I. ASCRC General Education Form (revised 3/19/14)
Use to propose new general education courses (except writing courses), to change or renew existing general education courses and to remove designations for existing general education courses.
Note: One-time-only general education designation may be requested for experimental courses (X91-previously X95), granted only for the semester taught. A NEW request must be submitted for the course to receive subsequent general education status.

<table>
<thead>
<tr>
<th>Group (submit separate forms if requesting more than one general education group)</th>
<th>II. Mathematics</th>
<th>VII: Social Sciences</th>
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<tr>
<td>x III. Language</td>
<td>VIII: Ethics &amp; Human Values</td>
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<td>III Exception: Symbolic Systems *</td>
<td>IX: American &amp; European</td>
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<td>IV: Expressive Arts</td>
<td>X: Indigenous &amp; Global</td>
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<td>V: Literary &amp; Artistic Studies</td>
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* Require a Symbolic Systems Request Form.

| Dept/Program | MCLL/Classics | Course # | LATN 102 |

II. Endorsement/Approvals
Complete the form and obtain signatures before submitting to Faculty Senate Office.

| Instructor | Linda W. Gillison |
| Phone / Email | 2719 linda.gillison@moso.umt.edu |
| Program Chair | L. Ametsbichler, J. Montauban |
| Dean | Christopher Comer |

Please type / print name | Signature | Date
Linda W. Gillison | 2/5/15
L. Ametsbichler, J. Montauban | 2-18-15
Christopher Comer | 2-19-15

III. Type of request

<table>
<thead>
<tr>
<th>New</th>
<th>One-time Only</th>
<th>Renew x</th>
<th>Change</th>
<th>Remove</th>
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</table>
 Reason for Gen Ed inclusion, change or deletion | No change |
 Description of change | No change |

IV. Description and purpose of the general education course: General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble.

V. Criteria: Briefly explain how this course meets the criteria for the group.
AS ALWAYS, LATN 102 fulfills the requirement for the language group (III). At completion of the course (see syllabus), the successful student will be prepared to enroll in third-semester Latin study. We complete all of the basic grammar of Latin in LATN 102 and read a great deal of Latin while also working on composition (writing-in-Latin) skills. The student is able to compose accurate and meaningful sentences in Latin as well as to read with some confidence and good accuracy a Latin passage. Each student is expected/required to participate actively in each class period. Each will read aloud in Latin and also translate from English to Latin and Latin to English as appropriate/assigned. Exams will cover the materials dealt with in class. Each student will be expected to present, on the board, work for consideration and comment and correction by his/her classmates.

| VI. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. |
| 1. We will complete the study of basic Latin grammar (including subjunctive and participle morphology and usage) and continue practice with reading and writing Latin paragraphs and sentences as appropriate. |
| 2. We will complete the study of basic Latin grammar (including subjunctive and participle morphology and usage) and continue practice with reading and writing Latin paragraphs and sentences as appropriate. |
| 3. We will continue to work on enrichment of Latin vocabulary. |
| 4. All of our language work will be contextualized within the development of Latin history and culture. |

| VII. Assessment: How are the learning goals above measured? Please list at least one assignment, activity or test question for each goal. |
| 1. read accurately and with some confidence a complex sentence in Latin and describe the process by which he/she came to that reading. (See attached.) |
| 2. read with accuracy and growing confidence an extended passage of Latin prose or poetry and be able to describe the process by which he/she came to that reading. (See attached) |
3. be able to discuss the various elements of Latin morphology in the discipline-appropriate terminology (indicative, subjunctive, participle, etc). See attached
4. be able to write an essay about the position of a focus author in the Latin literary tradition. See attached.
5. be able to write an essay about the stylistics qualities associated with the work of a focus author. See attached
6. be able to compose an accurate, meaningful, and somewhat stylistically aware sentence in Latin. See attached.
(See attached: quiz, grammar section, vocabulary, readings (2).)

VIII. Justification: Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered above the 200 level), provide rationale for exception(s).

No problematic issues: 100-level, 5-credit course without prereqs

IX. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe learning outcomes related to the above criteria and learning goals.

LATN 102.01: Elementary Latin II  spring, 2015  course syllabus  
Learning goals:
1.) We will complete the study of basic Latin grammar (including subjunctive and participle morphology and usage) and continue practice with reading and writing Latin paragraphs and sentences as appropriate.
2) We will begin to read from “real Latin authors” and will discuss the place of each in the Latin literary tradition.
3) We will continue to work on enrichment of Latin vocabulary.

Learning outcomes:
The successful student will be able to:
1) read accurately and with some confidence a complex sentence in Latin and describe the process by which he/she came to that reading.
2) read with accuracy and growing confidence an extended passage of Latin prose or poetry and be able to describe the process by which he/she came to that reading.
3) be able to discuss the various elements of Latin morphology in the discipline-appropriate terminology (indicative, subjunctive, participle, etc).
4) be able to write an essay about the position of a focus author in the Latin literary tradition
5) be able to write an essay about the stylistics qualities associated with the work of a focus author.
6) be able to compose an accurate, meaningful, and somewhat stylistically aware sentence in Latin.

Calendar of assignments:

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Chapter 18: 1st and 2nd conjugations: present system passive; abl. of agent

Week 2

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Spring break
M March 30-Friday April 4: spring break, no class meetings

Week 10
M  4/7
T  4/8
W  4/9  Chapter 30: perfect and pluperfect subjunctive, indirect questions, sequence of tenses
R  4/10
F  4/11

Week 11
M  4/14
T  4/15  quiz # 7: chapters 29-30; Chapter 31: cum clauses and fero
W  4/16
R  4/17
F  4/18

Week 12
M  4/21  Chapter 32: formation and comparison of adverbs; volo, malo, nolo; proviso clauses
T  4/22
W  4/23
R  4/24  quiz # 8: chapters 31-32; Chapter 33: conditions
F  4/25

Week 13
M  4/28
T  4/29
W  4/30  Chapter 34: deponent verbs, ablative with special deponents
R  5/1
F  5/2

Week 14
M  5/5  quiz # 9: chapters 33-34; Chapter 35: dative with adjectives, special verbs, and compounds
T  5/6
W  5/7
R  5/8
F  5/9

Final exam: 3:20-5:20 Tuesday, May 12: FINAL EXAM WILL NOT BE GIVEN EARLY.

Course grading
Grade scale: 90-100%=A; 80-89%=B; 70-79%=C; 60-69%=D; below 60%=F
Grade calculation: quiz average 25%
                  Final exam 25%
                  Homework 25%
Homework: You will have homework assignments virtually every night. I will collect one homework assignment each week but will not announce in advance which assignment it will be. You must turn-in the homework assignment when I take it up.

Attendance requirement: Attendance is expected in this course. You may have 3 free absences. After the 3rd "free" absence, each unexcused absence will drop you course grade 2%. I will make the decision about whether an absence is excused or not. DO NOT ASSUME THAT AN ABSENCE—OR ABSENCES—WILL BE EXCUSED.

FACULTY CONTACT:
Office: LA 429 Office phone: 243 2719 E-mail: linda.gillison@mso.umt.edu
Office hours: Mondays 2-3
            Tuesdays 12-1
            Wednesdays 4-5
            Thursdays 2-3
            Fridays 12-1
            and by appointment

Special accommodations: If you need special accommodation in this class in connection with some learning challenge verified by DSS, please see me early in the term, and we will work to accommodate you.

Academic integrity: All students must practice academic honesty. Academic misconduct I subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code, which is available for review online at http://life.umt.edu/vpsa/student-conduct.php

Please note: Approved general education changes will take effect next fall.

General education instructors will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.
LATN 102.01    Spring, 2015    Quiz #1 (chapters 17-18)

A. Analyze the following forms carefully and completely and give the English meaning. Remember to give ALL OPTIONS FOR EACH FORM.

1. deleverant (6 points)

2. genera (7 points)

3. miscebatur (6 points)

4. ad (3 points)

5. levia (7 points)

B. Give all pertinent Latin information for the following English words.

1. blind (4 points)

2. begin (4 points)

3. along with (3 points)
C. Translate the following sentences carefully into English. Remember to represent tenses and numbers accurately.

1. quod omnes sumus mortales, mors nos omnes exspectat. (15 points)

2. femina clara, quae multis libros bonos legebat, ab omnibus civibus semper laudabatur. (22 points)

D. Translate the following sentence carefully into Latin.

1. The good citizen will admit men with whom he can learn wisdom. (17 points)
Perfect and Pluperfect Subjunctive; Indirect Questions; Sequence of Tenses

GRAMMATICA

PERFECT AND PLUPERFECT SUBJUNCTIVE

Perfect system subjunctives, like perfect system indicatives, all follow the same basic rules of formation, regardless of the conjugation to which they belong. For the perfect subjunctive active, add -eri- + the personal endings to the perfect stem (shortening the -i- before -m, -t, and -nt); for the pluperfect active, add -isse- + the personal endings to the perfect stem (shortening the -e- before -m, etc.). For the passives, substitute the subjunctives simil and essem for the equivalent indicatives sum and eram. The forms of laudō are shown below; those for the other model verbs (which follow the very same pattern) are provided in the Appendix (p. 502–04).

Perfect Subjunctive Active

Sg. laudāv-erim, laudāveris, laudāverit
Pl. laudāverimus, laudāveritis, laudāverint

Note that these forms are identical to those of the future perfect indicative except for the first person singular and the long -i- in certain of the subjunctive forms; the identical forms can be distinguished as indicative or subjunctive by sentence context.

Pluperfect Subjunctive Active

Sg. laudāv-isset, laudāvissēs, laudāvisset
Pl. laudāvissēmus, laudāvissētis, laudāvissent
VOCĀBVLA

Note that ops (like a few other nouns you’ve learned, e.g., animus and finis) has some different meanings in the plural; and be aware that quis, quid, as you’ll see below, is often indefinite and not interrogative; finally, the eu diphthong in heu is one of the very few sounds in classical Latin (the sound represented by the letter y is another) that we do not have in English: as always, listen carefully to this chapter’s vocabulary either on the CDs or at www.wheelockslatin.com.

initium, initiī, n., beginning, commencement (initial, initiate, initiation)
ops, ópis, f., help, aid; ópēs, ópum, pl., power, resources, wealth (opulent, opulence; cf. cōpia, from con- + ops)
philósophus, philósophī, m., and philósophā, philósophae, f., philosopher (philosophical; cf. philosophia)
plebs, plēbis, f., the common people, populace, plebeians (plebs, plebe, plebeian, plebiscite)
sāl, sālis, m., salt; wit (salad, salami, salary, saline, salinometer, sauce, sausage)
spéculum, spēculi, n., mirror (speculate, speculation; cf. spectāre, to watch, look at)
quis, quid, after sī, nisi, nē, num, indef. pron., anyone, anything, someone, something (cf. quīs? quīd? quisque, quisquis)
cándidus, cándida, cándidum, shining, bright, white; beautiful (candid, candidate, candor, incandescent, candle, chandelier)
mérus, mēra, mērum, pure, undiluted (mere, merely)
suāvis, suāve, sweet (suave, suavencus, suasion, dissuade, persuade)
-ve, conj. suffixed to a word = aut before the word (cf. -que, or heu, interj., ah!, alas! (a sound of grief or pain; cf. “woe”)
sūbitō, adv., suddenly (sudden, suddenness)
recūsō, recūsāre, recūsāvi, recūsātum, to refuse (recuse, recusant, recusative; cf. causa)
trādō, trādere, trādīti, trādītum (trāns + dō), to give over, surrender; hand down, transmit, teach (tradition, traitor, treason)

LĒCTIŌ ET TRĀNSLĀTIŌ

Read each sentence and passage aloud, and read for comprehension, before attempting a translation. As you read, identify the specific type of each conditional sentence and translate according to the rules introduced above.
Arria and Pactus. Pierre Lepautre (1659–1744)
Louvre, Paris, France

ator, "gladiola."—viscera, -rum, n. pl., vital organs, abdomen; "visceral," "viscerales."—stringō, -ere, stringi, strictum, to draw tight, tie; pull, draw out; "stringent," "restrict."—si qua (=quae, indef.) fidès: i.e., if you have any faith in me, if you will trust me.

QVAESTIÓNES: What common device of verse word order is seen in line 1, and what is its particular effect here? How does Martial's use of pronouns and the parallel word order and repetitions add to the pathos in verses 3–4?

Hannibal and the Beginnings of the Second Punic War

Hannibal, filius Hamilcaris, Carthagine natus est. In adolescentia prístinum odium patris erga Rómanós sic firmé conservavit ut numquam id dépóneret. Cum patre exíxit Carthagine et in Hispániam longó itinere próspectus est; et pos multós annós, Hamilcare interfecit, exercitus ei imperium trádicti. Sic Hannibal, quinque et viginti annós natus, imperátor factus est. Tribus annis non requiévit, sed omnés gentés Hispániae superávit et trés exercítus maximós parávit. Ex his unum in África ními, alterum cum frátre in Hispánia réliquit, tertium in Ibliam sécum duxit.

Ad Alpés adit, quás némó unquam ante eum cum exercítu trànsierat. Populós cónantés prohibére eum trànsítu necávit; loca patefécit; et cum multis elephantis militibusque in Italiám inívit: in hóc itinere tam gravi morbo oculórum
adjectus est ut posteā numquam dextrō oculō bene ūti posset. Multōs ducēs,
tamen, exercitusque Rōmānōs vicit, et propter illum imperatōrem milia militum
Rōmānōrum periērunt.

Nepos Hann. excerpts: In this passage adapted from his life of Hannibal, Nepos summa-
rizes some major events in the life of the Carthaginian general who led the Carthaginians
against the Romans in the Second Punic War, 218–202 B.C. For longer excerpts, see Loci
Ant. VIII, and cf. the reading from Nepos’ biography of Cimon in Capvt XXXII above.—
Hamilcar, -caris, m.; Hamilcar Barca had commanded Carthage’s army in the First Punic
War (264–241 B.C.).—dē + pōnō; “deponent,” “depose.”—Hispānia, -ae, f., Spain; “His-
panic”; see Maps 1–2 for the locations mentioned in this passage.—quinque ... nātus:
the phrase annōs nātus was a common idiom for indicating a person’s age; we would
say “at the age of . . .,” but what is the lit. translation? For the case usage of annōs here,
see Capvt XXXVII.—Afrīca, -ae, f.—Alpēs, -pium, f. pl., the Alps.—adīcīō, -ere, -ēct,
-ectum, i. a. affect, afflict, weaken; “affection,” “affectionate.”

QVÆSTIÓ: Though Hannibal was viewed by Romans for many generations after his
death as one of their nation’s bitterest and most terrifying enemies—he had very nearly
brought his invading forces to the gates of Rome—nevertheless Nepos attributes to him
qualities that even Romans would admire; what are some of those traits seen in this brief
passage?

SCRĪPTA IN PARIETIBVS

Qui mihi docendi dederit mercédem, <h>abeat quod petit à superis!

CIL 4.8562: Graffito from a column in the colonnade around the Large Palaestra near
the amphitheater in Pompeii (Reg. II); here, among many other activities, teachers in-
structed schoolboys for a fee, a common practice in Pompeii as in Rome, and this peda-
gogue prayed the gods would bless his paying customers!—mercēs, -cēdis, f., wage, fee;
payment (for), + gen. for the service rendered.—<h>abeat: the letter h in the Roman al-
phabet represented a weak aspirate that was often dropped in speech and sometimes,
even by teachers (!), in spelling.
SCRIPTA IN PARIETIBVS

Mānus Nólae dē quādrīdu[ō] M(arci) Cōmīniī Hērēdi[s]:
Pri<ceps Ner(ōniānus), XII, c(orōnae) X(?); v(icit).
Hilārus Ner(ōniānus), XIV, c(orōnae) XII; v(icit).
Creunus, VII, c(orōnae) V; m(issus est).

CIL 4.10237: One of several illustrated gladiatorial graffiti from a tomb in the necropolis outside Pompeii's Porta di Nocera; the games whose results are recorded here were sponsored by Marcus Cominius Heres (Hērēs, -rēdis), apparently a local magistrate. The three named gladiators, Princeps (whose name is misspelled) and the two depicted in the drawing, Hilārus and Creunus, all of them slaves, had impressive winning records: the first Roman numeral after each gladiator’s name stands for the number of pugnae, fights, in which he had competed, the second for the number of corōnae (here, as often, abbreviated as a reverse C), crowns or victory garlands, which he had won; someone, perhaps the fan of a rival, marked out the number of Hilārus’ victories with two lines; the meaning of the letters (TAAV?) written beneath Creunus’ name is unclear. Pictured to the right are musicians (gladiatorial games had bands just like football games today!); the figures to the far left are probably spectators.—mānus, -neris, n., service, function, duty; public show, game; offering, gift; “munificent,” “munificent.”—Nólae: LOCATIVUS case (see Capvt XXVII) of the place name Nóla, = at Nola, a town northeast of Pompeii.—quādrīduum, -i, n., (a period of) four days; with dē, for a . . . ; gladiatorial games were often scheduled for several consecutive days.—Nerōniānus, -a, -am, of (the emperor) Nero, Nero; the epithet indicates that these fighters were from the imperial gladiatorial camp at Capua.—m(issus) est; i.e., he was defeated but spared (“sent home to fight another day”).

LATĪNA EST GAVDIVM—ET VĪLĪS!

Salvēte! Here are some well-known conditions: si nātūra ūnegat, facit indignātiō versum, if nature denies (i.e., if my talent is lacking), Indignation creates my verse (so said the satirist Juvenal, who had plenty of both!—see “Juvenal Explains,” Capvt XVI); si fecisti, negā! (a lawyer’s advice); si Deus nōbiscum, quis contrā nōs (the verbs are left out, but
the meaning is clear); *si post fāta venit glōria, nōn prope rō*, if glory comes (only) after death, *I'm in no hurry!* (Martial); *si sic omnēs, freely, a wistful "if only everything were like this" (or does it really mean "all on the boat became ill")?!. Ex vocābulis novis quoque: well, to start "from the beginning," the phrase ab initiō is quite common in English; those running for political office in Rome wore the toga candida, white toga, hence English "candidate." The Romans called undiluted wine merum (which the bibulous merely imbibed!); *ope et cōnsiliō* is a good way to manage life. The expression "with a grain of salt" comes from Latin cum grānō salis; "salary" is also from sāl, a package of which was part of a Roman soldier’s pay (we “bring home the salty bacon,” Romans brought home the salt!); and sāl Atticum is dry Athenian wit. Art is a speculum vitae. If you remember how to form adverbs from adjectives, then you can decipher the proverb suāviter in modō, fortiter in re, a good mode for the Latin teacher; and if you read music, you may have seen subitō, a musical annotation meaning quickly.

Hope you enjoy these closing miscellānea (from miscellāneus, -a, -um, varied, mixed), and here’s one reason why: *si finis bonus est, totum bonus erit*, an old proverb, a “mixed condition,” and familiar vocabulary, so I’ll give you the free version, "All’s well that ends well (including this chapter)!": *et vōs omnēs, quoque valeátis!*

Necropolis outside the Porta di Nocera, Pompeii, Italy