Latin (LATN)

LATN 110a, Beginning Latin: The Elements of Latin Grammar  Staff
Introduction to Latin. Emphasis on morphology and syntax within a structured
program of readings and exercises. Prepares for LATN 120. No prior knowledge of
Latin assumed. Preregistration, which is required, takes place at the Academic Fair.
See the Calendar for the Opening Days or the departmental Web site for details about
preregistration.  L1  RP  1½ Course cr

LATN 120b, Beginning Latin: Review of Grammar and Selected Readings  Staff
Continuation of LATN 110. Emphasis on consolidating grammar and on readings from
Latin authors. The sequence LATN 110, 120 prepares for 131 or 141. Prerequisite: LATN
110 or equivalent.  L2  RP  1½ Course cr

LATN 131a, Latin Prose: An Introduction  Staff
Close reading of a major work of classical prose; review of grammar as needed. Counts
as L4 if taken after LATN 141 or equivalent, or if placed into L4.  L3

LATN 141b, Latin Poetry: An Introduction  Erika Valdivieso
An introduction to reading hexameter (epic) poetry in Latin. Readings come primarily
from Vergil’s Aeneid. Attention is paid both to grammar/syntax and to interpretation of
poetic style and content. Counts as L4 if taken after LATN 131 or equivalent, or if placed
into L4.  L3

* LATN 390b, Latin Syntax and Stylistics  Joseph Solodow
A systematic review of syntax and an introduction to Latin style. Selections from
Latin prose authors are read and analyzed, and students compose short pieces of Latin
prose. For students with some experience reading Latin literature who desire a better
foundation in forms, syntax, idiom, and style.  L5, HU

LATN 411a, Early Rome from Aeneas to Romulus  Joseph Solodow
Investigation of how the Romans imagined the founding of their nation and their city,
events to which they attached the highest importance yet about which they had little
information. Careful reading of both prose and verse by Vergil, Livy, Ovid, and others.
A bridge course between L4 and other L5 courses.  L5, HU

* LATN 420b, Latin from Colonial Mexico  Erika Valdivieso
Designed for students already proficient in Latin, this course offers a survey of
texts written in colonial Mexico (1521-1820). Through a selection of texts from this
new area of study, students consider the role of ancient texts and languages in the
formation of colonial elites. Readings include both prose and poetry, written in
Mexico City and its hinterland, raising questions about the relations between core and
periphery and between the colonizer and the colonized. Questions of relative antiquity,
race, patronage, censorship, power, and tradition are considered, among others.
Secondary scholarship is assigned to provide context and to offer a guide through the
methodological challenges posed by the Latin of colonial Mexico. Prerequisite: Latin L5.
L5, HU

* LATN 421a, Vergil’s Aeneid  Kirk Freudenburg
An in-depth study of Vergil’s Aeneid within its political context.  L5
* LATN 444a, Roman Consolation Literature: Seneca and Boethius  Rosalie Stoner
In a Greco-Roman context, consolation literature is a genre of writing that attempts to comfort someone for a loss. By drawing on commonplace philosophical arguments and rhetorical exhortations, consolations offer a kind of therapy for those affected by the death or exile of a loved one, or by one’s own loss of status. This advanced Latin course introduces students to two important prose texts from the Roman tradition of consolation literature: Seneca the Younger’s *Ad Helviam* (first century CE) and Boethius’ *De Consolatione Philosophiae* (sixth century CE). Seneca’s consolation, addressed to his mother, attempts to comfort her for his own exile, while Boethius’ consolation represents a dialogue between the author and the quasi-divine figure of Philosophia, who rebukes Boethius for mourning his loss of fortune and leads him to embrace a cosmic perspective on his suffering. While continuing to build fluency in reading Latin prose at the advanced level, we explore relevant secondary scholarship on these texts and familiarize ourselves with an oft-neglected genre that opens up broader questions about the roles that literature and philosophy can play in addressing emotional and psychological challenges.