Lucretius and the Transpadanes*;]

- \*Text and translation of Ovid, *Fasti* 5. 183-209, with grammatical and stylistic analysis handout;
- \*Text and Translation of Ovid, *Metamorphoses* 11.410-748 and D. Lateiner, “Mimetic Syntax: Metaphor from Word Order, Especially in Ovid,” *American Journal of Philology* 111 (1990) 204-237;
- \*Handout for assignment on Latin Verse Composition;
- \*Text and translation of Tacitus, *Annales* 11.23 and *CIL* 13. 1668. with grammatical and stylistic analysis handout;
- \*Handout on grammatical and stylistic analysis of the speech of Petronian freedmen;
- \*Handout for assignments on “Christian Latin”, “Vulgar Latin and the Romance Languages” and “Medieval Latin”;
- [\*J.G.F. Powell, *Introduction to Philology for the Classical Teacher*]
- \*Material for final paper: assignment sheet with directions (including material on Botanical Latin; passages from Thornton Wilder, *The Ides of March*)

#### **Recommended Texts:**

- The American Heritage Dictionary of the English Language, Fourth Edition of 2000 (for Indo-European discussions and derivations by C. Watkins)***
- J.N. Adams, *The Latin Sexual Vocabulary***
- Allen and Greenough’s *New Latin Grammar***
- W.S. Allen, *Vox Latina: A Guide to the Pronunciation of Classical Latin***
- Henry Beard, *Latin for All Occasions and Latin for Even More Occasions***
- G. and L. Bonfante, *The Etruscan Language***
- Bradley’s Arnold Latin Prose Composition*, ed. J. F. Mountford**
- E. Courtney, *Archaic Latin Prose***
- G. Devoto, *The Languages of Italy*, trans. V. L. Katainen**
- W. D. Elcock, *The Romance Languages***
- A. Ernout and A. Meillet, *Dictionnaire Étymologique de la Langue Latine***
- P. Glare, *The Oxford Latin Dictionary***
- M. Hammond, *Latin: A Historic and Linguistic Handbook***
- K. Harrington, *Medieval Latin***
- L. Holland, *Lucretius and the Transpadanes***
- The Oxford Classical Dictionary (Third Edition 1996)***
- A.L. Sihler, *New Comparative Grammar of Greek and Latin***
- Thesaurus Linguae Latinae***
- C. Stray, *Classics Transformed: Schools, Universities and Society in England, 1830-1960***
- A. Walde and J.B. Hofmann, *Lateinisches etymologisches Wörterbuch***
- F. Waquet, *Latin, or the Empire of a Sign***

In this course we will investigate the history and development of the Latin language from the time of its putative Indo-European origins down to the present day. Our primary focus will be on Latin literary and inscriptional texts from the archaic, “Golden” and “Silver” periods of the “classical” Roman era. Nevertheless, we will also trace the transformation of Latin during late antiquity and the Middle Ages into its major contemporary Western cultural manifestations--in the globally powerful discourses of modern “educated” English and the Romance tongues as well as in the “dead” language

of elitist masculine schooling. A review of Latin forms and grammar, and the application of material from our review to selected passages from classical Latin authors, will accompany this historical investigation.

As part of our historical survey we will be placing particular emphasis on the classical Romans' own notions of their linguistic genesis; on the theory of the Indo-European family of languages; and on the etymological study of Latin words--and their cognates in kindred languages--which descend from common Indo-European roots. We will consider, as well, the Italic linguistic background of Latin, and the relationship between Latin and the Celtic, Etruscan and Greek languages. In addition to looking at the adaptation of Greek poetic meters to the Latin language, we will study, and ourselves essay, the composition of Latin hexameter and elegiac verse.

So, too, we will scrutinize the archaic Latin of inscriptional and early literary texts, and the changes undergone in form and in meaning by elements of Latin vocabulary, in the context of studying the development of Latin syntax, morphology and phonology. Other topics of discussion will include the regional and dialectical variants of Latin pronunciation; the Ciceronian and Tacitean stylistic ideals of "Golden" and "Silver" Age Latin prose; the colloquial and vulgar Latin attributed to Roman slaves and freedmen; Christian and Medieval Latin; Latin and the Romance languages; the influence of Latin on the English language; and the teaching and cultural connotations of Latin in the modern West.

Among the excerpts from classical Latin authors that we will be examining in connection with our review of Latin forms and grammar will be selections from works by Caesar, Cicero, Livy, Lucretius, Ovid, Petronius, Plautus, Sallust, Tacitus and Vergil. In analyzing these passages, we will be paying close attention to their style (and, in the case of passages of Latin poetry, their meter and use of sound effects) as well as to their vocabulary and syntax. We may additionally be reading some passages from various Latin writers as primary source material for Latin linguistic history.

Our readings in this diverse collection of representative Latin authors will serve as preparation and background for several exercises that require writing in Latin. Some of these exercises will require efforts in Latin prose and verse composition, others in Latin "prose transformation." That is, rewriting a passage of Latin verse as passage of prose, or rewriting a passage of Latin prose by one author in the prose style characteristic of another author (writing in another period) or--in the case of Cicero--in the prose style of another literary genre.

Most of our work in Latin prose and verse composition will involve translations of specific English texts into appropriate Latin stylistic equivalents. But one Latin prose editing and writing assignment--of *ovationes* for meritorious individuals to be honored by the Classical Association of the Atlantic States in October 2011, and by the UMCP Classics Department in spring 2011--will demand the creation of "original" texts accompanied by fairly literal English translations. As these tributes will be read orally and/or distributed in written form at the 2011 CAAS meeting (to be held in Baltimore) and published in *Classical World* ) and at a department event, we will devote some time to reading model texts of this kind, and to drafting our texts in several stages.

This class will at times combine two courses--one at the undergraduate and the other at the graduate level. I realize that the students enrolled are likely to represent a wide range of both academic backgrounds and levels of expertise in Latin and other linguistic fundamentals. Class discussions and assignments at our joint meetings are

designed so that the less advanced students may benefit from the presence and knowledge of those with more specialized and extensive training, especially of those with experience as secondary-school or college Latin instructors. Furthermore, during each of our weekly review sessions on Latin forms and grammar, we will try to set aside a few moments for offering and sharing “hands-on” teaching ideas and tips about presenting the relevant material to students.

During our first meetings I will be asking students to complete and submit to us several “diagnostic” exercises: translations, both “at sight” and “prepared”, from Latin to English and English to Latin-. Students will also be asked to participate in classroom discussions about the stylistic and grammatical content of several passages from ancient Roman authors. On the basis of student performances on these exercises and in these discussions, we will then divide the class up into three “task forces” and choose one student as “captain” (a/k/a “coordinator”) for each. Each task force will ideally contain students at both the 400 and 600 levels, and at the very least will contain students who represent very different levels of preparation and expertise in Latin. You will be expected to work collaboratively with the other members of your task force on various assignments, and assessed along with them on the basis of your collective endeavors.

The first of these assignments is an exercise on Latin in its Indo-European context based on the Indo-European roots given in the 2000 edition of the *American Heritage Dictionary of the English Language*. The other three are major, long-term undertakings:

- a) the editing and preparation of a Latin text and English translation of a tribute for the 2011 CAAS meetings and an upcoming department event;
- b) the preparation of a 20-minute oral, group classroom presentation, scheduled for our final two class meetings, on one of three assigned topics (“Christian Latin”, “Medieval Latin” and “Vulgar Latin and the Romance Languages”). These presentations should focus on one or two specific texts that illustrate the main points and phenomena to be emphasized, and should engage the rest of the class in discussion and analysis of these texts by providing class members with the texts and explanatory handouts in advance.
- c) the translation of passages from Thornton Wilder’s *The Ides of March*, which purport to be the correspondence of such historical first century BCE Romans as Julius Caesar, Cicero, Catullus and Clodia Metelli.

Further details about each of these projects will be furnished on separate assignment sheets that we will distribute once the task forces are organized. Your performance as a member of your task force will count 10% of your grade.

Each student will also be given a specific written assignment almost every week. These assignments will be described in greater detail on separate sheets that we will distribute after the task forces are organized. Often assignment sheets will stipulate that students enrolled on the graduate level do more--and more demanding--work than those enrolled at the 400-level. The syllabus also indicates that most of the task force written assignments will be due two or three days prior to our Monday class meeting. I have asked for these papers at this time so that I may xerox one of the assignments submitted, and then distribute copies to the entire class for close scrutiny and discussion when we meet on Monday. Insofar as it is possible, we will try to follow a fixed order of rotation in selecting those whose efforts are to be analyzed in this way. These efforts will count 20% of your grade. Besides these written assignments, each student will be required to submit a final paper that will ideally consist of:

a) a brief (2-3 page) commentary on an archaic Latin inscription of one's own choosing and on an assigned Latin passage in Petronius, *Satyricon*.

b) the rewriting of **either** a brief (10-15 line) passage of one's own choosing in Plautus' *Menaechmi* in the style of a freedman in Petronius' *Satyricon* **or** of a chapter of one's own choosing in Petronius' *Satyricon* in the style of Plautus' *Menaechmi*.

Students enrolled at the 600-level will additionally be required to submit a 5-10 page critique of either J.G.F.Powell, *Introduction to Philology for the Classical Teacher* (Cambridge 1988) or the Clackson and Horrocks text itself.

c) (in connection with task force work) a Latin translation of a passage from Thornton Wilder's *The Ides of March*.

d) an exercise involving botanical Latin.

Further details about the final paper will be provided on a separate assignment sheet, to be distributed on November 1. Your performance on this final paper will account for 30% of your grade. Individual classwork (attendance, preparation, participation in class discussion) will account for 40% of your grade.

### Course Outline

**August 30** Introduction; sight translations of Caesar, Cicero, Henricus Barba, Dunmore, Wilder

**Assignments:** Read Moreland and Fleischer (M&F) units 1 and 2. Do Preliminary Exercises II. A and B on pp. 32-33; II.1 and 2 on p.44; Exercise II on p. 46. Read and analyze related forms and constructions in Lucretius 5. 1028-1090 (handout)

Analyze the style and syntax of Caesar, *Bellum Gallicum* 4.23.1-2 and Cicero, *Orator* 227 (handout).

**\*Translate into Latin and submit by September 7 selections from Helen Dunmore, *Counting the Stars*, and Thornton Wilder, *The Woman of Andros***

**September 6 No Class: Labor Day**

**September 13 and 20**

Review of forms and grammar: M&F units 1 and 2; Lucretius 5. 1028-1090

Stylistic Analysis: Caesar, *BG* 4. 23.1-2, Cicero, *Orator* 227, and *nova et mirabilia scripta Latina*.

Organization of class into Task Forces and assignment of Task Force projects.

Distribution of handouts on the *ovationes*, and for reports on Christian, Medieval and Vulgar Latin/Romance Languages as well as for translations into Latin of *The Ides of March*).

***Historical Reflections: Latin Linguistic Origins: Ancient Roman Perspectives and The Concept and Construction of Indo-European*** Discussion and sight translation of handouts: ["Ancient Roman Sources on the Early History of the Latin Language" (selections from Vergil and Varro)] and "American Heritage Dictionary Exercise on Latin in its Indo-European Context".

**Assignments:** Read M&F units 3 and 4. Do Drill Exercise V on p. 56, Exercise II on p. 58, Drill Exercises IB and IIB on pp. 70-71.

Read, then analyze related forms and constructions as well as style and syntax of Sallust, *Bellum Jugurthinum* 85.31-37 (handout). Read, if you have time, Clackson and Horrocks [C&H] pp. 1-36.

### September 27

Review of forms and grammar/stylistic analysis: M&F units 3 and 4; Sallust, *BJ* 85.31-37.

Work in task forces on Indo-European Exercise.

**Assignments:** Read M&F unit 5. Do Drill Exercises I, II and III on pp. 92-93.

Read, then analyze related forms and constructions as well as style and syntax of Livy 1.7.3-7 and 56.4-10 (handouts).

**\*Task Force Assignment due Saturday, October 2: answer questions on assignment, “American Heritage Dictionary Exercise on Latin in its Indo-European Context” (handout)**

Read, if possible, C&H 37-76.

### October 4

Review of forms and grammar/stylistic analysis: M&F unit 5; Livy 1.7.3-7 and 56.4-10

Review Task Force exercises on Latin in its Indo-European context

**Historical Reflections: Ancient Roman Sources on the Italic Dialects and Proto-Latins.**

**Assignments:** Read M&F units 6 and 7. Do Drill Exercise IIA on p. 106 and Drill I pp. 120-121.

Read, then analyze related forms and constructions as well as style and syntax of Vergil, *Aeneid* 10.146-214 (handouts).

Read S. Daitz and G. Lawall, “The Pronunciation of Classical Latin” (including “Dactylic Hexameter” and “Other Meters”), from *Teacher's Handbook to the Longman Latin Readers*.

**\*Assignment due Saturday, October 9: 4/672 students scan and write a paragraph analyzing the sound effects of lines 198-214; 672 students rewrite lines 198-214 as a prose passage.**

Read, if possible, C&H 77-89.

### October 11

Review of forms and grammar/stylistic analysis: M&F units 6-7; Vergil, *Aeneid* 10.146-214.

Review of assignment on *Aeneid* 10.146-214 (scansion, analysis of sound effects, prose transformation)

Read, if possible, C&H 90-129.

**Assignments:** Read M&F units 8 and 9. Do Drill Exercises I p. 134 and I and II pp. 157-158.

Read, then analyze related forms and constructions as well as style and syntax of selections 8, 10, 13 and 14 in handout from L.R. Palmer, *The Latin Language* 347-349

**\* Assignment due Friday, October 15: 4/672 students rewrite #13 in classical Latin prose; 672 students rewrite #14 in classical Latin prose.**  
Read, if possible, C&H 130-182.

**October 18:** Review of forms and grammar: M&F units 8 and 9; *Corpus Inscriptionum Latinarum* (=Palmer inscriptions) 1 (2) 581, 586, 8, 9, and 10.  
Stylistic analysis: Discussion of projects on archaic Latin inscriptions.  
***Historical Reflections: Archaic Latin: The Earliest Inscriptional Texts***

**Assignments:** Read M&F units 10 and 11. Do Drill Exercises I and II on p. 169 and Drill Exercise I on pp. 185-186.

Read Lawall and Quinn, Plautus, *Menaechmi* pp. 9-10, then analyze related forms and constructions as well as style and syntax in *Menaechmi* 110-131 and 463-489 (handout).

**\*Task Force Assignment due Friday, October 22: first draft of *ovationes*.**

\* [Assignment for students in 672: translate Ennius, *Annales* 409-417 and fragments of Naevius on handout, "The adaptation of Greek meters to Latin verse"; translate *Menaechmi* 1-76; read "The Scansion of Plautine Verse" from M. M. Willcock, Plautus, *Pseudolus* (handouts)]

Read, if possible, C&H 183-228.

### **October 25**

Review of forms and grammar/stylistic analysis: M&F units 10 and 11; Plautus, *Menaechmi* 110-131 and 463-489.

Review Task Force drafts of CAAS *ovationes*.

***Historical Reflections: Archaic Latin: The Earliest Literary Texts.*** Discussion of *Menaechmi* 1-76 and passages from Naevius and Ennius on handout, "The adaptation of Greek meters to Latin verse".

**Assignments:** Read M&F units 12 and 13. Do Drill Exercises on pp. 210-211 and Drill Exercises I and II on pp. 225-226.

Read, then analyze related forms and constructions as well as style and syntax of Cicero, *De Divinatione* I.103-104 and *Brutus* 261-262 (handouts).

**\* Assignment due Saturday, October 30: Lexicographical study of selected vocabulary in Plautus, *Menaechmi* 446-465 (handout). Students in 4/672 rewrite *Menaechmi* 446-461 in classical (Ciceronian) prose; students in 672 rewrite Cicero, *De Divinatione* I. 103-104 in archaic (Plautine, prose or verse) Latin.**

**\*Task Force Assignment also due Saturday, October 30: next drafts of versions and English translations of *ovationes*.**

### **November 1**

Review of forms and grammar/stylistic analysis: M&F units 12 and 13; Cicero, *De Divinatione* I.103-104 and *Brutus* 261-262.

Distribution and discussion of materials for final assignment

Review assignments on Plautine-Ciceronian transformations.

**Assignments:** Read M&F unit 14. Do Drill Exercises I and II on pp. 241-243.

Read, then analyze related forms and constructions as well as style and syntax in Cicero, *De Oratore* 3. 44-45 and *Orator* 150-152 (handout).

\* Assignment for students in 4/672: translate selections from Catullus (34.9-12, 76.17-12 and 84), Cicero (*Brutus* 242) and Lucretius and Vergil on handout, ["Transpadane vs. Capital City Latin"]; students in 672 read excerpts from L. Holland, *Lucretius and the Transpadanes* (handouts)]

### November 8

Review of forms and grammar/stylistic analysis: M&F unit 14; Cicero, *De Oratore* 3. 44-45 and *Orator* 150-152.

**[Historical reflections: Latin of the 'Golden' Age: Regional dialectical differences and their literary manifestations.** Discussion of Holland, *Lucretius and the Transpadanes*, as well as selections from Catullus, Cicero, Lucretius and Vergil on handout, "Transpadane vs. Capital City Latin"]

**Assignments:** Read M&F unit 15. Do Drill Exercises I, II and III on pp. 257-259.

Read, in English with an eye on the Latin, Ovid, *Metamorphoses* 11.410-748 (Ceyx and Alcyone); look closely at the Latin of 573-709. Read D. Lateiner, "Mimetic Syntax: Metaphor from Word Order, Especially in Ovid," *AJP* 111 (1990) 204-237 (handouts).

Read, then analyze related forms and constructions as well as style and syntax of Ovid, *Fasti* 5. 183-209 (handout). Students in 4/672 should scan and analyze the sound effects in lines 183-194; students in 672 should consider how this passage illustrates the principle of mimetic syntax.

\* **Assignment due November 14: Latin Verse Composition Exercises (handout)**

### November 15

Review of forms and grammar/stylistic analysis: M&F unit 15; Ovid, *Fasti* 5. 183-209.

Discussion of "Mimetic Syntax: Metaphor from Word Order..." in Ovid.

Review Task Force projects on Ovid, *Fasti* 5. 183-209 and Exercises on Latin Verse Composition.

**Historical Reflections: Latin Poetry of the Golden Age: Linguistic Explication and Imitation**

**Assignments:** Read M&F unit 16; Do Drill Exercises and Preliminary Exercises (A, B, C) on pp. 272-273.

Read, then analyze related forms and constructions as well as style and syntax of Tacitus, *Annales* 11. 23 (handout).

\* **Assignments due November 19: students in 4/672 should write a 2-3 paragraph essay comparing the style and content of Tacitus, *Annales* 11.23 and *CIL* 13. 1668 (on handout); students in 672 should rewrite either the Tacitean passage or a passage in the inscription of comparable length in "classical" (Ciceronian) Latin.**

Read, if possible, C&H 229- 264



**November 22**

Review of forms and grammar/stylistic analysis: M&F unit 16; Tacitus, *Annales* 11.23  
 Review of assignment on Tacitus, *Annales* 11.23 and *CIL*. 13. 1668 (Claudius' actual speech)

***Historical Reflections: Latin of the 'Silver' Age: the Tacitean Ideal and Reality***

**Assignments:** Read M&F unit 17. Do Drill Exercises pp. 285-286.

Read, then analyze related forms and constructions as well as style and syntax of Petronius, *Satyricon* 37-38 (with handout).

**\* Assignment due November 28: students in 4/672 rewrite *Satyricon* 37-38 in 'classical' (Ciceronian) Latin.** Read, if possible, C&H 265-304.

**November 29 and December 6**

Review of forms and grammar: M&F unit 17; Petronius, *Satyricon* 37-38.

Review of Task Force project on *Satyricon* 37-38.

***Historical Reflections: Latin of the 'Silver' Age: The Colloquial Latin of Petronian Freedmen***

**Assignments:** Read M&F unit 18. Do Drill Exercise on p. 298.

Read, then analyze related forms and constructions as well as style and syntax of Petronius, *Satyricon* 39 (handout).

**\*Task Forces: Class reports on "Christian Latin", "Medieval Latin", and "Vulgar Latin and the Romance Languages". Each Task Force should prepare a handout by December 1 to accompany its presentation.**

**December 8** Review of forms and grammatical/stylistic analysis: M&F unit 18; Petronius, *Satyricon* 39.

**\*Task Forces: Class reports on "Christian Latin", "Medieval Latin" and "Vulgar Latin and the Romance Languages".**

**December 16** Due date for final paper