

## **PRELIM. TO PART IA COURSES (FOUR YEAR DEGREE ONLY)**

### ***Introduction***

The Prelim. year is the first year of a Four Year Degree, a course designed to give access to the detailed study of the Ancient World to students who have not studied Latin or Greek to A level. This first year has two main aims: to give you a secure grounding in the Latin language so that you can understand and enjoy original Latin texts; to start you thinking about other areas of the ancient world and the tools and skills that a Classicist needs to investigate them. The core of the language teaching is a programme of reading and grammar classes taken by our language specialists.

### ***Language classes***

As new first years studying the Four Year Degree, you will have attended a Latin Summer School. This is language based and designed to introduce you to the basic structure of the Latin language and to begin or enhance your experience of it. The term- time course takes you on from there. One of our most important aims over the course of this year is to start you on the road to becoming a confident reader of original Latin, so that you can read the works of Roman authors with accuracy and pleasure. A substantial part of the first year course is built around the reading of a group of Latin texts, and you will begin with your first author around the middle of the first term. The language classes you attend are designed to teach and support your language learning in a variety of ways. On one level, they will be teaching you the grammar and syntax basic to the functioning of the Latin language; on another level, introducing you to the support materials and tools which students need to develop their understanding of Latin (for instance, dictionaries, commentaries, IT learning resources and others), and at a third level, they will be helping you to read the texts in a structured way.

Learning to read an ancient language is a complex and challenging business and is at the core of much of what we do as Classicists. There is a huge difference between reading the works of Roman (and later, Greek) authors in translation and reading them in the original language, where the pattern and structure of the language itself provide a vital insight into the thought processes and cultural assumptions of the individuals and society which produced them. This centrality to the job of the Classicist – which is to find out as much about the Ancient World as possible and to interrogate and respond to what has been discovered – is why language learning is at the heart of the first part of our degree, whether you are approaching it as a Four Year or as a Three Year candidate. Four Year Degree students take Latin first to enable them to concentrate on one language and culture before taking on the next.

### ***The Lectures***

Four Year Degree students have their own programme of lectures. These introduce candidates to the breadth and variety of what we study in the Classics Faculty in Cambridge: literature, history, art and archaeology and philology and linguistics. They will focus on a central period of Roman history, but with a consciousness of a Greek background where appropriate.

## ***Teaching and learning***

A central element of the teaching and learning experience of Cambridge is the dovetailing of Faculty teaching with College provision: and this is no different for the Four Year Degree. You will have supervisions organised by your Director of Studies in your College. Some of these supervisions will be designed to support and extend the work you are doing in your Faculty language classes. Others will be essay supervisions. Using material gained from lectures and from guided reading you will be working to write essays about different aspects of Roman culture, piecing together evidence and developing arguments about the material and ways to think about it.

The dovetailing between Faculty and College teaching may – and should – take on a number of different forms during the first year of the Four Year Degree, and indeed, during your time in Cambridge. Sometimes the connection between them will seem almost seamless: at other times, there may be a noticeable difference of approach. For instance, a supervisor may see a particular problem very differently from the way a lecturer has presented it and want to offer a very different argument for the way to apply the evidence. This has a number of benefits: it means that you get to have different points of view put before you and discussed; it can mean that you feel more confident about expressing your view – if there is no strict 'orthodoxy' then why shouldn't your views on a question be just as valid as other people's?; it can mean that the teaching and learning, in both content and style, can be tailored to individual needs. Your College Director of Studies is there to keep an overall view of what teaching you are receiving and to be ready to deal with problems if they arise. Four Year Degree candidates also have the Four Year Degree Course Co-Ordinator (Dr R S Omitowaju) in the Faculty to ask for advice.

The teaching for the Four Year Degree falls broadly into five kinds:

- 1) Faculty Latin language and reading classes
- 2) Faculty lectures on Latin literature and the Target Texts
- 3) Faculty lectures on Roman culture
- 4) College language supervisions
- 5) College essay supervisions

## ***The Preliminary Examination***

Four Year Degree candidates sit the Preliminary Examination during their first year. This exam consists of three papers. Papers 1 and 2 are in the form of traditional examination papers and take place in the first week of Easter Full Term. Paper 3 consists of a portfolio of the two essays done in Easter term. It is to be submitted by the seventh Tuesday of the Full Easter Term in which the examination takes place (5 June 2012).

Papers 1 and 2 are language exams and are intended to reflect and test the level of reading reached by this time in the course. Like all language papers in the Classics Faculty, these papers are marked positively: i.e. you will gain credit for what you do well, rather than just losing marks for what you do less well. The different passages will aim to test a variety of skills, so that everyone has the best chance to show what they can do. Paper 1 will focus primarily on translation and appreciation of passages from the Target Texts. Paper 2 will contain three unseens and a passage from the Target Texts for linguistic comment. Passages for unseen translation may come from

other works by the same authors as the Target Texts, or they may be from others: however, passages will be chosen to avoid, as far as possible, an accumulation of rare vocabulary or idiosyncratic syntax.

### *Schedule of Texts*

- Cicero *Pro Archia Poeta*
- Ovid *Metamorphoses 4*
- Catullus, a selection of shorter poems  
(1,5,6,7,8,10,11,15,29,32,35,48,50,51,58,70,72,75,83,85,87,100,101)
- Augustus *Res Gestae*

### *The Portfolio of two essays*

Part of the first year work is examined by means of a portfolio of essays which is submitted in the second half of Easter term. The portfolio contains two essays on subjects relating to the two target texts which will be studied in the Easter term: a selection of Catullus' poems and Augustus' *Res Gestae*. One of the essays is to be broadly literary in approach; the other may approach the target text from the standpoint of any of the sub-disciplines within Classics.

The titles are to be decided upon by the student in consultation with his or her supervisor. The titles are then to be countersigned by the student's Director of Studies and the Four Year Degree Co-Ordinator. The Academic Secretary for Undergraduate Affairs will circulate forms to students at the beginning of Easter term. **It is the student's responsibility to submit the completed form, countersigned by their Director of Studies and the Four Year Degree Co-Ordinator, to the Academic Secretary for Undergraduate Affairs of the Faculty by the third Monday of Full Easter Term (21 May 2012).**

There is a word limit of 4,000 words for each essay, including notes, but excluding bibliography. For these essays, students should receive an additional half-hour of one-to-one supervision, over and above the hour they would routinely get as a normal essay supervision. In the first supervision, detailed feedback, constructive criticism and advice about both content and structure will be offered by the supervisor. The second half-hour supervision enables the supervisor to see and comment on the work that the student has done in response to the suggestions made in the first supervision. The supervisor should not normally see the essay again.

The portfolio is conceived as a way in which students may demonstrate the development of their skills in essay work over the year, and as such should not be thought of as a wholly different form of exercise. Rather, it is aiming to be a 'normal' essay, but with the benefit of one additional opportunity to respond to detailed comments and one additional opportunity to 'polish' the essay. Qualities which will be looked for will be: a good knowledge of the texts and an ability to comment on their language and style where appropriate; knowledge of the most relevant secondary material and the capacity to offer some level of close reading and criticism of this material; the ability to construct a coherent argument.

**The portfolio is to be submitted by the student to the Academic Secretary for Undergraduate Affairs of the Faculty by the seventh Tuesday of the Full Easter Term (5 June 2012).** Students are required to sign a declaration that the essays in their portfolio are their own work, and do not contain material already used to any substantial extent for a comparable purpose. All essays must be word processed (1.5

spacing) unless permission has been obtained from the Faculty Board to present them in handwritten form. The style of presentation, quotation and reference to books, articles and ancient authorities should be consistent and comply with the standards required by a major journal (such as *Classical Quarterly*). Two copies of each essay should be submitted: if bound, each copy must be bound separately.

### *Calendar for portfolio*

**Easter term week 0:** after exam papers 1 and 2, students receive their copy of the portfolio form from the Academic Secretary for Undergraduate Affairs.

**Easter term weeks 1 and 2:** students have initial discussions with their supervisors about titles for the two essays. They may also seek advice from their DoS and the Four Year Degree Co-Ordinator. By the third Monday of Full Easter Term (21 May 2012) the completed form with the titles, signed by the student and countersigned by the student's Director of Studies and the Four Year Degree Co-Ordinator, is submitted to the Academic Secretary for Undergraduate Affairs of the Faculty. It is the student's responsibility to ensure that this is done by the relevant date.

During the subsequent weeks the two essays are completed, including both the initial supervisions and the additional half-hour supervision for each essay. **By the seventh Tuesday of the Full Easter Term in which the examination takes place (5 June 2012) the two essays are submitted to the Academic Secretary for Undergraduate Affairs of the Faculty.**

## **PAPER 1: LATIN TEXTS AND PAPER 2: LATIN QUESTIONS**

### *Aims and objectives*

- 1. To introduce students to the Latin language and to develop their knowledge, abilities and skills towards the supported reading of original Latin texts and the independent reading of short passages from a variety of Latin authors.*
- 2. To foster and enhance students' understanding of the structure and functioning of the Latin language.*
- 3. To support students' acquisition and understanding of Latin vocabulary.*
- 4. To offer guidance in the reading of texts in connection with students' work for Papers 1 and 3.*

### *Scope and structure of the examination papers 2011-12*

*Paper 1. Latin texts.* This paper will be divided into two sections. Section (a) will contain passages in Latin for translation into English from texts prescribed from time to time by the Faculty Board. Section (b) will contain passages for critical discussion taken from the prescribed texts.

*Paper 2. Latin questions.* This paper will be divided into two sections. Section (a) will contain passages of Latin for unseen translation. Section (b) will contain exercises on the Latin language.

## ***Course descriptions***

LATIN LANGUAGE AND TEXTS

DR R S OMITOWOJU

DR C WEISS

(2 groups, each 78C: all year)

All those taking the four year course receive four Faculty classes a week in order to consolidate their grasp of the language and to read the set texts. The schedule breaks down as follows: Michaelmas weeks 1-4 Latin language course material; Michaelmas weeks 5-8 Cicero *Pro Archia*; Lent, Ovid *Metamorphoses* 3; Easter weeks 2-4 Catullus, a selection of shorter poems; weeks 5-7, Augustus *Res Gestae*. The course to be used is the Cambridge Latin Course. The recommended edition for Cicero is that of Steven M. Cerutti *Pro Archia Poeta Oratio* (Bolchazy-Carducci). Bring a text of the recommended edition. In Easter term these classes will also include an introduction to Greek.

For Ovid, recommended resources will be circulated; for Augustus, Rex Wallace, *Res Gestae Divi Augusti* (Bolchazy-Carducci); and for Catullus, John Godwin, *Catullus: the Shorter Poems* (Aris and Phillips).

## **PAPER 3: PORTFOLIO OF TWO ESSAYS**

### ***Aims and objectives***

1. *To introduce the linguistic, literary, material and intellectual culture of Roman antiquity.*
2. *To set the learning of the Latin language in its historical, social and cultural context.*
3. *To develop the students' skills as readers and interpreters of Roman culture and society.*
4. *To develop the students' essay writing skills.*

### ***Scope and structure of the examination 2011-12***

Students submit a portfolio of two essays completed in the course of Easter Full Term.

## ***Course descriptions***

ELEMENTS OF LATIN LITERATURE

DR M McAULEY

(4 L: Michaelmas, weeks 1-4)

These sessions will map and interrelate the classic Roman texts in terms of historical context and literary genre, featuring sample passages of prose and poetry. Susanna Braund *Latin Literature* (2002) and Oliver Taplin (ed.) *Latin Literature in the Roman World* (2000) make a lively introduction.

CICERO, *PRO ARCHIA*

PROF. M BEARD  
(4 L: Michaelmas, weeks 1-4)

Cicero tries out 'poetic' style and ideas in order to defend a poet in court. We are invited to imagine what poetry could conceivably count for in the world of Roman power politics and prestige.

Suggested reading: use the commentary by S.M. Cerutti *Pro Archia Poeta Oratio* (1999), see C.E.W. Steel *Cicero, Rhetoric, and Empire* (2001), chapter 2.

OVID, *METAMORPHOSES* 4

DR E GOWERS  
(6 L: Lent, weeks 1-6)

An introduction to the most ambitious of Ovid's works - the enchanting, violent and often hilarious world of the *Metamorphoses*. The lectures will read book IV in detail, untangling a complex web of stories, from the tragic love of Pyramus and Thisbe, to the gender problems of Salmacis, to Atlas, and then to Perseus' rescue of Andromeda. Read the text with the commentary/translation of D.E. Hill (Warminster 1985, *Metamorphoses* I-IV), and read the whole of the epic in translation beforehand.

AUGUSTUS, *RES GESTAE*

DR C L WHITTON  
(4 L: Easter, weeks 1-2)

In the *Res Gestae* Rome's first emperor tells us what to make of him, dead and deified. Here is a first person Latin text that images Roman power in prose. For the text as transcribed from the inscriptions in stone, see the edition by R. Wallace *Res Gestae Divi Augusti* (Bolchazy-Carducci); for historical detail consult A.E. Cooley, *Res Gestae Diui Augusti* (CUP, 2009).

CATULLUS, A SELECTION

PROF. S P OAKLEY  
(4 L: Easter, weeks 3-4)

Here is Rome's most famous love-poet. We shall look at his loves and his hates; at his playing of the female role; at what it means to be smart and sophisticated; and on Roman society in his day. Use the edition by John Godwin, *Catullus: the Shorter Poems* (Aris and Phillips).

ROMAN PHILOSOPHY

PROF. D N SEDLEY  
(2 L: Lent, weeks 5-6)

An introduction to philosophical writing at Rome, with a particular focus on Lucretius, Cicero and Seneca.

INTRODUCTION TO ROMAN  
HISTORY

PROF. M BEARD  
(4 L: Michaelmas, weeks 1-4)

These four classes offer a basic introduction to the politics of the Roman Republic. Who really held the power in Rome? What did it mean to be a Roman citizen? We will be looking at the relative importance of the people and Senate in the political process, and the way the assemblies worked, with particular attention to the physical setting in which political dramas were played out.

Suggested introductory reading: M. Beard & M.H. Crawford, *Rome in the Late Republic* (2<sup>nd</sup> edn, 1999).

INTRODUCTION TO ROMAN  
HISTORY

DR C M KELLY  
(4 C: Lent, weeks 1-4)

These four classes will focus on the transition from the Roman Republic to the Principate. It will look at what difference the establishment of monarchy by Julius Caesar and his adopted son Augustus made to the empire's political elite. This change has sometimes been described by modern historians as a "Roman Revolution", but many of those involved would have been reluctant to portray the change in such stark terms. Indeed, most preferred, seeming paradoxically, to think of the Principate and its autocratic institutions as a "Republic Restored".

Suggested introductory reading: B. Levick, *Augustus: Image and Substance* (2010).

INTRODUCTION TO ROMAN  
MATERIAL CULTURE

PROF. M J MILLETT  
(4 L: Michaelmas, weeks 5-8)

These four sessions will introduce you to the study of material evidence for the Roman world. Through an examination of various types of artefact, from buildings to everyday objects, we will explore the contributions of archaeology to understanding the classical past.

Suggested introductory reading: K. Greene, *Archaeology: An Introduction* (2002).

INTRODUCTION TO LATIN  
PHILOLOGY

PROF. G C HORROCKS  
(2 L: Lent, weeks 7-8)

A brief introduction to the formal and systematic study of language. We will look at the concepts and techniques of modern descriptive and theoretical linguistics, as well as the origin and history of the Latin language and its neighbours. No previous experience of linguistics is assumed. You may find these lectures helpful to your language-learning, even if you do not intend to take linguistics papers later on in the Tripos.

## **INTRODUCTION TO GREEK LANGUAGE**

INTRODUCTORY CLASS

MR F G G BASSO  
(28 C: Easter, weeks 1-7)

We shall work through Sections 1-6 of the *Reading Greek* course (2<sup>nd</sup> edition CUP 2007) both the *Text and Vocabulary* and the *Grammar and Exercises* components.