

The attached materials are submitted to provide evidence of teaching experience and effectiveness. I am happy to supply contact information for professional references who can support, clarify, and illuminate the materials included in this document.

The faculty and peer observations demonstrate my effectiveness at creating a classroom environment in which students feel comfortable making mistakes and making contributions. When I teach lessons in ancient languages, I draw on my training in linguistics (including my experience teaching summer intensive linguistics courses) to help students make connections between their existing knowledge of grammar from their first language, which they may not have critically examined before, and broader linguistic principles that are reflected in Greek and Latin grammatical topics. As indicated from the observations and evaluations, my approach consistently yields active participation from students in my class and helps them recognize the value of their being true stakeholders in their learning.

The lesson plan from CLAS 171 outlines a guest teaching opportunity that arose through my participation in Duke's Preparing Future Faculty (PFF) program, in which I taught a lesson in my PFF mentor's ancient mythology course. It is loosely formatted, as it was created for internal use between my mentor and myself, but nevertheless accurately reflects the shape of the lesson. I directed teams of students to read and present findings from different accounts of Roman origins in Livy, Dionysius, Claudius, and Tacitus. They evaluated biases in each source based on the author's historical and cultural background, compared sources with Vergil's depiction, and discovered persistent tropes in the way Romans represented their origins across different genres and periods. They had to locate and evaluate reference sources, divide tasks efficiently among team members, and reach consensus before presenting their conclusions, and reflected on their learning at the conclusion.

At both Florida State and Duke, student evaluations have commented on my attention to their needs and investment in their success. On a numerical basis, the different aspects of my courses compare favorably with those across the institution, and specific comments note my areas of strength—as well as areas in which I have worked to improve during my time as a graduate instructor. Also included are the anonymous surveys I created for Latin 101 in Fall 2018, which provided opportunities for students both to reflect on their own learning (what they understood best, what was most effective in their approach, etc.) and provide feedback that allowed me to fine-tune the structure of my lessons throughout the course. While Latin 101 has a rigidly prescribed syllabus, I nevertheless found opportunities (such as with these surveys) to tailor the course to my own teaching philosophy and the specific needs of my group of students.

Finally, I include sample syllabi from my three years as instructor of record at Duke. As these syllabi show, my professional training in the Certificate in College Teaching has substantially improved my ability to identify learning objectives in my courses, design assignments that target these objectives, and explain their significance to students. My course design experience has also resulted in more attractive and detailed syllabi that highlight students' opportunities for learning more effectively. These syllabi reflect my teaching philosophy that students have the potential to take an active, indeed a leading role in their own learning, and illustrate how my role as instructor is to create a classroom environment conducive to discovery, rather than to simply impart knowledge. Just as my own lessons ask questions of students and encourage them to do the same of each other, I believe my current practice of syllabus design (and course design) directs students to explore the structure of the course and come to understand the teaching and learning principles behind it.

The dossier includes the following items:

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- 3-7 Classroom observation report from Dr. Trevor Luke, Director of Undergraduate Studies in Classics at Florida State University, Latin 102 Fall 2012 and recommendation letter for the FSU Graduate Program in Instructional Excellence Teaching Award, Spring 2013
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- 16-17 Peer observation report (scanned) from graduate colleague in Classical Studies, Latin 203 Spring 2018
- 18-19 Evaluation letter from Dr. Rex Crews, Latin teaching supervisor at Duke University, Latin 203 Spring 2018
- 20-23 Observation notes from Dr. William A. Johnson, dissertation director and Greek teaching supervisor at Duke University, Latin 101 Fall 2018
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- 39-50 Student evaluations and comments from the following courses:
1. Latin 1121, Fall 2012, Florida State University
  2. Latin 1121, Spring 2013, Florida State University
  3. Greek 101, Fall 2016, Duke University
  4. Greek 102, Spring 2017, Duke University
  5. Latin 203, Spring 2018, Duke University
  6. Latin 101, Fall 2018, Duke University
- 51-79 Sample midterm and final unofficial student surveys from Latin 101, Fall 2018, used for feedback and reflection on learning; Latin 101 test included for reference
- 80-112 Representative sample syllabi from the following courses:
1. Greek 101, Fall 2016, Duke University
  2. “Greeks vs Romans” civilization course, developed during the Duke University Certificate in College Teaching course GS755: Course Design, Fall 2017
  3. Latin 203, Spring 2018, Duke University; also attached are the rubric and prompts for the translation and reflection writing assignments
  4. Latin 102, Spring 2019, Duke University (currently in progress)
  5. Prospective syllabus for Greek 102, based on Greek 102 Spring 2017, with updated design; also included is the assignment from the class “field trip” to Duke papyri collection

Please contact me if you require any further materials or would like clarification regarding the items included in this dossier.

Sincerely,

David W.F. Stifler, Ph.D.

**The Department of Classics**  
**Instructor's Evaluation (Class Visitation Record)**

Instructor: David Shifler      Evaluator: Trevor Luke

Class: LAT-1121    Section 02      Date: 11/30/12

Respond to each statement using the following scale:

1 = Needs Improvement                  2 = Satisfactory                  3 = Well Done

**Organization**

1. Presented overview of the lesson	1	2	<u>3</u>	N/A*
2. Paced lesson appropriately	1	2	<u>3</u>	N/A
3. Presented topics in logical sequence	1	2	<u>3</u>	N/A
4. Related today's lesson to previous / future lesson(s)	1	2	<u>3</u>	N/A
5. Summarized major points of the lesson	1	2	<u>3</u>	N/A

**Presentation**

6. Mastery of content taught	1	2	<u>3</u>	N/A*
7. Explained concepts with clarity	1	2	<u>3</u>	N/A
8. Used good examples to clarify points	1	2	<u>3</u>	N/A
9. Defined unfamiliar terms, concepts, and principles	1	2	<u>3</u>	N/A
10. Discussed and interpreted visual / written texts <u>with</u> the students	1	2	<u>3</u>	N/A
11 Used varied explanations for complex or difficult material	1	2	<u>3</u>	N/A

12. Emphasized important points	1	2	3	N/A
13. Used appropriate audiovisual or supplementary materials	1	2	3	N/A
14. Voice was audible	1	2	3	N/A
15. Instructor communicated enthusiasm for learning	1	2	3	N/A
16. Professional appearance and demeanor	1	2	3	N/A
17. Offered original material; did not simply repeat textbook	1	2	3	N/A

### Interaction

18. Actively encouraged student questions and listened carefully to students' questions and responses	1	2	3	N/A*
19. Asked questions to monitor student understanding	1	2	3	N/A
20. Waited sufficient time for students to answer questions	1	2	3	N/A
21. Responded appropriately to student questions	1	2	3	N/A
22. Re-stated questions and answered when necessary	1	2	3	N/A
23. Created an atmosphere consistent with dialogical inquiry	1	2	3	N/A

**\* N/A: Non-applicable, should not be considered a negative evaluation. It means that the item was not relevant to the class.**

## Summary Comments

22. What were the instructor's major strengths as demonstrated in this observation?

Mr. Stifler ran an exemplary class session. It was well organized. He provided a clear roadmap for the session and followed it. His demeanor in the classroom was highly professional. In his interactions with the students he exuded an air of authority, but at the same time he was pleasant, and it was clear he had developed a real rapport with the students, not as a peer, but as a teacher and mentor.

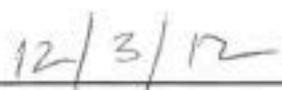
Most importantly, Mr. Stifler exhibited a mastery of the material that was impeccable. He did a fine job of communicating his knowledge clearly to the students. Yet he did not "baby" them. He used advanced terminology to convey the principles of Latin grammar, but, then, he had fully prepared the members of the class for this, having taught them the appropriate terminology for these concepts at the outset.

The session itself was a fine mixture of pedagogical methods in which the students were fully involved, and even inured to the idea of taking risks. One young man, who had been out a few sessions on account of illness, thought nothing of volunteering to translate a sentence from English to Latin on the board in front of his peers. Mr. Stifler had clearly developed a healthy classroom environment in which hard work and a willingness to be wrong were valued above looking good in front of others.

In my opinion, Mr. Stifler ran a model Latin session. I feel that I learned a number of things about teaching Latin that day, which I hope to incorporate in my own classes.

23. What suggestions do you have for improving the instructor's mastery of the subject matter taught and/or teaching methods?

Mr. Stifler is an accomplished teacher who has come to us with years of Latin teaching experience under his belt. He knows what he is doing, and that shows very clearly in the easy confidence with which he teaches. I did not see any area in which he needs any correction or even "tips."

 \_\_\_\_\_ 

Signature Evaluator,

Date

To Whom It May Concern:

I am writing on behalf of David Stifler to recommend him for a Program for Instructional Excellence award for his teaching. It has been my privilege to work with David in the classroom and on his research for his MA in Classics. I have always found David to be very professional and knowledgeable, but I had no idea until I observed his teaching what a truly remarkable gift he has in this area. In saying this, I am not embellishing in the least. David is the best Latin instructor I have observed in the classroom in over a decade.

David brings polish and confidence to his teaching, without being distant or inaccessible to his students. He is, in fact, quite warm and approachable, while he maintains appropriate control over the instructional environment. His lessons are well organized, and he guides the students through the learning process with regular verbal instructions that reiterate what has been taught while introducing the material that is coming up. There is a good deal of reinforcement through repetition, but it is handled in a way that is never dull. Every student in the classroom was fully engaged in the lesson, even engrossed. I could see that they felt a real rapport with David and respected his knowledge. The students never hesitated to ask questions, and David answered their queries clearly and respectfully.

One of the areas David truly stood out was his ability to show intellectual respect for his students in the way he challenged them. David did not avoid using precise linguistic terminology to help the students learn advanced concepts in Latin, and he explained these terms with a rare lucidness. I have taught Latin for many years, but David taught me a thing or two about how to utilize and inculcate technical concepts that really help the students better grasp the language. I could tell that he used this terminology regularly, and that he checked with the students regularly to ensure that they had mastered these terms. I did not get the sense that a single student was not on the same page with David as he walked them through the lesson.

David has achieved something truly unusual in a language course, especially a Latin course, in that he has created a culture in the classroom wherein students jump at challenges. I saw students in that room who were eager to go work at the chalkboard in front of fellow students, even when they had not prepared as much as they would have liked. Thanks to David, they were using class time effectively—not just showing off, but working with the language in an environment where such was encouraged and verbally rewarded by the instructor. I have found myself following David's lead by encouraging my Latin students to sight read more, and I see it paying off. Students who are willing to experiment, sometimes succeeding, sometimes not, will learn the language much more quickly.

It is a tribute to David's abilities that his students have recommended him for a teaching award. I can attest to the fact that in this case the nomination was well earned. In my view, the fact that he is challenging his students, they are responding by rising to the challenge, and further recognizing David's efforts by nominating him for this award, speaks volumes about his talent and dedication. I give David Stifler my highest

recommendation for this award. He is precisely the kind of teacher whom we ought to be encouraging through such recognition.

If you have any further questions about David's teaching, I would be more than happy to discuss his nomination.

Sincerely,

Dr. Trevor S. Luke  
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# Classroom Observation Form

Instructor: David Stifler      Date/Time: 21 September/10:20-11:10 AM

Location: Branson Hall 202      No. of Students: 8      Observer: Sean Murray

Course Title: Greek 101 – Elementary Ancient Greek I

Topic(s) of Day: First Declension nouns; First and Second Declension adjectives; lecture, drills, reading and translation of passages assigned

## Instructor

- a. Clarity and Organization  
(introduction, coherent presentation, reference materials/readings, answer student questions fully, effective transitions)

**I thought the class was extremely well organized. Began with the students getting back a quiz, addressing overall issues with it, and what you wanted the main takeaways to be. Went over a quick review of the second declension, before going over the first declension. The organization of the board was very neat and organized with the different nouns and the different forms. Students seemed to be organized as well, and they were all prepared with their textbooks and knew what the expectations were.**

- b. Engagement and Motivation of Students  
(build rapport, ask relevant questions, equitable social interaction)

**Seemed to have a very good rapport with your students. They came in on time and asked a couple questions. The interactions seemed to be very authentic and there wasn't any sense that they were holding back any questions.**

**It seemed like you made sure to keep everyone engaged. During the section when you were filling out the different noun declensions on the board, you let some students volunteer but would call on people if they hadn't spoken up in a while. During the oral reading section everyone got a turn to read and translate.**

## The Students

- c. Overall classroom atmosphere (relationship to peers and instructor)

**The atmosphere of the class seemed to be very comfortable. The students all felt comfortable speaking up, and not afraid to try to say things they weren't sure of, or ask questions. Your passion for languages really came through. The students all seemed to be enjoying the class as well, and were all actively participating.**

## Subject Matter and Course Materials

- d. Integration of instructional elements (lecture, blackboard, handouts, technology)

The class seemed to be divided into a few sections, in which different teaching media were used. The first section was on the board, filling in the different noun forms. The second was with everyone using their textbook to read out loud and translate in a collaborative fashion. The third was working a problem on the whiteboard as a class.

I think the variation was effective and the students seemed to take notes during the whiteboard section and actively listen while other students were reading.

### Overall Impressions:

The students seem to really enjoy your class. I think it's very impressive how you know them all by name. I struggled to come up with some constructive criticism, because the class time seemed like it was all very efficiently utilized and kept the students engaged. Awesome work!

### General Comments & Summary (on the class, outcomes, recommendations)

\* Be affirming, descriptive, and focus on specific behaviors

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Arrive 10 minutes early. Three students already present. David spends some of the time catching up with his students. Seems to know his students by name. Dressed very professionally.

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10:15: David goes over the roots of a word a student happened to use. "Daughter" and how it relates in Greek and German.

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10:20 David returns quizzes from a previous class.

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10:21 David begins with a Greek introduction, starts talking about overall impressions/issues from a quiz. Talks about the important issues (verbs) vs nonimportant ones (vocative stuff)

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Reviews second declension which was already covered. "Omicron" type nouns.

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Starts talking about First Declension nouns. Asks students to identify themes of this type of noun. David looks around as he speaks, focusing on different groups of students making eye

contact. Stops speaking every few minutes to ask questions to class. Waits for students to volunteer.

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Asks for a volunteer for a more complicated task, but no one volunteers.

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10:30: Asks for a smaller question and gets a volunteer. For a next question calls on someone who hasn't spoken for a while.

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10:33 Makes a joke. Couple pity laughs. Students seem to mostly be taking handwritten notes as he speaks (4/6)

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10:38 Is systematically going through different forms of this noun type, with a chart/grid type format on the whiteboard. Periodically asks for input from students, sees if they are seeing the relevant patterns. Asks students to look something up from their book.

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10:42 Student asks a more complicated question, David refers her to come to office hours for a long-winded explanation. Makes another call on student who didn't volunteer but hadn't spoken in a while. Students seem accustomed to this and are willing to participate.

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Seems to have a very comfortable relationship with students, they feel ok asking questions and he responds helpfully.

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10:47: Makes another joke. One person laughs.

---

Answers some clarificatory questions from one student who had some confusion about one topic. Relates question back to an experience from his first Greek class.

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10:51: Starts discussing the assigned reading, begins by discussing the meaning of the title. Asks who didn't get to read out loud last time, and begins with them. Helps the student when they have problems with a specific word. A different student translates what the first student read in Greek.

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10:55 Calls on another student to read in Greek. A different student translates. David goes into some detail about subtleties of this reading.

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10:58 Another reading and translation.

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11:01: Another reading. All students seem to be following along as one student reads. David steps in to elaborate and help a couple times.

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11:07 David finishes up reading and translating the paragraph.

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11:08 Finishes off by working a problem together as a class on the whiteboard. Gets input from several students.

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11:13 Another joke. This one appears to have been slightly funnier. "Prepositional phrase vs propositional phrase" Collects their HW and then releases them off.

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# Classroom Observation Form

Instructor: David Stifler      Date/Time: 28 October/10:20-11:10 AM

Location: Branson Hall 202      No. of Students: 8      Observer: Justin Kirkpatrick

Course Title: Greek 101 – Elementary Ancient Greek I

Topic(s) of Day: Historical phonology in third declension nouns; third declension adjective forms and syntax; reading and translation of assigned passages

## Instructor

- a. Clarity and Organization  
(introduction, coherent presentation, reference materials/readings, answer student questions fully, effective transitions)

Prior to the beginning of class, the board is half-full of what appears to be work for the day, which lends itself well to organization and prepares the students for the coming class. The quote of the day seems to be a regular way of easing into the class. There is consistency between examples – all have the N, G, D, and A heading for conjugating words. Although I can't understand what is going on, it is clearly laid out – even I can tell these are conjugations.

Another opportunity arises for communicating effectively with students when they seem to be given very clear information on what will be on the upcoming quiz, which seemed to be helpful to them. Information was given during section when specific topics were discussed, and again at the end in summary form.

It is clear that D has nailed organization and clarity – not only in the materials taught, but in how the class is run. Students know what they are expected to do, and all seem to be on the same page for class participation. The flow between topics is seamless, and D doesn't rely on notes, which adds to the smoothness of the course.

- b. Engagement and Motivation of Students  
(build rapport, ask relevant questions, equitable social interaction)

The students are engaged off the bat with a quote. The focus is both grammatical/translation, and in substance of the quote. The use of the 8-sided die seems to keep students on their toes, and likely makes it acceptable to be incorrect, or to offer incomplete attempts at answers, which both engages and relaxes the students. It is clear that nobody knows everything, but that they are welcome to make their best attempt.

## The Students

- c. Overall classroom atmosphere (relationship to peers and instructor)

It is clear that students are close-knit, and the “you choose the next person to translate” process of reading the materials works well and builds camaraderie.

### Subject Matter and Course Materials

- d. Integration of instructional elements (lecture, blackboard, handouts, technology)

I’m still unsure of how the materials integrate with lecture, as lecture was (I think) never mentioned during the section. The book was clearly used as a source of material to translate, and the white-board was used well both to post the day’s materials (conjugations), and to illustrate the salient points on the material.

### Overall Impressions:

The section was well-organized and David has an excellent professional/working relationship with the students. They clearly see him as knowledgeable, and see themselves as eager learners (probably a result of the course itself – nobody takes this unless they *really want* to take this, I think). But David doesn’t rely on the relationship alone – he presents a good amount of information and intuition/background, and links the current discussion to previous discussions often.

### General Comments & Summary (on the class, outcomes, recommendations)

\* Be affirming, descriptive, and focus on specific behaviors

I have little to offer in improvements – one student (the late one) was clearly singled out on occasion for slightly more stringent behavior, but he seemed to understand the reason. It certainly was within the realm of fair treatment. Other comments under “instructor” contain my general comments and summary. A material wrap-up at the end might be useful, though it would take away time for learning.

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10:15	Students begin arriving. D writing on the board, well-organized and appearing to be prepared. (Note: haven’t a clue what’s being written, as one would expect)  D chats with students.
10:19	Class starts. Students seem engaged in close setting. D cracks a few jokes, students respond well. Turn in HW.
10:21	D asks for student volunteer to read, then translate, a quote from some Ephesian. S volunteers, reads in English, but D asks for it in greek. D uses a die to cold-call a

	person to translate. Helps student work through translation, but without giving answer. Students are engaged.
10:22	Late student arrives. D requires that he answer question in greek (about being late?). Student mildly interrupts, but with question about quote, sidetracking the more technical discussion of the quote with other students.
10:30	Using an example, D engages students with questioning, encouraging responses with properly timed silences after questions. Students are quite used to participating, even when they do not know the answer.
10:35	Reading out loud commences using the 8-sided die. Students read out loud and are all aware of where they are in the reading.
10:40	Student gets stuck on pronunciation or vocabulary (can't tell which). D helps the student work through. Student seems comfortable getting help. D cracks a joke, mood is light. A new way of selecting next reader emerges with students picking others to translate, and being able to call on others for help.
10:42	When a reading student calls on another for help, but gets a slightly incorrect translation (me vs. us), D cracks a joke, and (in a comfortable manner) lets the helping student know they haven't quite nailed it. Excellent and comfortable classroom demeanor in correcting errors.
10:47	Reading and translation continues.
10:49	Back to the board. D discusses HW assignment in context of the example on the board (the Heracles quote). Cold call is received well and answered correctly. Students are clearly used to being called on, and most seem quite prepared to answer.
10:52	D discusses declensions without participation, feeding information. Students are well-engaged, and D quickly returns to asking questions about the new material.
10:55	Discussion on diphthongs, despite new information being presented on the board, students are participating and providing answers.  Most students are taking notes, some extensively.

11:01	Students are kind of fighting over who gets to translate next. More than one student wants to read.
11:06	Student asks if he can ask a question, D states he should just ask. Student takes it well. This student arrived late, and clearly is a source of consternation for D.
11:10	Same student is struggling with classifying a verb (nominative...something...participle), D helps and encourages him well as he struggles.
11:12	Class ends. D handed out strips of paper with phrases on them? Something to work on for next section.  Discussing material on upcoming quiz. Class finally released at 11:13.
11:14	As people are leaving, D announces change in office hours and discusses things further with the late-arriving student.

### Peer-observation of Teaching Form

Instructor Being Observed: *David Stifler*  
 Course number and title: *Latin 203*  
 Number of Students Present: *7*

Person Observing: *Laura Camp*  
 Date & Time of Class Session: *2/21/18 3:20p*

Organizational Structure of the class	YES	NO
Transitions between activities	<input checked="" type="checkbox"/>	
Flow of material &/or activities	<input checked="" type="checkbox"/>	
Pacing of class	<input checked="" type="checkbox"/>	
Time on tasks	<input checked="" type="checkbox"/>	
Teaching methods appropriate for content	<i>I think so</i>	

Rapport with Students and Presentation Style	YES	NO
Uses students' names routinely	<input checked="" type="checkbox"/>	
Responds to students' questions	<input checked="" type="checkbox"/>	
Addresses students' confusion	<input checked="" type="checkbox"/>	
Reacts positively to students' ideas	<input checked="" type="checkbox"/>	
Provides positive reinforcement	<input checked="" type="checkbox"/>	
Draws in all students to participate	<input checked="" type="checkbox"/>	
Delivers class in a strong voice and cadence	<input checked="" type="checkbox"/>	
Maintains eye contact with students	<input checked="" type="checkbox"/>	
Has strong presence, even if class is student-centered	<input checked="" type="checkbox"/>	
Demonstrates enthusiasm for topic/ discipline	<input checked="" type="checkbox"/>	

*where merited mostly, there are always quiet ones*

Active Learning Strategies	YES	NO
Opportunities for small group &/or communicative activities	<input checked="" type="checkbox"/>	
Gives clear instructions for pair or group work tasks	<input checked="" type="checkbox"/>	
Monitors group work	<input checked="" type="checkbox"/>	
Authentic target language use	<input checked="" type="checkbox"/>	
Various activities and materials, including technology	<input checked="" type="checkbox"/>	

*possibly a bit too strongly*  
*no tech, but not necessary*

Content	YES	NO
Uses deductive & inductive reasoning for grammar/culture	<input checked="" type="checkbox"/>	
Presents content clearly and concisely	<input checked="" type="checkbox"/>	
Skillful use of English, when necessary	<input checked="" type="checkbox"/>	
When appropriate, challenges students' level of thinking	<input checked="" type="checkbox"/>	
Assesses students' understanding routinely	<input checked="" type="checkbox"/>	
Assesses students' understanding in various ways	<input checked="" type="checkbox"/>	

*→ this was especially strong*

### Detailed description of class session

1. Answered questions before class. Good rapport w/ students, good humor
2. Put agenda on board, checked off items as he went
3. Carefully explained extra credit opportunity with clear criteria + deadline, invited questions  
↳ one student repeated another student's question, David called him on it
4. Divided students into groups for review (A and 2 ☺), invited students to fill me in on what they had read. Students had to move about the room, one commented that he had never been to the other side of the room. Groups seemed carefully chosen, and they had slightly different assignments. He checked in with groups as they worked
5. Groups put their results (grammar (A) + style (2)) on the boards
6. Corrected students' work on boards, gave time for students to discuss the passage
7. Translating: let students go, interrupted to correct. Jumped around the class. Prompted students when they floundered, always explained why something means what it does. One student was v. eager to read, David reigned him in well.
8. Quiz @ end of class

### Constructive criticism regarding strengths & weaknesses of instructor

1. During 'translation' - maybe instead of interrupting to correct, break sentences into smaller parts, have student work through, then go back and correct?
2. When student stalls or translation needs correcting, maybe open grammar questions to class sometimes so student doesn't always feel put on the spot
3. Bringing class material into jokes + classroom repartee is v. effective and fun

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April 19, 2018

To Whom It May Concern:

It was my pleasure to observe Mr. David Stifler's Latin 203 class on the afternoon of April 18<sup>th</sup>. It was a trek to reach Trent Hall where the class was held, but it was worth the effort to see such effective teaching in action. Prior to the start of the class, Mr. Stifler arrived and engaged the students in witty and cordial banter, an obvious indication that he has developed a good rapport with the class. While talking to the students, he put a checklist of the day's tasks on the board to serve as a reminder to himself and the class, and he followed this outline during the hour, checking items off the list as they went. This scheme kept everyone on pace and was a good visual reminder of their accomplishments during the period.

Class began with a scansion exercise over some lines of Ovid. Rather than merely asking students to scan individually at their desks and then come to the board, Mr. Stifler made this a group exercise by asking students to work first individually and then in groups in order to check each other's work. This competitive element enlivened what could have been a tedious exercise, and the students enjoyed themselves and demonstrated that they had learned their hexameters well. A productive discussion of the effectiveness of meter in the scanned lines followed.

The remainder of the class time was spent translating the Ovid assignment for the day, and Mr. Stifler again made the format more interesting by adding an element of surprise. Rather than calling on students, he rolled dice and assigned each group of lines by lot. This was not only fun for the class, but it kept everyone quite alert and attentive to the text. The passage for the day included the death of Pyramus, and I was most impressed at how humorously and tastefully Mr. Stifler handled the sexual innuendo in the famous lead pipe simile. Students were eager to participate in translation and were also interested in

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discussing syntax, meter and the themes in the story. We were so caught up in the action that the period ended without our realizing it.

Mr. Stifler is an experienced instructor who continues to put a great deal of time and effort into his teaching, as is apparent from the positive atmosphere in his classroom and the performance of his students. He is passionately interested in his students and in refining his pedagogical methods for their benefit. As a result of this dedication, he is offering excellent instruction at this crucial intermediate level.

Yours truly,

Rex B. Crews, Supervisor for Elementary Latin Instruction

# Classroom Observation Form

Instructor: David Stifler Date/Time: 11/12/18

Course Title: Latin 101

Topic(s) of Day: Review for 2<sup>nd</sup> midterm exam

## Instructor

- a. Knowledge and Preparation  
(relevance of content, knowledgeable, appropriate examples, clear goals)  
Very well prepared, very knowledgeable. Classroom topics of the day written out at top left of whiteboard, so goals very clear.
  
- b. Enthusiasm and Motivation  
(use of questions and nonverbal cues to gain attention and interest; personal interest)  
Teacher was enthusiastic in a good, low-key way. Could be gently sharp or very patient, as the situation required.
  
- c. Clarity and Organization  
(introduction, coherent presentation, reference materials/readings, answer student questions fully, effective transitions)  
Super. Very clear and well organized.
  
- d. Presentation: Verbal and Non-verbal Style  
(delivery, pacing, speech/voice, gestures, eye contact, mannerisms)  
This was a three-part class. The first part, which had two movements, had the students broken into three groups. The students then translated individually, on paper, one longish illustrative sentence per group, from Eng to Latin. The sentences were well selected. Students then were allowed to cross-compare with others in the group. Once done, the conversations I overheard were all about getting clarity on the specifics of the translation – why this, why that, is there a macron here or there, what then is the difference between ipse and se (with help on the side from the teacher), that sort of thing. Students then wrote the translations on the board, and the groups (and sometimes, with appropriate randomness, others in the class) were interrogated about the particulars of the sentence – framed in terms of “what are some decisions you had to make in translating this?” Excellent framing!, the pacing was great, the students were able to show considerable command of the details. All very well done, with wonderful modeling of how to pronounce the Latin as well. Along the way there was exemplary review of things like post-positives, ablative of manner, time

constructions, etc. The students seemed to be trained for this exercise, and to engage fully in it. A wonderful 20 minute start to the review class.

The second part of the class were the Sententiae Antiquae.

The third part of the class was a game, nicely done, that centered on morphological recognition and parsing. That also worked some of the same goals as part #2, so more time here could have accomplished much of what was done in part two. The students enjoyed it, and with a bit more time (only 10 minutes were left) the game would get truly fun in terms of competition.

e. Engagement and Motivation of Students

(build rapport, ask relevant questions, equitable social interaction)

Students have a great sense of community – the class is very comfortable, respectful, intimate in the right ways. And the instructor forced them to sort randomly for the group dynamics, which was spot on. They also seem entirely comfortable with the instructor – respectful and purposeful, but ready to ask questions as needed.

f. Disclosure and Evaluation

(clarity about requirements, exams/grading, learning goals)

The students seemed to understand the demands and routines of the class clearly.

An EXCELLENT class! Well done!

## The Students

- g. Student Attentiveness and Engagement (beginning, middle, end)  
Excellent in part #1 of the class – very engaged – only okay in part two (see above) – pretty good in part three, but with more time it could have been better, as they seemed to enjoy the game challenge
- h. Student Comprehension / Level of Critical Thinking  
Simply outstanding in part one, where they could consult with peers; rather mixed in part two, where they had to rely on themselves and their (sometimes lack of) preparation; pretty good in part three. I would say overall this is a strong group that has been well coached, but needs to be motivated to prepare for class more thoroughly.
- i. Overall classroom atmosphere (relationship to peers and instructor)  
Excellent dynamics.

## Subject Matter and Course Materials

- j. Appropriate level of challenge/difficulty [given expected preparation]  
Spot on, aside from the slight tendency in part two to over-emphasize the descriptive terminology. (Don't get me wrong- it's important, but not everything!)
- k. Integration of instructional elements (lecture, blackboard, handouts, technology)  
Excellent use of the overhead projection in combination with the whiteboard – the teacher materials projected, with student sentences etc. written on the whiteboard. Super!
- l. Up to date in discipline and adequate knowledge shown  
Very knowledgeable instructor, who came off much more like a junior faculty than a graduate student, as the undergraduates clearly knew

## V. General Comments & Summary (on the class, outcomes, recommendations)

\* Be affirming, descriptive, and focus on specific behaviors

David – as said, this is the strongest class I've yet observed. As always, your knowledge-set and preparation are outstanding. In this class, you have found a very easy, engaged, un-nervous manner/persona, with gentle humor, lots of patience, but a suitable hint of sharpness when students are not trying hard enough. You have a slight tendency, as described above, to privilege descriptive terminology a bit more than perhaps is needed – it can interfere with seeing the language as something that one is reading – so perhaps you should work a bit to tone

down the linguistics/descriptive grammar a touch, and introduce more by way of language as culture – but that may well be a misimpression from observing only this one class.

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Clearly your students are VERY well prepared, esp. given the mix of the level of preparation for this particular day, impressively so. You have also clearly done a great job of helping them build community, and to see each other as part of a nurturing, supportive environment. And just as clearly, you have mastered the need to vary the content and pace, and to train them to expect and enjoy that.

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Overall, a very good class. Well done!

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To Whom It May Concern:

I observed Mr. David Stifler's Latin 101 class two times this semester, the first on October 10th and the second on November 7th, 2018. I shall briefly summarize both classes and then offer my comments.

October 10<sup>th</sup>: Mr. Stifler arrived early and arranged the movable tables in his room into groups and put his goals for the day on the board—an excellent idea. Arranging the tables in advance proved helpful both for his later activities and for himself, since the room has an overabundance of furniture, making it difficult for the instructor and students to move. Mr. Stifler engaged the students in some conversational Latin before class, and began the hour promptly with a pop vocabulary quiz, to the great joy of the ten students present! Actually, the quiz was not graded but was a diagnostic quiz over the last ten chapters of vocabulary. I am sure students were relieved and also found the exercise a helpful check-up, as keeping up with all of the vocabulary in Wheelock is one of the course's greatest demands.

Next students were put into groups of two to work on the *Sententiae Antiquae* together while Mr. Stifler floated around and helped. He then took questions over the completed work. It was unclear whether students had prepared these in advance, but they were engaged in the moment.

The final segment of the class involved a group activity in which students translated sentences on a handout into Latin and then passed them to the next group to be translated back into English and so on until the sheets had made the rounds about the room, or this is, at least, how I understood the exercise to work. I did not actually receive a handout, so it was difficult for me to follow. This took about 20 minutes and time ran out before the students could complete the exercise, but it was a novel idea in which everyone was quite engaged.

November 7<sup>th</sup>: Mr. Stifler arrived early, engaged in some witty banter with his students and began class promptly and with his points-to-cover written on the board. As with the previous class, he checked these off as he proceeded through the hour. He began class with a group activity reviewing declensional forms, in which students wrote down one form and then passed the sheet to the next person. Students spent about 15 minutes on this. He admirably pointed out the alternate -is ending for accusative plural masculine and feminine i-stems, mentioned in Wheelock but not often seen. He then covered the English-to-Latin sentences on the board with input from students and concluded the hour by covering a couple of the *Sententia Antiquae*. It was unclear whether students had prepared these sentences in advance or not.

Observations:

It is quite clear that Mr. Stifler is an experienced, dedicated teacher in general and a seasoned language instructor in particular. In both classes, he strove to keep his students involved and interested in their work by means of novel pedagogical exercises, which make his classes more engaging and less predictable for his students. It takes quite a lot of work to devise the group exercises he is using, and he is to be commended for his efforts.

During my first visit, I found his students quite intent upon their work, but the nature of the group activities meant that there was not much for me to observe beyond the obvious enthusiasm of his students. I encouraged him to keep this in mind for my next visit, and he did. The second visit was a good combination of both traditional translation/grammar and group work, and it was clear that his students are learning what that they need to know to become good Latinists and doing so in a lively environment. Mr. Stifler's pronunciation of Latin is excellent, and he made no errors of any kind on the board in either class. His experience and knowledge were everywhere apparent in both classes.

My only suggestions are for Mr. Stifler to manage his time in such a way that he also covers as much of the assigned material in the chapter as possible. I know that when one is trying new things, the time required is not always predictable, and I am sure that he will continue to refine these group activities to insure that the time invested does not exceed the benefits of the exercise. I also encouraged him to speak a bit more slowly and evenly, especially when speaking to the class in Latin.

Mr. Stifler is doing a fine job of teaching for us and seems to be enjoying himself immensely in the process. He will be a great asset to any program in which he teaches going forward.

Yours truly,

Rex B. Crews, Supervisor of Elementary Latin Instruction

## Lesson Plan – Classics 171 – Guest Teaching 10/25/17

### Topics

1. Multi-ethnic Roman identity reflected/constructed in Roman authors (vs. emphasis on Greek ancestry of Rome in Dionysius)
2. Adaptation and reconfiguration of Homeric characters (focus on Hector, Achilles, Paris)
3. Vergilian/Roman epic (Aeneid) versus the rationalized narratives of early Roman history

### Objectives

1. Reinforce role of mythology in telling the story of its audience's origins and identity
2. Expand definition of mythology to include other modern genres (e.g. history)
3. Analyze the relationship between author's position (ethnic, cultural, historical) and the version of Roman origins in his writing

### Aeneid XII focus passages:

1. 170-198 (Mandelbaum p.306)  
[[Aeneas' pledge not to exterminate or subjugate the Italic peoples]]
2. 790-840? (Mandelbaum p.326-7)  
[[Jupiter's pledge to Juno that the Italic people will not perish]]

### In-class readings:

1. Livy 4.3-5 [[speech of Canuleius on intermarriage]]
2. Dion. Hal. *Ant. Rom.* 1.88-90 [[origins of Roman people and language are primarily Greek]]
3. Claudius, Lyon Tablet [[addition of Senators from Gaul, based on Livy 4.3-5]]
4. Tac. *Ann.* 11.23-24(5) [[reframing of the above]]

### Plan of Activities

1min introductions

14min discussion 1: Aeneid 10, 11, 12

questions/clarifications - open

Homeric parallels and models

Aen. 1-6 as Odyssey // 7-12 as Iliad

Q: which character(s) does Aeneas resemble? how? where?

Q: in Aen. 7 – how does Turnus react to Aeneas when he arrives in Italy?

[[hold the thought of Aeneas resembling Paris in Turnus' eyes]]

foundation and violence

Q: assuming the ending is authentic, why does the Aeneid end this way? what does it say about Aeneas' character arc and/or everything he represents?

Q: how does Aen. 7-12 prefigure the Romulus & Remus story? what does it say about bloodshed in a foundation myth?

[[summarize R&R story again // Livy 1 – write a summary of the Romulus + Remus story ]]

4min introduce group assignment

groups of 6 read passage + discuss questions in voluntary or assigned roles

[[if groups want me to assign roles I will do so, but volunteers preferred!]]

- 2 readers      read assigned passage aloud to groupmates
- 2 researchers    use online resources to identify terms and answer questions  
[[OCD, Brill's New Pauly, etc. – previously introduced by Prof. Meinking and available through university library website]]
- 1 recorder      takes notes on research findings + creates outline of key points from reading
- 1 reporter      presents group findings to the rest of the class

26-9min group work time

- group 1: Livy 4.3-5
- group 2: Dion. Hal. Ant. Rom. 1.88-90
- group 3: Claudius Lyon Speech
- group 4: Tac. Ann. 11.23-5

- Q1      who is your author, who is his audience, what does your passage have to say about who/what the Romans are?
- Q2      how does your answer above compare with what the Aeneid, especially book 12, says about who/what the Romans are? (look at p. 306 and 326-7 for a good comparison)
- Q3      what is mythological about the historical and/or political pieces you just read?

14min    discussion 2: groups give 1min summary of their passage, then class discusses questions  
[[questions on handouts w/readings given to groups]]

### Conclusion

- 1min    exit tickets: a) one thing you learned today; b) one question you still have; c) favorite ice cream
- 6min    bookkeeping, reminders, logistics (by Prof. Meinking)

## Titus Livius, *The History of Rome*, Book 4

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*Section 3:* At the very time when this was going on in the Senate, Canuleius delivered the following speech in defence of his laws and in opposition to the consuls:

“I believe, Quirites<sup>1</sup>, that I have often noticed in the past how greatly the patricians despise you, how unworthy they deem you to live in the same City, within the same walls, as they. Now, however, it is perfectly obvious, seeing how bitter an opposition they have raised to our proposed laws. For what is our purpose in framing them, except to remind them that we are their fellow-citizens, and though we do not possess the same power we still inhabit the same country?

In one of these laws we demand the right of intermarriage, a right usually granted to neighbours and foreigners—indeed we have granted citizenship, which is more than intermarriage, even to a conquered enemy; in the other we are bringing forward nothing new but simply demanding back what belongs to the people, and claiming that the Roman people should confer its honours on whom it will... Will this City be no longer able to stand, is our dominion at an end, if a free vote is allowed to the Roman people to entrust the consulship to whomsoever they will, and that no plebeian may be shut out from the hope of attaining the highest honour if he be worthy of that highest honour? ... Though we are not allowed access to the Fasti or the records of the pontiffs, do we not, pray, know what every stranger knows, that the consuls have simply taken the place of the kings, and possess no right or privilege which was not previously vested in the kings?

I suppose you have never heard tell that Numa Pompilius, who was not only no patrician but not even a Roman citizen, was summoned from the land of the Sabines, and after being accepted by the people and confirmed by the Senate, reigned as king of Rome? Or that, after him, L. Tarquinius, who belonged to no Roman house, not even to an Italian one, being the son of Demaratus of Corinth, who had settled in Tarquinii, was made king while the sons of Ancus were still alive? Or that, after him again, Servius Tullius, the illegitimate son of a female slave captured at Corniculum, gained the crown by sheer merit and ability? Why need I mention the Sabine Titus Tatius, with whom Romulus himself, the Father of the City, shared his throne? As long as no class of person in which conspicuous merit appeared was rejected, the Roman dominion grew. Are you then to regard a plebeian consul with disgust, when our ancestors showed no aversion to strangers as their kings?

Not even after the expulsion of the kings was the City closed to foreign merit. The Claudian house, who migrated from the Sabines, was received by us not only into citizenship but even into the ranks of the patricians. Shall a man who was an alien become a patrician and then consul, while a native Roman citizen, if he belongs to the plebs, be cut off from all hope of the consulship? Do we believe that it is impossible for a plebeian to be brave and energetic and capable both in peace and war, or if there be such a man, are we not to allow him to touch the helm of the State; are we to have, by preference, consuls like the decemvirs, those vilest of mortals—who, nevertheless, were all patricians—rather than men who resemble the best of the kings, new men though they were?

*Section 4:* But, I may be told, no consul, since the expulsion of the kings, has ever been elected from the plebs. What then? Should no innovation ever be introduced? Just because a thing has not *yet* been done—in a new community there are many things which have not yet been done—should it *never* be done, even if it is

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<sup>1</sup> Quirites is another name for the Roman people.

advantageous? In the reign of Romulus there were no pontiffs, no college of augurs;<sup>2</sup> they were created by Numa Pompilius. There was no census in the State, no register of the centuries<sup>3</sup> and classes; it was made by Servius Tullius. There had never been consuls, but when the kings had been expelled they were created. Neither the power nor the name of Dictator was in existence, until it originated with the Senate. There were no tribunes of the plebs, no aediles, no quaestors; but then it was decided that these offices should be created. In the last ten years we appointed decemvirs to commit the laws to writing, and then we abolished their office.

Who doubts that in a City built for all time, and without any limits to its growth, new authorities have to be established, new priesthoods, modifications in the rights and privileges of the houses as well as of individual citizens? Was not this very prohibition of intermarriage between patricians and plebeians, which inflicts such serious injury on the commonwealth and such a gross injustice on the plebs, made by the decemvirs within these last few years? Can there be a greater or more signal disgrace than for a part of the community to be held unworthy of intermarriage, as if contaminated? What is this but to suffer exile and banishment within the same walls? They are guarding against our becoming connected with them by affinity or relationship, against our blood being allied with theirs. Indeed, most of you are descended from Albans and Sabines, and that nobility of yours comes not by birth or blood, but by co-optation into the patrician ranks, having been selected for that honour either by the kings or, after their expulsion, by the will of the people. ...

*Section 5:* In a word: does the supreme power belong to you, or to the Roman people? Did the expulsion of the kings mean absolute ascendancy for you or equal liberty for all? Is it right and proper for the Roman people to enact a law if it wishes to do so or, whenever a measure is proposed, are you going to punish them with a fine? If I call the tribes up to vote, are you, the consuls, going to compel those who are liable for service to take the military oath, and then march them off to camp, threatening the plebs and the tribunes alike? Have you not on two occasions found out what your threats are worth against a united plebs? Was it, I wonder, in our interest that you abstained from an open conflict, or was it because the stronger party was also the more moderate one that there was no fighting? Nor will there be any conflict now, Quirites; they will always try your courage, they will not test your strength.

And so, consuls, the plebeians are ready to follow on condition that, by restoring the right of intermarriage, you at last make this commonwealth a united one; that it be in their power to be allied with you by family ties; that the hope of attaining high office be granted to men of ability and energy; that it be open to them to be associated with you in taking their share of the government, and—what is the essence of equal liberty—to rule and obey in turn in the annual succession of magistrates.

*Questions for your group:*

1. Who is the author? Who is the audience? What does your reading have to say about who the Romans are or what it takes to be a Roman?
2. How does your answer to (1) compare with what the *Aeneid* (especially book 12) says about who the Romans are and what it takes to be Roman?
3. What is mythological about this passage, despite its coming from a historical or documentary source?

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<sup>2</sup> Pontiffs and augurs are two classes of priests in the Roman state religion.

<sup>3</sup> In this context a 'century' is a population group.

## Dionysius of Halicarnassus , *Roman Antiquities*, Book 1

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### *Section 88:*

When no obstacle now remained to the building of the city, Romulus appointed a day on which he planned to begin the work, after first propitiating the gods. And having prepared everything that would be required for the sacrifices and for the entertainment of the people, when the appointed time came, he himself first offered sacrifice to the gods and ordered all the rest to do the same according to their abilities. He then in the first place took the omens, which were favourable. After that, having commanded fires to be lighted before the tents, he caused the people to come out and leap over the flames in order to expiate their guilt. When he thought everything had been done which he conceived to be acceptable to the gods, he called all the people to the appointed place and described a quadrangular figure about the hill, tracing with a plough drawn by a bull and a cow yoked together a continuous furrow designed to receive the foundation of the wall; and from that time this custom has continued among the Romans of ploughing a furrow round the site where they plan to build a city. After he had done this and sacrificed the bull and the cow and also performed the initial rites over many other victims, he set the people to work. This day the Romans celebrate every year even down to my time as one of their greatest festivals and call it the Parilia. On this day, which comes in the beginning of spring, the husbandmen and herdsmen offer up a sacrifice of thanksgiving for the increase of their cattle. But whether they had celebrated this day in even earlier times as a day of rejoicing and for that reason looked upon it as the most suitable for the founding of the city, or whether, because it marked the beginning of the building of the city, they consecrated it and thought they should honour on it the gods who are propitious to shepherds, I cannot say for certain.

### *Section 89:*

Such, then, are the facts concerning the origin of the Romans which I have been able to discover a reading very diligently many works written by both Greek and Roman authors. Hence, from now on let the reader forever renounce the views of those who make Rome a retreat of barbarians, fugitive and vagabonds, and let him confidently affirm it to be a Greek city — which will be easy when he shows that it is at once the most hospitable and friendly of all cities, and when he bears in mind that the Aborigines were Oenotrians, and these in turn Arcadians, and remembers those who joined with them in their settlement, the Pelasgians who were Argives by descent and came into Italy from Thessaly; and recalls, moreover, the arrival of Evander and the Arcadians, who settled round the Palatine hill, after the Aborigines had granted the place to them; and also the Peloponnesians, who, coming along with Hercules, settled upon the Saturnian hill; and, last of all, those who left the Troad and were intermixed with the earlier settlers. For one will find no nation that is more ancient or more Greek than these. But the admixtures of the barbarians with the Romans, by which the city forgot many of its ancient institutions, happened at a later time. And it may well seem a cause of wonder to many who reflect on the natural course of events that Rome did not become entirely barbarized after receiving the Opicans, the Marsians, the Samnites, the Tyrrhenians, the Bruttians and many thousands of Umbrians, Ligurians, Iberians and Gauls, besides innumerable other nations, some of whom came from Italy itself and some from other regions and differed from one another both in their language and habits; for their very ways of life, diverse as they were and thrown into turmoil by such dissonance, might have been expected to cause many innovations in the ancient order of the city. For many others by living among barbarians have in a short time forgotten all their Greek heritage, so that they neither speak the Greek language nor observe the customs of the Greeks nor acknowledge the same gods nor have the same equitable laws (by which most of all the spirit of the Greeks differs from that of the barbarians) nor agree with them in anything else

whatever that relates to the ordinary intercourse of life. Those Achaeans who are settled near the Euxine sea are a sufficient proof of my contention; for, though originally Eleans, of a nation the most Greek of any, they are now the most savage of all barbarians.

*Section 90:*

The language spoken by the Romans is neither utterly barbarous nor absolutely Greek, but a mixture, as it were, of both, the greater part of which is Aeolic; and the only disadvantage they have experienced from their intermingling with these various nations is that they do not pronounce all their sounds properly. But all other indications of a Greek origin they preserve beyond any other colonists. For it is not merely recently, since they have enjoyed the full tide of good fortune to instruct them in the amenities of life, that they have begun to live humanely; nor is it merely since they first aimed at the conquest of countries lying beyond the sea, after overthrowing the Carthaginian and Macedonian empires, but rather from the time when they first joined in founding the city, that they have lived like Greeks; and they do not attempt anything more illustrious in the pursuit of virtue now than formerly. I have innumerable things to say upon this subject and can adduce many arguments and present the testimony of credible authors; but I reserve all this for the account I purpose to write of their government. I shall now resume the thread of my narrative, after prefacing to the following Book a recapitulation of what is contained in this.

*Questions for your group:*

1. Who is the author? Who is the audience? What does your reading have to say about who the Romans are or what it takes to be a Roman?
2. How does your answer to (1) compare with what the *Aeneid* (especially book 12) says about who the Romans are and what it takes to be Roman?
3. What is mythological about this passage, despite its coming from a historical or documentary source?

## Tiberius Claudius Caesar Augustus Germanicus, *Speech to the Senate*

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### *Column I:*

1. I should say at the outset that I reject the first thought that will, I am sure, be the very first thing to stand in my way: namely that you will recoil from my suggestion as though I were introducing some revolutionary innovation. Think, instead, of how many changes have taken place over the years in this state and how many forms and constitutions our state has had, from the time of its very foundation.

2. At one time this city was held by kings, though they did not pass it along to successors from their own families. People from other families came to the throne and even some foreigners. Numa, for example, succeeded Romulus, and was a Sabine; that made him a neighbor, certainly, but at the time he was also a foreigner. Another example is Tarquinius Priscus, who succeeded Ancus Marcius: because of his impure blood--his father was the Corinthian Demaratus and his mother was from Tarquini, to Tarquinius Priscus supposedly had a Greek father and an Etruscan mother. And though well-born she was very poor, which is why she was forced to marry such a husband.--Tarquinius was kept from positions of honor in his own land and thus emigrated to Rome, where he became king. Between Tarquinius and either his son or his grandson (for our authorities disagree on this point) there came Servius Tullius. And according to the Roman sources Servius Tullius had as a mother a prisoner of war, Ocesia; according to the Etruscans he had been the faithful companion of Caelius Vivenna and took part in his adventures, and later, when he was driven out by a change of fortune, he left Etruria with all the surviving troops of Caelius and seized the Caelian hill, which thus takes its name from his leader Caelius, and after changing his name (for his Etruscan name was Mastarna) he was given the name I have already mentioned, and became king, to the very great advantage of the state. Then, after the behavior of Tarquinius Superbus came to be hated by our city--and not only his behavior but that of his sons--the people obviously became tired of monarchy, and the administration of state was transferred to the consuls, who were annual magistrates.

3. Why need I mention the dictatorship--more powerful even than the consulship--which was what our ancestors came up with when wars were particularly hard or there was serious civil disturbance? Or why need I mention the the creation of tribunes of the plebs, to provide assistance for the plebs? Why mention transfer of imperium from consuls to the *decemviri*, and at the end of the reign of the *decemviri* the return of imperium back to the consuls? Why mention the distribution of the consular power to multiple recipients, called tribunes of the soldiers with consular power, who were first six and then eight in number? Why should I mention the fact that offices that were once patrician ones were shared eventually with the plebeians, religious ones as well as military?

4. If I were to tell of the wars, which our ancestors started with and which have continued down to the present day, I fear that I would appear too boastful, and look as though I wanted to boast about my glory in extending the empire beyond the Ocean. But let me instead return to my original point. Citizenship can ... [some text is lost here]

### *Column II:*

5. Certainly it was a new thing when my great-uncle Augustus and my uncle Tiberius decided to admit into this Senate house the flower of the *coloniae* and the cities from all over the empire--all of them good and wealthy men of course. But, you may say, is not an Italian senator more useful than a provincial one? When

I start explaining this aspect of my censorship I will reveal what I think about that. But certainly I think that provincials should not be rejected, as long as they will be a credit to the Senate.

6. Behold that most glorious and flourishing colony of Vienne: how long has it provided senators for this chamber? From Vienne comes an ornament of the equestrian order with few equals, Lucius Vestinus, whom I esteem greatly and retain even now in my service. May his children, I beseech you, enjoy priesthoods of the first rank, and after that, in the years to come, may they proceed to further honors. (I will not utter the dire name of that brigand--I detest him, that monster of the wrestling-ring--or the fact that he acquired the consulship for his family before his colony had ever obtained the solid benefit of the Roman citizenship. And I could say the same thing about his brother, who suffered a pathetic and fate, and was thus no use to you as a senator.)

7. It is time now, Tiberius Caesar Germanicus, to reveal to the senators where your speech is headed; for you have already come to the extreme limits of Gallia Narbonensis.<sup>1</sup>

8. Consider all the distinguished young men I see before me: the fact that they are senators should cause no more regret than that felt by Persicus--a most distinguished man and a friend of mine--when he reads the name Allobrogicus among the images of his ancestors. And if you agree that this is true, what should I not also point out to you that the land beyond Gallia Narbonensis already sends you senators? We do not, after all, regret that we have men in the senate from Lugdunum.

9. I was somewhat hesitant, senators, about leaving the boundaries of provinces that were well known to you, but now I must make the case for Gallia Comata with some seriousness. If anyone concentrates on the fact that the Gauls resisted the divine Julius in war for ten years, he should consider that they have also been loyal and trustworthy for a hundred years, and had this loyalty tried to the utmost when we were in danger. They it was who provided my father Drusus with secure internal peace when he was conquering Germany, even though he was summoned to the war while in the middle of a census, which was then a new and strange business for the Gauls. And we know from our own experience how difficult the census can be, even though for us it involves nothing more than the public recording of our resources...

[The surviving text ends here. Presumably the speech continued on a second bronze tablet.]

*Questions for your group:*

1. Who is the author? Who is the audience? What does your reading have to say about who the Romans are or what it takes to be a Roman?
2. How does your answer to (1) compare with what the *Aeneid* (especially book 12) says about who the Romans are and what it takes to be Roman?
3. What is mythological about this passage, despite its coming from a historical or documentary source?

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<sup>1</sup> This line either is either Claudius talking to himself for rhetorical effect, or represents a Senator asking him to get to the point; "Gallia Narbonensis" is a distant Roman province, meaning that the speaker has been rambling on.

## Publius<sup>1</sup> Cornelius Tacitus, *Annals of Rome*, Book 11

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### *Section 23:*

In the consulate of Aulus Vitellius and Lucius Vipsanius, the question of completing the numbers of the senate was under consideration, and the leading citizens of Gallia Comata, as it is termed, who had long before obtained federate rights and Roman citizenship, were claiming the privilege of holding magistracies in the capital. Comments on the subject were numerous and diverse; and in the imperial council the debate was conducted with animation on both sides:

"Italy," it was asserted, "was not yet so moribund that she was unable to supply a deliberative body to her own capital. The time had been when a Roman-born senate was enough for nations whose blood was akin to their own; and they were not ashamed of the old republic. Why, even to-day men quoted the patterns of virtue and of glory which, under the old system, the Roman character had given to the world! Was it too little that Venetians and Insubrians had taken the curia by storm, unless they brought in an army of aliens to give it the look of a taken town? What honours would be left to the relics of their nobility or the poor senator who came from Latium? All would be submerged by those opulent persons whose grandfathers and great-grandfathers, in command of hostile tribes, had smitten our armies by steel and the strong hand, and had besieged the deified Julius at Alesia. But those were recent events! What if there should arise the memory of the men who essayed to pluck down the spoils, sanctified to Heaven, from the Capitol and citadel of Rome? Leave them by all means to enjoy the title of citizens: but the insignia of Senators, the glories of the magistracies — these they must not vulgarize!"

### *Section 24:*

Unconvinced by these and similar arguments, the Emperor Claudius not only stated his objections there and then, but, after convening the Senate, addressed it as follows:

"In my own ancestors, the eldest of whom, Clausus, a Sabine by extraction, was made simultaneously a citizen and the head of a patrician house, I find encouragement to employ the same policy in my administration, by transferring hither all true excellence, let it be found where it will. For I am not unaware that the Julii came to us from Alba, the Coruncanii from Camerium, the Porcii from Tusculum; that — not to scrutinize antiquity — members were drafted into the senate from Etruria, from Lucania, from the whole of Italy; and that finally Italy itself was extended to the Alps, in order that not individuals merely but countries and nationalities should form one body under the name of Romans. The day of stable peace at home and victory abroad came when the districts beyond the Po were admitted to citizenship, and, availing ourselves of the fact that our legions were settled throughout the globe, we added to them the stoutest of the provincials, and succoured a weary empire. Is it regretted that the Balbi crossed over from Spain and families equally distinguished from Narbonese Gaul? Their descendants remain; nor do they yield to ourselves in love for this native land of theirs. What else proved fatal to Lacedaemon and Athens, in spite of their power in arms, but their policy of holding the conquered aloof as alien-born? But the sagacity of our own founder Romulus was such that several times he fought and naturalized a people in the course of the same day! Strangers have been kings over us: the conferment of magistracies on the sons of freedmen is not the novelty which it is commonly and mistakenly thought, but a frequent practice of the old commonwealth. You object: 'But we fought with the Senones.' Then, presumably, the Volscians and Aequians never drew up a line of battle against us? You object

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<sup>1</sup> Or Gaius; his first name is not known for certain.

again: 'We were taken by the Gauls.' But we also gave hostages to the Tuscans, and underwent the yoke of the Samnites.<sup>2</sup>

And yet, if you survey the whole of our wars, not one was finished within a shorter period than that against the Gauls: thenceforward there has been a continuous and loyal peace. Now that customs, culture, and the ties of marriage have blended them with ourselves, let them bring among us their gold and their riches instead of retaining them beyond the pale! All, Senators, that is now considered very old was once new: plebeian magistrates followed the patrician; Latin, the plebeian; magistrates from the other races of Italy, the Latin. Our innovation, too, will be parcel of the past, and what we defend by precedents today will rank among precedents in the future."

*Section 25:*

The emperor's speech was followed by a resolution of the Senate, and the Aedui became the first to acquire senatorial rights in the capital: a concession to a long-standing treaty and to their position as the only Gallic community enjoying the title of brothers to the Roman people.

*Questions for your group:*

1. Who is the author? Who is the audience? What does your reading have to say about who the Romans are or what it takes to be a Roman?
2. How does your answer to (1) compare with what the *Aeneid* (especially book 12) says about who the Romans are and what it takes to be Roman?
3. What is mythological about this passage, despite its coming from a historical or documentary source?

---

<sup>2</sup> Senones, Volscians, Aequians, Tuscans, and Samnites were all rivals of the Romans for power in ancient Italy; each group was eventually defeated by or merged into Rome.

**Exit Tickets:** Following the CLAS171 lesson on the end of the *Aeneid* and other Roman foundation myths, students were asked to reflect on the class by writing down 1) something they would remember from this lesson, 2) a question they had at the end of it, and 3) their favorite ice cream flavor (the last one intended more to hold their interest than to show evidence of learning and reflection).

- 1) The class system in Rome was extremely divided (Plebeians, Patricians)
- 2) How were these kings of Rome who were not even from Rome? - seems strange
- 3) moose tracks

- 1) Why and what 'it takes' to be Roman.
- 2) Besides their own people, who is the audience?
- 3) chocolate

I learned about the hierarchy between Plebeians and ~~Patricians~~ Patricians

1 Question the outcome of the speeches

Fav icecream is candy cane

1. I learned about how the Greeks portray their history

2. Why couldn't they hold their own against Trojan/Roman forces?

3. peanut butter cup

Learned: About the perspectives of historians and critics on what it means to be a Roman

Question: How did the majority of people living at this time feel about their heritage. (The lay person perspective rather than one from a scholar)

Icecream: pistacio

learned about the different perspectives of who the Romans are

Question: Why do the Greeks feel the need to validate themselves?

icecream: vanilla bean  
(not the same as vanilla)

1) Roman heritage is very complex

2) are Romans Romans of Greeks?

3) cookies and cream

- Greeks believed Rome was a Greek city, but Romans did not

- What made Romans believe that they were made of mostly foreigners?

learned: who Dionysius of Halicarnassus is

question: More detail abt Greek and Roman culture

ice cream: peanut butter

learned: Through looking at the text closer how characters from Aeneid relate to Odysseus & Iliad

question I have: Does the death at the end have anything to do with fulfilling prophecy?

ice cream: cookies & cream

1. Claudius Was an Emperor of Rome

2. Were there elections to Roman political institutions?

3. Black Raspberry

• I learned Claudius invented new letters of the alphabet

• How did the Romans receive Claudius's ideas on citizenship

• Butter pecan.

1) Claudius is known for being crazy

2) Why were all emperors crazy?

3) Smitty's oatmeal ice cream

1. I learned a lot about how groups of people were brought into Roman culture and how they were then viewed in Rome as Romans.

2. ~~Maybe~~ I'm question less sorry

3. Blueberry White Chocolate Chunk exclusive to Clumpies Ice Cream Co. in Chattanooga, TN

learned: I learned that Aeneas is a version of Paris for Turnus and that Aeneas can be a reflection of many people at once.

question: would the conquered people, like Gauls, want to be considered Romans?

ice cream: mint chocolate chip

learned: I didn't know any "non-Romans" were allowed in the senate

question: why were the Gauls favored?

ice cream: sorbet

1) Classius was Crazy

2) How exactly did the Romans overtake the Greeks?

3) Chocolate

1. Vigil liked to go on walks,  
Plebian was kind of a caste,

2. Were there any other commissioned myth,

3. Cookies 'n' Cream

I learned that Romans are not purely from Rome

What did the people of Rome think of the laws?

• Ben + Jerry's Rhish Food.

I learned more about the history of Rome.

I still have a question about timelines, how do all these passages relate to one another.

Mint Chip

learned → I learned that Rome is filled with many different types of people

question → I am still confused about the timeline of these emperors & senatorial formations

Ice cream → Double Dunkers



## Fall 2012

Instructor: David Stifler  
 Department: Latin  
 Course: LAT1121 02 (BEGINNING LATIN II)

Forms Ordered: 15 Responses: 13 ( 87%)

Response Scale  
 E = Excellent  
 VG = Very Good  
 G = Good  
 F = Fair  
 P = Poor

	E	VG	G	F	P	(N)
1. Description of course objectives and assignments	3 23%	8 62%	2 15%	0 0%	0 0%	13
2. Communication of ideas and information	5 38%	4 31%	3 23%	1 8%	0 0%	13
3. Expression of expectations for performance in class	7 54%	3 23%	3 23%	0 0%	0 0%	13
4. Availability to assist students in or out of class	7 54%	5 38%	0 0%	1 8%	0 0%	13
5. Respect and concern for students	6 46%	5 38%	1 8%	1 8%	0 0%	13
6. Stimulation of interest in the course.	6 46%	4 31%	1 8%	2 15%	0 0%	13
7. Facilitation of learning.	7 54%	2 15%	1 8%	3 23%	0 0%	13
8. Overall assessment of instructor.	6 46%	5 38%	2 15%	0 0%	0 0%	13

1. What did you like about the course and/or instructor? Give examples.

Material was given with great enthusiasm. Received extra history lessons. Bonus! etc

The instructor presented material with clarity and was well delivered.

1. What did you like about the course and/or instructor? Give examples.

I enjoyed the wealth of background knowledge you brought to the class, such as knowing when and why a phrase came to be.

1. What did you like about the course and/or instructor? Give examples.

Gives tough quizzes that prepare you for the tests ~~class~~ and really makes you learn material which is a good thing. This will really help with Latin III.

1. What did you like about the course and/or instructor? Give examples.

Doing vocab quizzes regularly before going into a chapter

1. What did you like about the course and/or instructor? Give examples.

~~It was~~ He was enthusiastic/passionate about the language which makes it more fun to learn, and interesting because he was knowledgeable on the language - knew "fun facts" and many cool English relatable things.

Enjoyed this class!

1. What did you like about the course and/or instructor? Give examples.

Was very informative, especially ~~in~~ <sup>with</sup> regards to linguistics and word origins. This helped me make connections to remember the language better.

1. What did you like about the course and/or instructor? Give examples.

Seemed very interested in the subject - had good background stories to tell

Was very patient with students

1. What did you like about the course and/or instructor? Give examples.

The enthusiasm.

1. What did you like about the course and/or instructor? Give examples.

You ~~were~~ kept the course interesting

LATIN 1121 SPRING 2013

The ratings below are manually tabulated from completed evaluations which were submitted via Scantron. Around half of the class was present and elected to fill out the evaluation at the time they were administered. I can provide scans or photocopies if desired to authenticate the document.

<i>Course Content Statements</i>	<i>Strongly agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly disagree</i>
The course materials helped me understand the subject matter	7	4	2		
The work required of me was appropriate based on course objectives	9	4			
The tests, projects, etc. accurately measured what I learned in this course	9	2	2		
This course encouraged me to think critically	9	2	2		
I learned a great deal in this course	9	1	3		
<i>Instructor Statements</i>	<i>Strongly agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly disagree</i>
The instructor provided clear expectations for the course	10	3			
The instructor communicated effectively	11	1	1		
The instructor stimulated my interest in the subject matter	10	2		1	
The instructor provided helpful feedback on my work	8	4	1		
The instructor demonstrated respect for students	10	3			
The instructor demonstrated mastery of the subject matter	13				
<i>Summary Statements</i>	<i>5 Excellent</i>	<i>4</i>	<i>3 Satisfactory</i>	<i>2</i>	<i>1 Poor</i>
Overall course content rating	8	2	2	1	
Overall instructor rating	11	2			

Below is the full selection of free response questions to which students supplied answers, scanned from the original documents. Not every student who filled out an evaluation form elected to provide a response to the questions.

What did you like about the course and/or instructor? Please give examples.

Mastery of language.

What did you like about the course and/or instructor? Please give examples.

He made jokes.

What did you like about the course and/or instructor? Please give examples.

David makes sure to go into detail on every subject he teaches us and makes certain we really understand before moving on. He is always available for questions and explains things in a way we understand easily.

What did you like about the course and/or instructor? Please give examples.

I thought the course was great and the teacher was very competent. I appreciated the push with frequent homework assignments and quizzes. That's definitely necessary in a language course. Explanations were always clear and easy to understand. Great job!

What did you like about the course and/or instructor? Please give examples.

- quite knowledgeable!
- tried to make course as interesting as possible
- always able to help!

What did you like about the course and/or instructor? Please give examples.

I liked that the instructor was friendly, funny, and approachable. He was not too lenient to the point where you didn't have to learn, but lenient enough that he understood simple mistakes and would not penalize you too harshly.

What did you like about the course and/or instructor? Please give examples.

Great teacher, really understood the material and taught very well.

What did you like about the course and/or instructor? Please give examples.

Great teacher.

What did you like about the course and/or instructor? Please give examples.

I learned a lot. In the first 2 days of class I learned more about grammar than I had in 13 years of public school.

What aspects of the course and/or the instructor's instructional methods should be improved?  
Please give examples.

More Exams

What aspects of the course and/or the instructor's instructional methods should be improved?  
Please give examples.

- perhaps slow down a bit?

What aspects of the course and/or the instructor's instructional methods should be improved?  
Please give examples.

n/a

What aspects of the course and/or the instructor's instructional methods should be improved?  
Please give examples.

Staying focused more, more helpful tips for memorization.

What aspects of the course and/or the instructor's instructional methods should be improved?  
Please give examples.

It would be nice if he had told us from the beginning whether he wanted us to raise our hands or not. Sometimes he wanted us to, and sometimes he took shoutouts. It was very confusing.

What aspects of the course and/or the instructor's instructional methods should be improved?  
Please give examples.

Latin is very difficult. I gave not a class or language major so it should've been much easier for us.

Please list additional comments and/or suggestions.

Test we grade very strictly

Please list additional comments and/or suggestions.

Thank you for being a great instructor!



Please list additional comments and/or suggestions.

Thank you so much for all of your help Mr Stifler!! 😊

Please list additional comments and/or suggestions.

Easier quizzes/exams, more time on syntax

Please refer to the faculty and peer observations for more detailed comments on my teaching at Duke -- the previous configuration of the Trinity College evaluation system is not fully accessible to graduate instructors.

GREEK 101 FALL 2016

Fall 2016		Mean	1	2	3	4	5
Course Quality	1. Give an overall rating for the quality of this course.	4.60	.	.	.	2	3
	2. Give an overall rating for quality of instruction.	4.60	.	.	.	2	3
	3. Overall, how much did you learn in this course.	4.80	.	.	.	1	4
	4. How would you characterize the workload in this course?	3.40	.	.	3	2	.
	5. How difficult was this course for you?	3.40	.	.	3	2	.
Course Dynamics	1. The course materials (readings, textbooks, labs, online, etc.) engaged my interest.	4.60	.	.	.	2	3
	2. The course assignments (papers, projects, problem sets, etc.) helped me learn.	5.00	.	.	.	.	5
	3. The course was well-structured and organized.	4.80	.	.	.	1	4
	4. The course expectations and requirements were clear.	4.80	.	.	.	1	4
	5. The course was intellectually stimulating and made me think.	4.60	.	.	.	2	3
	6. The grading procedures were appropriate and fair.	4.80	.	.	.	1	4
Instructor 1	1. Please rate the overall quality of instruction from this instructor (instructor 1).	4.60	.	.	.	2	3
	2. Instructor 1 had a thorough knowledge of the subject matter.	4.80	.	.	.	1	4
	3. Instructor 1 was enthusiastic about the course.	4.80	.	.	.	1	4
	4. Instructor 1 explained material clearly and in a way that enhanced my understanding.	4.40	.	.	1	1	3
	5. Instructor 1 was well prepared.	4.80	.	.	.	1	4
	6. Instructor 1 provided timely and helpful feedback on my work and performance in the course.	4.80	.	.	.	1	4
	7. Instructor 1 was willing to meet and help students outside of class.	5.00	.	.	.	.	5
	8. Instructor 1 fostered a positive class dynamic and atmosphere conducive to learning.	4.40	.	.	1	1	3
Instructor 2, if applicable	1. Please rate the overall quality of instruction from this instructor (instructor 2).	.	.	.	.	.	.
	2. Instructor 2 had a thorough knowledge of the subject matter.	.	.	.	.	.	.
	3. Instructor 2 was enthusiastic about the course.	.	.	.	.	.	.
	4. Instructor 2 explained material clearly and in a way that enhanced my understanding.	.	.	.	.	.	.
	5. Instructor 2 was well prepared.	.	.	.	.	.	.
	6. Instructor 2 provided timely and helpful feedback on my work and performance in the course.	.	.	.	.	.	.
	7. Instructor 2 was willing to meet and help students outside of class.	.	.	.	.	.	.
	8. Instructor 2 fostered a positive class dynamic and atmosphere conducive to learning.	.	.	.	.	.	.
Trinity College Learning Objectives	1. Gaining factual knowledge.	4.80	.	.	.	1	4
	2. Understanding fundamental concepts and principles.	4.60	.	.	.	2	3
	3. Learning to apply knowledge, concepts, principles, or theories to a specific situation or prob..	4.40	.	.	1	1	3
	4. Learning to analyze ideas, arguments, and points of view.	2.80	2	1	.	.	2
	5. Learning to synthesize and integrate knowledge.	4.40	.	.	1	1	3
	6. Learning to conduct inquiry through methods of the field.	4.00	1	.	.	1	3
	7. Learning to evaluate the merits of ideas and competing claims.	2.80	2	1	.	.	2
	8. My ability to effectively communicate ideas orally.	3.80	1	.	.	2	2
	9. My ability to effectively communicate ideas in writing.	3.60	1	.	1	1	2
How many hours per week, on average, did you spend outside of scheduled class time (inclu..	3.20	.	1	2	2	.	

Instructions for printing:  
[http://assessment.aas.duke.edu/Tableau\\_CE\\_users\\_guide.htm#basic\\_print](http://assessment.aas.duke.edu/Tableau_CE_users_guide.htm#basic_print)

Link to response codes:  
[http://assessment.aas.duke.edu/Trinity\\_CE\\_codes.htm](http://assessment.aas.duke.edu/Trinity_CE_codes.htm)

Subject Catalog ▽ ⌵ ▾  
 (All)  
 GREEK 101.01 (7402)

Course:	ELEMENTARY GREEK
Instructor 1:	Stifler,David W.F.
Instructor 2:	
Forms returned:	5
Combined enrollment:	8
Return rate as %:	62.500

	Y
Would you recommend this course to other students?	5

Instructor course description, if appl.: Click the arrow below to open written comments.



GREEK 102 SPRING 2017

Spring 2017 GREEK 102.01 (8138)

	Question	Mean	1	2	3	4	5
Course Quality	1. Give an overall rating for the quality of this course.	5.00	.	.	.	.	1
	2. Give an overall rating for quality of instruction.	4.00	.	.	.	1	.
	3. Overall, how much did you learn in this course.	5.00	.	.	.	.	1
	4. How would you characterize the workload in this course?	4.00	.	.	.	1	.
	5. How difficult was this course for you?	4.00	.	.	.	1	.
Course Dynamics	1. The course materials (readings, textbooks, labs, online, etc.) engaged my interest.	5.00	.	.	.	.	1
	2. The course assignments (papers, projects, problem sets, etc.) helped me learn.	5.00	.	.	.	.	1
	3. The course was well-structured and organized.	5.00	.	.	.	.	1
	4. The course expectations and requirements were clear.	5.00	.	.	.	.	1
	5. The course was intellectually stimulating and made me think.	5.00	.	.	.	.	1
	6. The grading procedures were appropriate and fair.	5.00	.	.	.	.	1
Instructor 1	1. Please rate the overall quality of instruction from this instructor (instructor 1).	5.00	.	.	.	.	1
	2. Instructor 1 had a thorough knowledge of the subject matter.	5.00	.	.	.	.	1
	3. Instructor 1 was enthusiastic about the course.	5.00	.	.	.	.	1
	4. Instructor 1 explained material clearly and in a way that enhanced my understanding.	5.00	.	.	.	.	1
	5. Instructor 1 was well prepared.	5.00	.	.	.	.	1
	6. Instructor 1 provided timely and helpful feedback on my work and performance in the c..	4.00	.	.	.	1	.
	7. Instructor 1 was willing to meet and help students outside of class.	5.00	.	.	.	.	1
	8. Instructor 1 fostered a positive class dynamic and atmosphere conducive to learning.	4.00	.	.	.	1	.
Instructor 2, if applicable	1. Please rate the overall quality of instruction from this instructor (instructor 2).	.	.	.	.	.	.
	2. Instructor 2 had a thorough knowledge of the subject matter.	.	.	.	.	.	.
	3. Instructor 2 was enthusiastic about the course.	.	.	.	.	.	.
	4. Instructor 2 explained material clearly and in a way that enhanced my understanding.	.	.	.	.	.	.
	5. Instructor 2 was well prepared.	.	.	.	.	.	.
	6. Instructor 2 provided timely and helpful feedback on my work and performance in the c..	.	.	.	.	.	.
	7. Instructor 2 was willing to meet and help students outside of class.	.	.	.	.	.	.
	8. Instructor 2 fostered a positive class dynamic and atmosphere conducive to learning.	.	.	.	.	.	.
Trinity College Learning Objectives	1. Gaining factual knowledge.	5.00	.	.	.	.	1
	2. Understanding fundamental concepts and principles.	5.00	.	.	.	.	1
	3. Learning to apply knowledge, concepts, principles, or theories to a specific situation or ..	5.00	.	.	.	.	1
	4. Learning to analyze ideas, arguments, and points of view.	5.00	.	.	.	.	1
	5. Learning to synthesize and integrate knowledge.	5.00	.	.	.	.	1
	6. Learning to conduct inquiry through methods of the field.	5.00	.	.	.	.	1
	7. Learning to evaluate the merits of ideas and competing claims.	5.00	.	.	.	.	1
	8. My ability to effectively communicate ideas orally.	5.00	.	.	.	.	1
	9. My ability to effectively communicate ideas in writing.	5.00	.	.	.	.	1
How many hours per week, on average, did you spend outside of scheduled class time (in..	3.00	.	.	1	.	.	

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Link to response codes:  
[http://assessment.aas.duke.edu/Trinity\\_CE\\_codes.htm](http://assessment.aas.duke.edu/Trinity_CE_codes.htm)

Choose course:

GREEK 102.01 (8138)

course	ELEMENTARY GREEK
Instructor 1:	Stifler,David W.F.
Instructor 2:	
Forms returned:	1
Com bined enrollment:	6
Return rate as %:	16.667

	Y
Would you recommend this course to other students?	1

Instructor course description, if appl. Click the arrow below to open written comments.



Spring 2018

		LATIN 203.01 (3895)		Responses			
		N	Mean	3	4	5	N/A
Overall rating	The course has clearly defined student learning obje...	3	5.00			3	
	The course had clear expectations for assignments ...	3	5.00			3	
	Overall the course was:	3	4.00	1	1	1	
	Overall, instructor 1 was:	3	4.67		1	2	
	Overall, instructor 2 was:	0					3
	Overall, instructor 3 was:	0					3
Course dynamics	The course had a welcoming and inclusive classroo...	3	4.33		2	1	
	Please characterize the difficulty of the subject matte...	3	4.00		3		
	How much did you learn from this course?	3	4.67		1	2	
Trinity College learning objectives	This course helped me gain factual knowledge.	3	4.33		2	1	
	This course helped me understand fundamental con...	3	4.67		1	2	
	This course helped me learn to apply knowledge, co...	3	4.00	1	1	1	
	This course helped me learn to analyze ideas, argu...	3	4.00		3		
	This course helped me learn to synthesize and integ...	3	5.00		3		
	This course helped me learn to conduct inquiry throu...	3	4.33		2	1	
	This course helped me learn to evaluate the merits o...	3	5.00		3		
	This course helped me to effectively communicate id...	3	5.00		3		
	This course helped me to effectively communicate id...	3	5.00		3		

First, choose course:

LATIN 203.01 (3895)

Subject and catalog	LATIN 203.01 (3895)
Course title	INTERMEDIATE LATIN
Combined enrollment (all crosslists)	6
N submissions	3
Return rate (as %)	50

The purpose of this report is to provide a quick summary of question means and response frequencies for an individual course. You may select one course at a time in the upper-right menu.

To release these data to students (i.e., opt-into the Trinity SACES system), complete this form: [http://bit.ly/SACES\\_change](http://bit.ly/SACES_change)

Click here to open the list of response codes for each question. <https://assessment.trinity.duke.edu/course-evaluation-codes-trinity-college>

To print to PDF, find the option to **Download PDF**, then the options *Landscape* and *This Dashboard*, then download.

To access a comprehensive Users' Guide, click here: <https://assessment.trinity.duke.edu/tableau-user-guide>

		LATIN 203.01 (3895)					
		N	Mean	6	7	8	10
Student engagement in course	How many hours per week on average did you spend on this course (outside of class meetings)?	3	7.00	1	1	1	
	About what percent of the class meetings (including discussions, labs, etc) did you attend in person?	3	10.00				3

Instructor report: Basic course... Instructor report: Course, with ... Instructor report: Written com...

LATIN 203.01 (3895)

First, choose course:

\*  
 LATIN 203.01 (3895)

What would you like to say about this course to a student who is considering taking it in the future?

Avg. Overall the course was:

Avg. Overall, instructor 1 was:

Avg. The course has clearly defined student learning objectives.

Avg. Please characterize the difficulty of the subject matter:

Avg. How much did you learn from this course?

...especially for students with weaker backgrounds in Latin. I really enjoyed what I was learning, but was stressed out about how quickly I needed to b

Keep Only Exclude

The content of this course is very interesting and the instructor was very engaging. However, the workload and pace of the course can be overwhelming, especially for students with weaker backgrounds in Latin. I really enjoyed what I was learning, but was constantly stressed out about how quickly I needed to be learning it.

**LATIN 203.01 (3895)**

follow the instructions for opening your file in Excel.

Would you like to provide any other comments about this course?

Avg. Overall the course was:  
Avg. Overall, instructor 1 was:  
Avg. The course has clearly defined stud..  
Avg. Please characterize the difficulty of the subje..  
Avg. How much did you learn from this c..

Overall pretty small course (in Spring semester at least) so you will have to participate a lot, but that's honestly pretty rewarding because it helps you learn more	4	5	5	4	5
---	---	---	---	---	---

To access a comprehensive Users' Guide:  
<https://assessment.trinity.duke.edu/tableau-user-guide>

✓ Keep Only ✕ Exclude ☰

Overall pretty small course (in Spring semester at least) so you will have to participate a lot, but that's honestly pretty rewarding because it helps you learn more

Fall 2018

First, choose course:

LATIN 101.02 (5657)

		LATIN 101.02 (5657)		Trinity College	Humanities	LATIN
		N	Mean			
Overall rating	The course has clearly defined student learning objectives.	9	4.67	4.20	4.26	4.64
	The course had clear expectations for assignments and other work.	9	4.56	4.20	4.24	4.71
	Overall the course was:	9	4.44	4.03	4.22	4.42
	Overall, instructor 1 was:	9	4.67	4.27	4.44	4.79
	Overall, instructor 2 was:	0		3.93	4.32	
	Overall, instructor 3 was:	0		4.00		
Trinity College learning objectives	This course helped me gain factual knowledge.	9	4.22	4.30	4.23	4.36
	This course helped me understand fundamental concepts and principles.	9	4.44	4.36	4.36	4.43
	This course helped me learn to apply knowledge, concepts, principles, or theories to a specific situati..	9	4.00	4.26	4.25	4.24
	This course helped me learn to analyze ideas, arguments, and points of view.	9	3.78	4.00	4.13	4.11
	This course helped me learn to synthesize and integrate knowledge.	9	4.11	4.18	4.23	4.20
	This course helped me learn to conduct inquiry through methods of the field.	9	3.44	3.98	3.95	3.85
	This course helped me learn to evaluate the merits of ideas and competing claims.	9	3.44	3.95	4.02	3.87
	This course helped me to effectively communicate ideas orally.	9	4.00	3.78	4.22	4.05
	This course helped me to effectively communicate ideas in writing.	9	3.78	3.96	4.33	3.96
Course dynamics	The course had a welcoming and inclusive classroom environment.	9	4.33	4.34	4.55	4.72
	Please characterize the difficulty of the subject matter:	9	3.00	3.33	3.16	3.26
	How much did you learn from this course?	9	4.22	4.00	4.07	4.17
Student engagement in course	How many hours per week on average did you spend on this course (outside of class meetings)?	9	4.78	4.22	3.95	4.91
	About what percent of the class meetings (including discussions, labs, etc) did you attend in person?	9	9.44	9.23	9.46	9.33

To compare means for the subject and division:

Choose division:  
Humanities

Choose subject:  
All

Subject and catalog	LATIN 101.02 (5657)
Course title	ELEMENTARY LATIN
Combined enrollment (all crosslists)	11
N submissions	9
Return rate (as %)	81.818181818
Instructor 1	Stifler,David W.F.
Instructor 2	
Instructor 3	

The report allows you to compare results from a single course against those of the College overall, the appropriate academic division, and the subject of the course. To release these data to students (i.e., opt-into the Trinity SACES system), complete this form: [http://bit.ly/SACES\\_change](http://bit.ly/SACES_change)

To view the response codes for each question: <https://assessment.trinity.duke.edu/course-evaluation-codes-trinity-college>

To print to PDF, find the option to **Download**. Select **PDF**, then the options *andscape* and *This Dashboard*, then download.

To access a comprehensive Users' Guide: <https://assessment.trinity.duke.edu/tableau-user-guide>

Latin 101 Fall 2018 student comments (full comments added as notes where needed)

None

What would you like to say about this course to a student who is considering taking it in the future?	Avg. Overall the course was:	Avg. Overall instructor 1 was:	Avg. The course has clearly defined student learning objectives:	Avg. Please characterize the difficulty of the subject matter:	Avg. How much did you learn from this course?
The course was informative but not overwhelmingly difficult.	4	4	4	3	4
Latin 101! You have to keep up with the homework and vocabulary, but if you understand the concepts discussed in the chapters, you will be able to do well!	5	5	5	3	5
...viewing in order to succeed and truly learn the language. However, this class has good structure and fun activities that allow you to learn a lot of Latin and enjoy doing so.	5	5	5	3	5
I think this was a great class and I highly recommend taking Latin 101 with Prof. Stifler. I really liked how the class was set up and it was a great overall semester.	4	5	5	3	4
er adds humor and his amazingly large factual base adds much quality to the class. There is a steep learning curve, but if you stick with it, the class is very rewarding.	4	4	5	3	5

None

Would you like to provide any other comments about this course?	Avg. Overall the course was:	Avg. Overall instructor 1 was:	Avg. The course has clearly defined stud..	Avg. Please characterize the difficulty of the subj..	Avg. How much did you learn from this c..
Dr. Stifler is an excellant teacher	5	5	5	2	4
...re efficient learner. He constantly asks for feedback and is not afraid to change his practices. I appreciate his wit and sense of humor. I am very thankful to have taken a class with Stifler.	4	4	5	3	5

Choose course(s):

- \*
- LATIN 101.02 (5657)

The purpose of this report is to provide written comments from students (at left), aligned with each student's ratings on key course evaluation questions (at right). Written comments are not released to students.

Click here to open the list of response codes for each question.  
<https://assessment.trinity.duke.edu/course-evaluation-codes-trinity-college>

To print to Excel, click anywhere within one of the tables. In the upper right of the Tableau website, find the option to **Download**. Select **Crosstab**, then follow the instructions for opening your file in Excel.

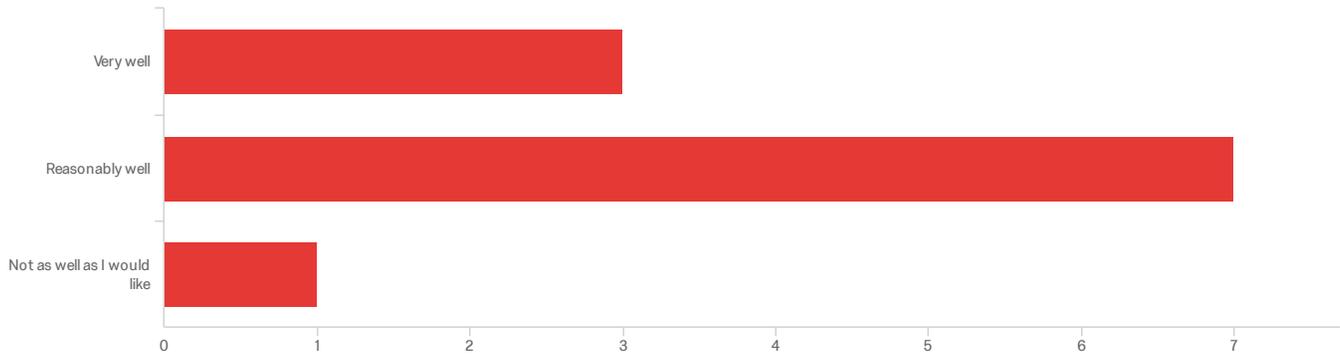
To access a comprehensive Users' Guide:  
<https://assessment.trinity.duke.edu/tableau-user-guide>

# Latin 101

## Post-test Survey III

November 29, 2018 2:49 PM MST

### Q1 - How well do you think you did on this test?

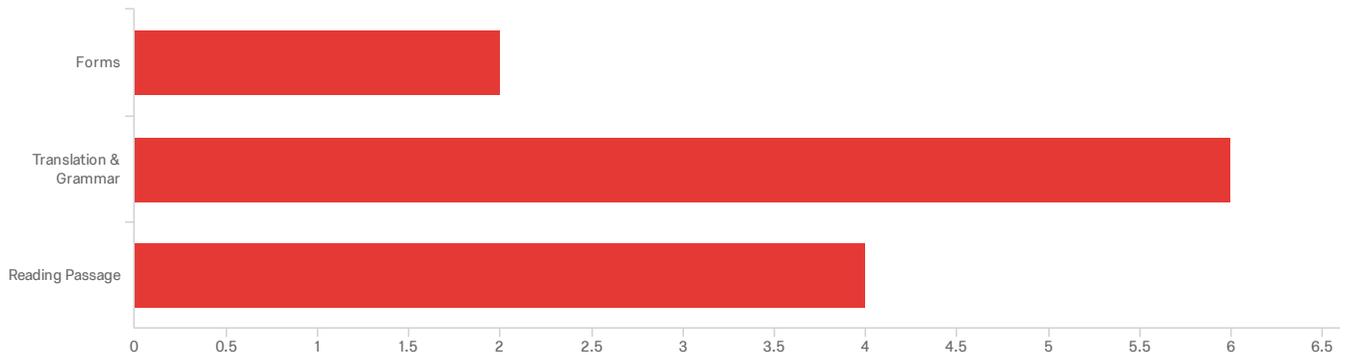


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How well do you think you did on this test?	1.00	3.00	1.82	0.57	0.33	11

#	Field	Choice Count
1	Very well	27.27% 3
2	Reasonably well	63.64% 7
3	Not as well as I would like	9.09% 1
		11

Showing rows 1 - 4 of 4

## Q2 - Which part(s) of the test did you find most challenging?



#	Field	Choice Count
1	Forms	16.67% 2
2	Translation & Grammar	50.00% 6
3	Reading Passage	33.33% 4
		12

Showing rows 1 - 4 of 4

### Q3 - If possible, please describe the specific section(s) that felt especially challenging

and why they seemed that way:

If possible, please describe the specific section(s) that felt especially c...

Avoiding unforced errors in conjugating and declining verbs and nouns

Translating

I just felt I didn't have enough time.

I was confused on what happened in the reading passage, and it took me multiple times to translate it. I think the reading passage is hard because it combines grammar and vocab together.

I was a bit confused on the passage and what it was saying. I felt that I understood some parts of it, but I got a bit lost in the middle.

I'm always bad at vocab and memorizing macrons

I felt that the reading passage was definitely more difficult than the previous two, based on some of the sentence structures

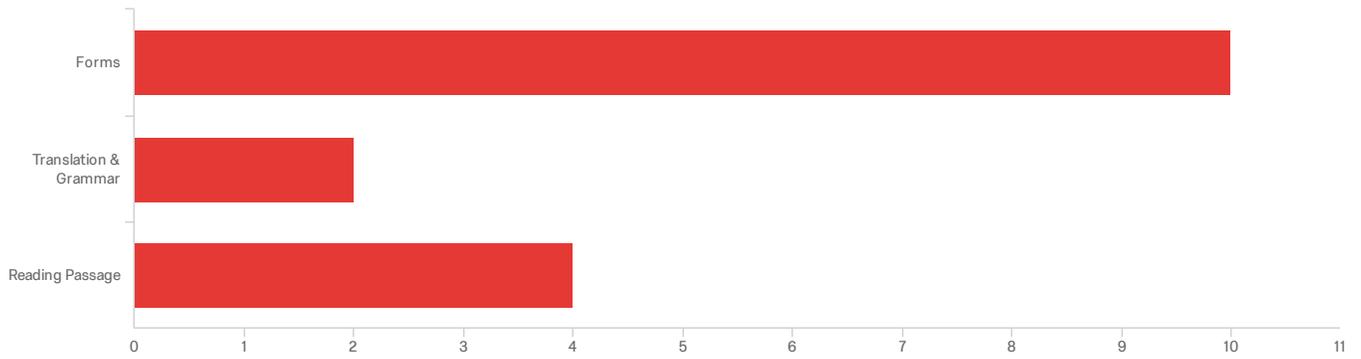
Need to be more careful when doing translation

I felt the hardest portion was the reading passage because I was not sure if I translated the passage correctly because it did not make sense to me.

Forms were more challenging than usual since the introduction of 3rd Declension Nouns took longer to process and write. It was not the test's fault, just the topic was challenging.

Showing records 1 - 10 of 10

## Q4 - Which part(s) of the test did you feel best prepared for?

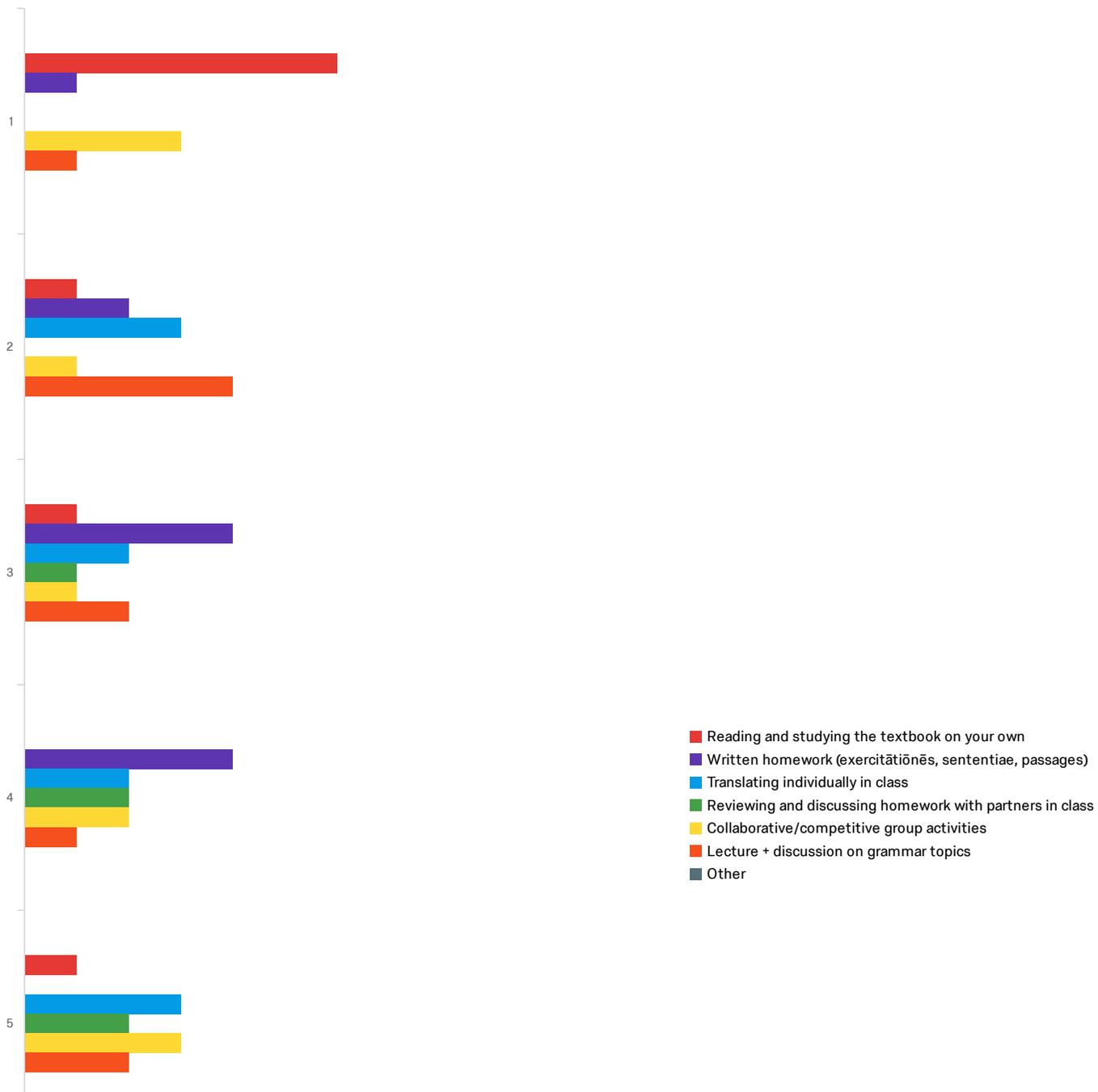


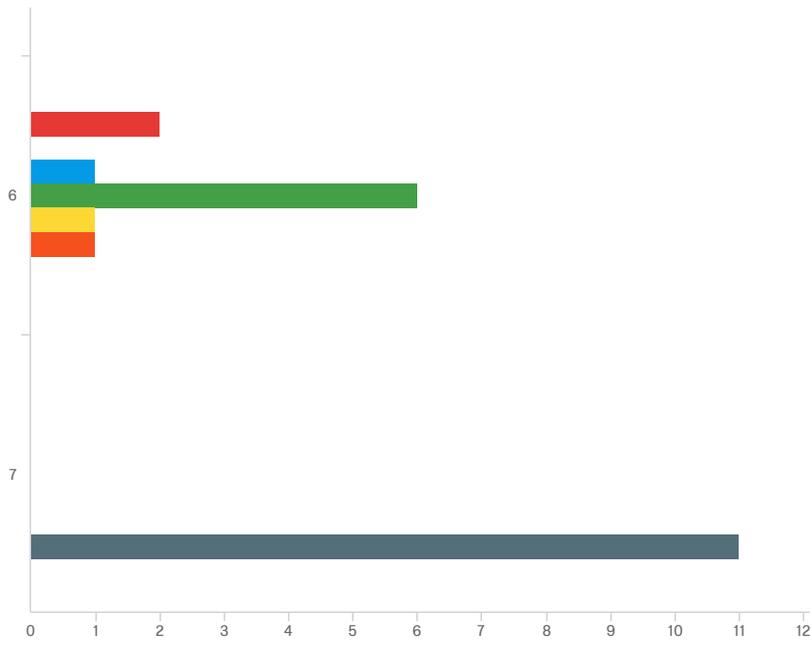
#	Field	Choice Count
1	Forms	62.50% 10
2	Translation & Grammar	12.50% 2
3	Reading Passage	25.00% 4
		16

Showing rows 1 - 4 of 4

# Q5 - In your opinion, which class activities and assignments were most effective

in preparing you for this test?





## Q6 - Which other class activities and assignments do you look forward to in preparation for the final?

Which class activities and assignments do you think would have helped you p...

I think a kahoot or a quizlet live would be fun but useful

Reviewing forms

Group activities.

I look forward to practicing translations mostly so I can understand all the grammar concepts.

Any collaborative "gens" games?

I really enjoy doing team activities!

A tournament style game like the one with the words on the board

Viewing forms of nouns and verbs by doing the exercise where we rotate the pieces of paper among a group of three students

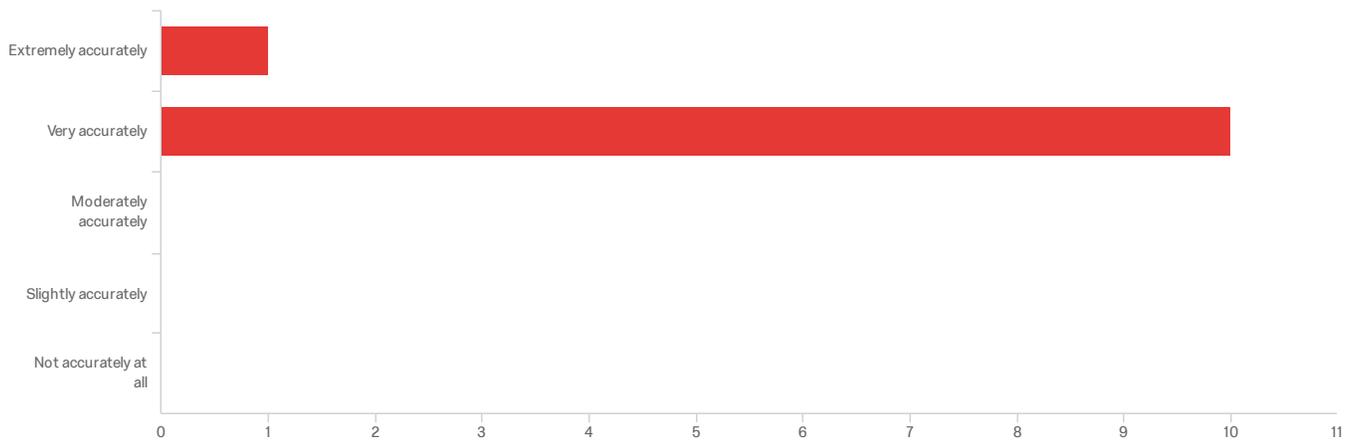
More sentences translation

Gentes games

I look forward to completing the passages because it helps me apply all my knowledge and makes me feel like I am actually learning latin.

Showing records 1 - 11 of 11

## Q7 - How accurately do you think this test has measured your Latin knowledge?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How accurately do you think this test has measured your Latin knowledge?	1.00	2.00	1.91	0.29	0.08	11

#	Field	Choice Count
1	Extremely accurately	9.09% 1
2	Very accurately	90.91% 10
3	Moderately accurately	0.00% 0
4	Slightly accurately	0.00% 0
5	Not accurately at all	0.00% 0
		11

Showing rows 1 - 6 of 6

## Q8 - What, if anything, will you plan on doing differently to prepare for the next test?

What, if anything, will you plan on doing differently to prepare for the ne...

---

Going back and reviewing past sections for the final

Nothing

Practices more translations.

I plan on translating the sentences more and doing the self-tutorial exercises so I can get more practice.

Focus more on vocabulary, especially words that look similar to each other

I will start studying a bit further in advance, making sure that I understand all of the grammatical constructions discussed in the sections.

Doing my homework sooner and not bunching it up the night before the test

Doing more of the self-tutorial exercises at the back of the book

Study more on different grammatical constructions

I will try to really study the homework problems

I will work on improving my speed at recognizing and translating adjective-noun phrases from different declensions

Q9 - What class activity or activities have felt the most engaging, interesting, or enjoyable for you? Please explain why, if possible.

What class activity or activities have felt the most engaging, interesting,...

Competitive group activities, very engaging

Lectures

Group activities

I enjoy the group activity with passing around the forms. I also like the game we play on the board but I find it hard to think fast enough.

Any of the fast-paced ones (like the ones where they gave you criteria and you had to come up with a Latin word or the speed conjugating/declining)

I really feel that practicing my grammatical forms is helpful as well as practicing translation techniques.

The group conjugating/declining

team activities because they are more engaging and fun

Where we translate in groups

Translating sentences from scratch from latin to english and english to latin in groups helps me a lot since it allows me to see how my peers approach a translation.

Showing records 1 - 10 of 10

## Q10 - What aspects of the class would you be interested in doing differently?

Please describe why, if possible.

What aspects of the class would you be interested in doing differently? Ple...

More review of older sections

None

Practice tests or outlines.

I like the way class is organized and conducted right now.

When we do individual translations in class, sometimes I find it a little tedious for one person to just read the sentence since it's only really challenging their pronunciation when the person translating could also just read the sentence at first.

Possibly practicing more sentences or passages for translation review.

I don't know

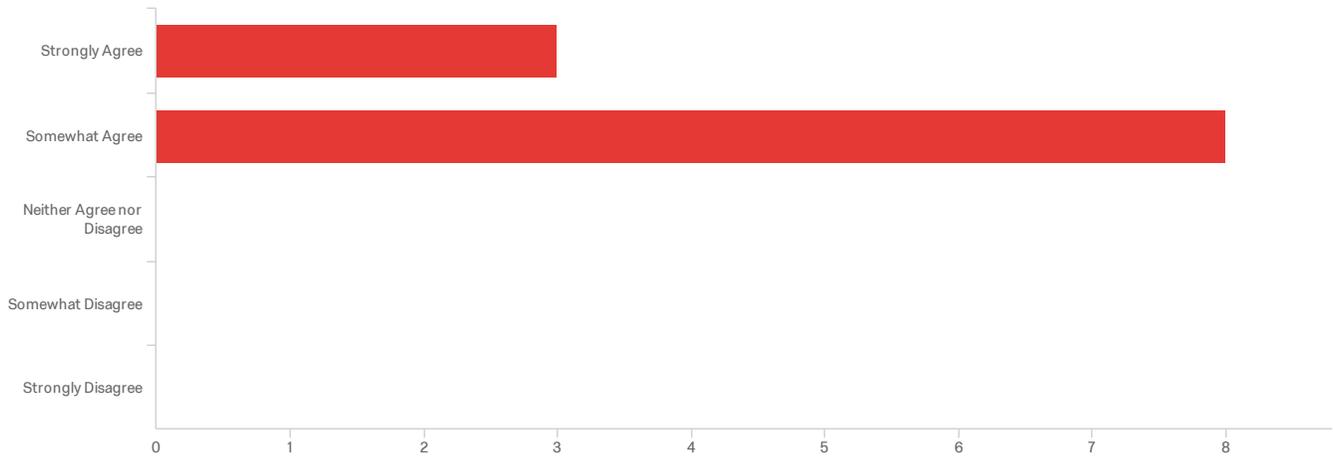
I like how the class is structured now

Maybe spending more time practicing translating

I do not find the student teaching lessons valuable. I think our time in class is limited as is and I would rather have the professor teach and explain the concepts during that time.

Showing records 1 - 10 of 10

Q11 - Statement: "We have enough class time in the week to explore the material in sufficient depth."



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Statement: "We have enough class time in the week to explore the material in sufficient depth."	1.00	2.00	1.73	0.45	0.20	11

#	Field	Choice Count
1	Strongly Agree	27.27% 3
2	Somewhat Agree	72.73% 8
3	Neither Agree nor Disagree	0.00% 0
4	Somewhat Disagree	0.00% 0
5	Strongly Disagree	0.00% 0
		11

Showing rows 1 - 6 of 6

**End of Report**

## Examinātio Tertia

Nōmen \_\_\_\_\_

## I. Formae

A. *Synopsis*Write out the 3<sup>rd</sup> person plural active indicative forms of the verb *faciō, facere, feci, factum*: (6 pts.)

Present _____	Perfect _____
Imperfect _____	Pluperfect _____
Future _____	Future perfect _____

B. *Declinatio*Fully decline the noun phrase *vīta brevis*: (12 pts.)

Singular	Plural
Nom. _____	_____ Nom.
Gen. _____	_____ Gen.
Dat. _____	_____ Dat.
Acc. _____	_____ Acc.
Abl. _____	_____ Abl.
Voc. _____	_____ Voc.

C. *Transformatiōēs*Change the following words and phrases from singular to plural and *vice versā*: (10 pts.)

<i>amicōrum</i> _____	<i>illā puellā</i> _____
<i>iūs istud</i> _____	<i>facilia</i> _____
<i>virō fortī</i> _____	<i>vīs tempestātis</i> _____

## II. Grammatica et Trālatiōnēs

### A. *Latina in Anglicam*

Translate the sentences below into natural and idiomatic English that accounts for **all** of the Latin words.

Parse (fully identify the form) of the underlined words and phrases in Latin and construe (explain the usage) of all *italic* words and phrases.

1. Senēs cum ingēntī turbā vēnērunt ad urbem eōrum sed ipsum nautam vī tenēre nōn potuērunt. (12 pts.)

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---

ingēntī turbā

2. Duōbus hōrīs Caesar tria milia suārum cōpiārum trans partem Asiae ēgerit. (10 pts.)

---



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---

suārum cōpiārum:

3. Numerus nubium erat multus, et propter istās nēmō lūcem<sup>1</sup> caelī *vidēre* poterat. (11 pts.)

---



---



---

istās

vidēre

4. Sī neuter hōrum tyrannōrum *bonō consiliō* populū suū bene reget, vim turbārum nōn vītābunt. (13 pts.)

---



---



---

bonō consiliō

reget

<sup>1</sup> *lux*, *lūcis*. f. light, daylight

B. *Anglica in Latinam*

Translate the following sentence from English into Latin. Think carefully about the Latin constructions!

Six of the old man's sons have committed their own lives to study, but they were unable to understand everything. (10 pts.)

---

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---

**III. Comprehensio Lectiōnis**

---

Read the passage on the following page carefully, and answer the questions about it in complete sentences with specific references to the Latin text.

1. What is Candaules' opinion of his wife? What plan does it make him carry out? (3 pts.)

---

---

---

2. What does Candaules' wife think of her husband? How does she react to his actions? (3 pts.)

---

---

---

3. How does Gyges respond to the wife of Candaules, and what is the result? (3 pts.)

---

---

---

4. If you were writing a history, what moral lesson would you try to teach your readers with this story? (3 pts.)

---

---

---

*Fabula Gygīs et Uxōris Candaulis (ex I<sup>o</sup> librō historiārum Hērōdoti Halicarnassī)*

Ōlim in Āsiā vixērunt tyrannus Candaulēs<sup>2</sup> et Gygēs,<sup>3</sup> p̄rimus ex amīcīs eius. Hic Candaulēs uxōrem suam magnopere<sup>4</sup> dīlēxit et saepe dīxit dē eā audītōrī Gygī: “Quam dulcis est fōrma uxōris meae! Dēbēs eam vidēre; factum facile erit. Hāc nocte exspectā nōs in cubiculō<sup>5</sup> meō. Ea nōn tē vidēbit sed tū eam vidēbis.” Et hoc Gygēs fēcīt. Uxor Candaulis tamen ācris erat et vīderat Gygem, itaque vocāvīt eum ad sē. “O miser Gygēs, vir scelestus<sup>6</sup> meus dābit poenās p̄rō factō suō. Ēice eum ab urbe et ipse regēs hanc urbem mēcum rēgīnā. Aliter,<sup>7</sup> nōn vītābis mortem acerbū.” Gygēs potentem vim timuit et celeriter<sup>8</sup> sē cum eā iunxit. Itaque eōdem tempore Gygēs et uxōrem et regnum Candaulis tenuit.

Adfirmāte hīc infrā adhaerentiam tuam ad normam communitātis Universitātis Dukiānae:  
*Affirm here below your adherence to the Duke University community standard:*

Ad normam communitātis Dukiānam cōservandam:

- In studiīs acadēmicīs meīs neque mentiar neque fraudābō neque furābor;
- Honestē mē regam in omnibus studiīs meīs, et
- Actiōnem faciam sī violētur norma communitātis.

*To preserve the Duke community standard:*

- *I will not lie, cheat, or steal in my academic endeavors;*
- *I will conduct myself honorably in all my endeavors, and*
- *I will act if the standard is compromised.*

Signatūra tua \_\_\_\_\_



<sup>2</sup> *Candaulēs*, -is. m. Candaulus: a Lydian tyrant, ruler of Sardis in the early 7th century BCE (from the Greek Κανδαύλης)

<sup>3</sup> *Gygēs*, -is. m. Gyges: a Carian bodyguard (from the Greek Γύγης)

<sup>4</sup> *magnopere* (adv.) very much

<sup>5</sup> *cubiculum*, -i n. bedroom

<sup>6</sup> *scelestus* -a -um wicked

<sup>7</sup> *aliter* (adv.) otherwise

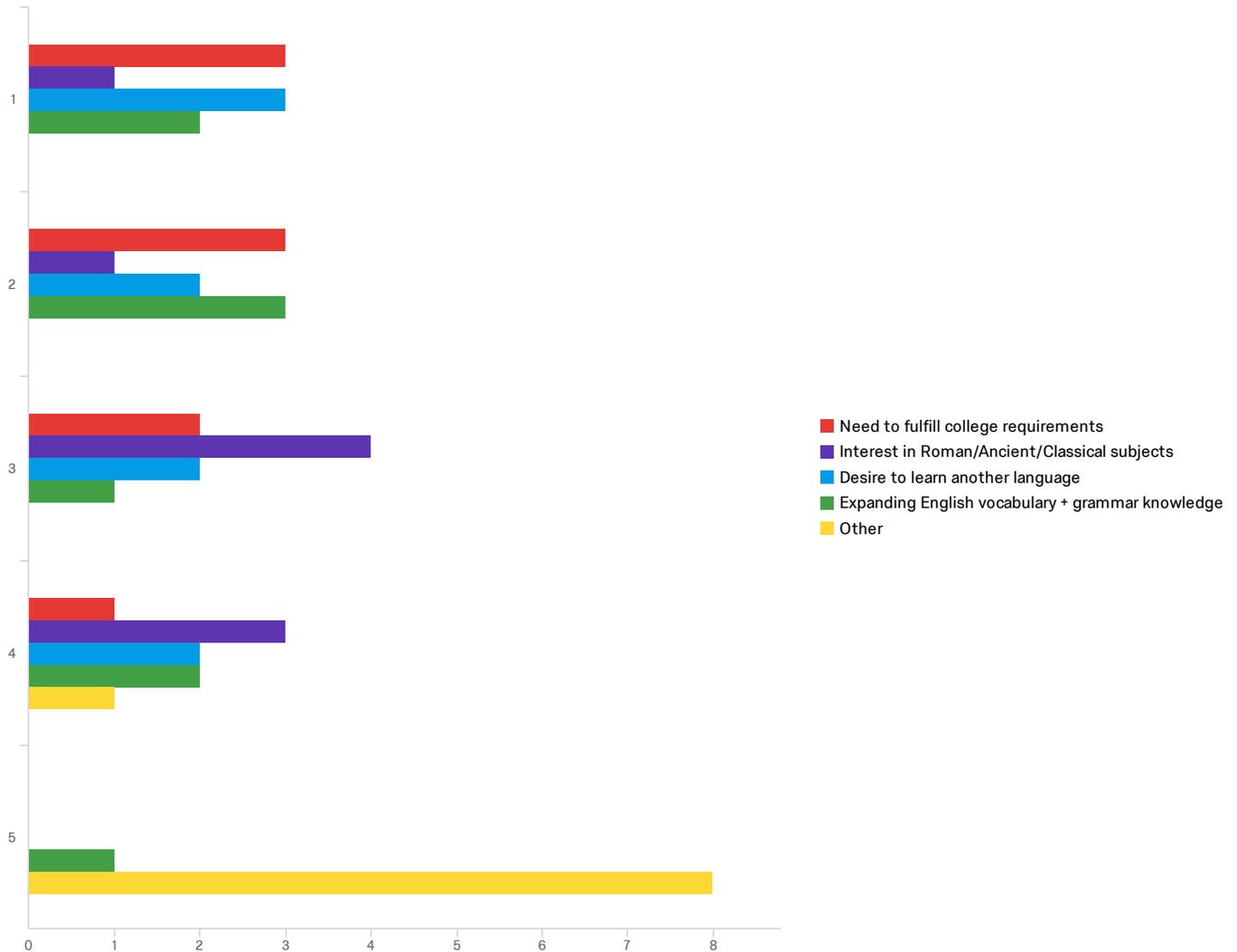
<sup>8</sup> *celeriter* (adv.) cf. *celer*, *celeris*, *celere*

# Latin 101

Final Reflection + Feedback

December 13, 2018 2:14 PM MST

Q1 - Please rank your reasons for taking this course:

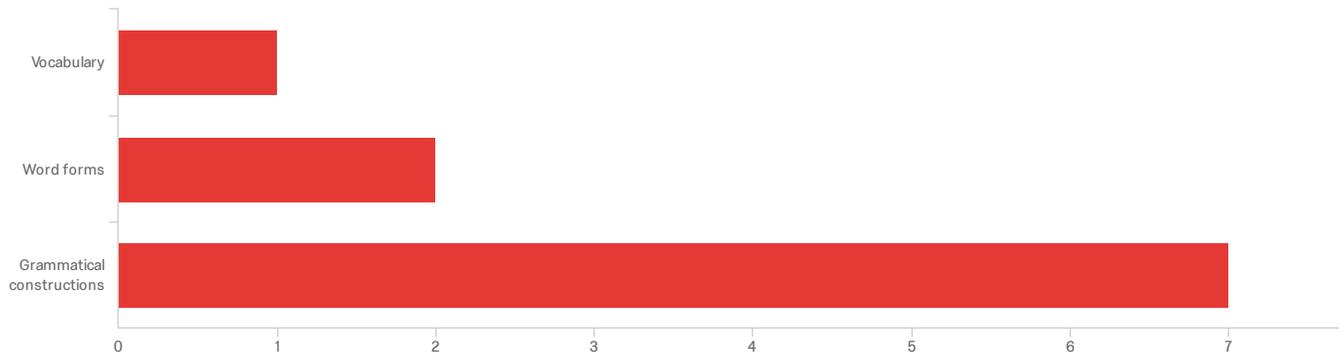


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Need to fulfill college requirements	1.00	4.00	2.11	0.99	0.99	9
2	Interest in Roman/Ancient/Classical subjects	1.00	4.00	3.00	0.94	0.89	9
3	Desire to learn another language	1.00	4.00	2.33	1.15	1.33	9
4	Expanding English vocabulary + grammar knowledge	1.00	5.00	2.67	1.33	1.78	9
5	Other	4.00	5.00	4.89	0.31	0.10	9

#	Field	1	2	3	4	5	Total
1	Need to fulfill college requirements	33.33% 3	33.33% 3	22.22% 2	11.11% 1	0.00% 0	9
2	Interest in Roman/Ancient/Classical subjects	11.11% 1	11.11% 1	44.44% 4	33.33% 3	0.00% 0	9
3	Desire to learn another language	33.33% 3	22.22% 2	22.22% 2	22.22% 2	0.00% 0	9
4	Expanding English vocabulary + grammar knowledge	22.22% 2	33.33% 3	11.11% 1	22.22% 2	11.11% 1	9
5	Other	0.00% 0	0.00% 0	0.00% 0	11.11% 1	88.89% 8	9

Showing rows 1 - 5 of 5

## Q2 - Which aspect of core Latin knowledge have you found most difficult to acquire?

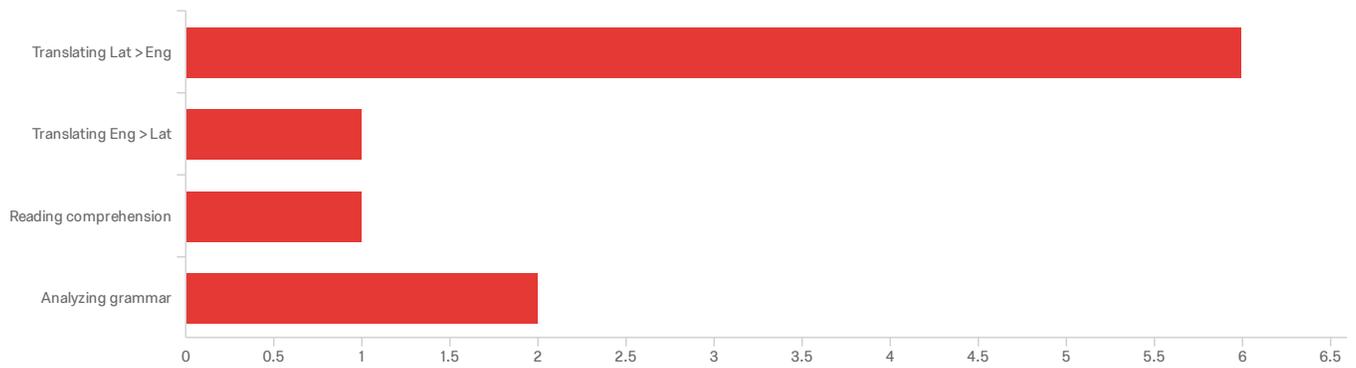


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which aspect of core Latin knowledge have you found most difficult to acquire?	1.00	3.00	2.60	0.66	0.44	10

#	Field	Choice Count
1	Vocabulary	10.00% 1
2	Word forms	20.00% 2
3	Grammatical constructions	70.00% 7
		10

Showing rows 1 - 4 of 4

## Q7 - Which of the skills practiced in this course do you feel most confident with?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which of the skills practiced in this course do you feel most confident with?	1.00	4.00	1.90	1.22	1.49	10

#	Field	Choice Count
1	Translating Lat > Eng	60.00% 6
2	Translating Eng > Lat	10.00% 1
3	Reading comprehension	10.00% 1
4	Analyzing grammar	20.00% 2

10

Showing rows 1 - 5 of 5

## Q8 - Please briefly describe your method(s) for studying vocabulary:

Please briefly describe your method(s) for studying vocabulary:

---

Note Cards

Notecards

Quizlet

Quizlet sets.

Using flash cards and the Learn function on Quizlet

For vocabulary review, I use Quizlet, which is a flashcard application that allows you to review the words in various ways and formats.

memorization

Using Memrise (Listening while Typing and writing)

I review daily a few of the most recent chapters and will rewrite vocabulary in my notebook

flash cards all day

Showing records 1 - 10 of 10

## Q9 - Please briefly describe your method(s) for studying word forms:

Please briefly describe your method(s) for studying word forms:

---

writing them out

Notecards

write out paradigms

writing out declension and conjugation pyramids.

I write the word form paradigms multiple times

I study word forms best by practicing addition sentence translation and looking at their use in the context of another sentence or passage.

reading the book

Repetition on a sheet of paper.

I write/study the paradigms

practice filling in charts

Showing records 1 - 10 of 10

## Q10 - Please briefly describe your method(s) for studying grammatical constructions:

Please briefly describe your method(s) for studying grammatical constructio...

writing them out

Textbook

translate homework sentences

Practice problems

Practicing translating sentences

For studying grammatical constructions, I find it helpful to read through the chapter, take notes on the section, and write down all grammatical concepts found within the section.

reading the book

Translating sentences in the textbook and review sheets.

I do all of the homework assignments and identify the grammatical constructions from each chapter

parse + construe every exercise

Showing records 1 - 10 of 10

## Q11 - What parts of this course have been most enjoyable for you? How so?

What parts of this course have been most enjoyable for you? How so?

Translating real authors. I like history

I liked the whole class

competitive games in class, engaging, fun, and helpful

Group work in class. Get to learn different ways to break down sentences or approach a problem.

I enjoyed learning in this course. I think it surprised me how much information I actually learned in a semester. I also enjoyed the games because they were a fun way to learn but also interact with classmates.

I have enjoyed learning the vocabulary the most! I greatly enjoy understand where English words have come from and how they get their meaning! I feel like this class has really allowed me to see the connections between both languages.

Translating sentences

Reading passages for content. It feels as though I actually understand the language when I can read it.

I enjoyed studying Latin at a faster pace than in high school! I felt like I almost accomplished as much during one semester than in two years of Latin in high school

team activities

Showing records 1 - 10 of 10

## Q12 - Please briefly outline your plans to study for the final exam:

Please briefly outline your plans to study for the final exam:

Review all of my index cards and study grammar charts

Go over textbook

study vocabulary on Quizlet, glance over grammar section in the book, write out paradigms and endings for concepts I need to brush up on

Go through all the vocab first with quizlet, then go over concepts then practice problems.

I will study all of the vocabulary with Quizlet, reviewing a few words each day. I will look through all the chapters' *exercitationes* and *sententiae* and work through the ones I had trouble with, then the self-tutorial *exercises*. I will then work on the final exam review.

For the final exam, I plan on going through all the chapters and taking notes and practicing the review assignments that were distributed to us. I also plan to go through the vocabulary several times, so that I have a firm foundation for the test on Wednesday.

1) vocabs 2) grammar 3) sleep well

I plan on rereading the 20 chapters through while nothing things that I do not recall immediately or struggle in. I plan on jotting down the vocabulary I will need to refresh and make sure that I have the definitions and examples for the grammatical structures. Then I will go through each chapter and pick a sentence to translate and finish by translating the review materials.

~review all vocabulary ~make study guides for noun/verb/adj paradigms

transformations

Showing records 1 - 10 of 10

## Q13 - What do you imagine you will remember best from this course in 5 years?

What do you imagine you will remember best from this course in 5 years?

---

How to conjugate verbs

How interesting it was

first college class I ever attended

The English derivatives I can learn from latin words.

I will probably not remember most of the vocab, but I think I will still be able to recognize man words and understand the declensions/conjugations.

I really feel that the vocabulary I have learned will translate to me having a deeper understanding of the English word system and vocabulary.

everything

I will remember the paradigms and some of the phrases that we learned.

the fact that it was my first latin course at Duke!

west wing clip

Showing records 1 - 10 of 10

## Q14 - Which activities have you felt to be most useful for your learning? Why do you think that is?

Which activities have you felt to be most useful for your learning? Why do...

competitive exercised because I am most focused

Forms because they pertain to English

Writing out sentences/words myself helps me to internalize what I study

Quizzes because they tell me what I have to work well and what I have done well on.

I think teaching a class lesson helped me learn the concept I was teaching very well because I had to understand it fully in order to teach it. Also, teaching the lesson made me explain it in my own words, which also helped my comprehension. I also felt the group translation activities to be useful because I received practice in translating sentences but I also got to receive help from other students and hear their thoughts.

I feel that translating passages has helped me understand many of the forms on Latin in the context of a single situation.

Translation, because practice makes perfect

I think the Exercitationes Review has been the most helpful overall. Not only do the sentences cover the chapter material, but they are simple enough to translate as reading them. I think this helps cover the material while increasing confidence.

Reviewing/correcting homework answers in class in order to understand how the grammatical concepts fit into sentence translations

team translation from English to Latin

Showing records 1 - 10 of 10

## Q15 - Please describe something that you think the instructor did especially well:

Please describe something that you think the instructor did especially well...

Make the class enjoyable and provide resources and help

He was very interactive

engage the entire class

Explaining and helping work out a problem or question in class.

I think he did well in making the lectures informative but also interesting by bashing the class structure and using many hands-on activities.

I felt that Mr. Stifler was a really excellent teacher - he definitely knew what he was talking about! By making quizzes a regularly occurrence in my class, it definitely forced me to review the material for understanding and comprehension. Mr. Stifler definitely tried to make the class as engaging and interesting as possible!

Clear explanation

I think Professor Stifler did an extraordinary job of making 101 enjoyable. He deconstructed difficult concepts to make them easier to digest and he did it with great wit and care.

He was very capable of answering all of our questions

good tie selection

Showing records 1 - 10 of 10

## Q16 - Please describe somewhere the instructor might want to take a different approach:

Please describe somewhere the instructor might want to take a different app...

Maybe more translation practice

Nothing

I don't know If this is possible but somehow spend more time on each chapter.

I would prefer less lecture time and more activities. Lectures could be used to answer any questions or clarify any topics, but more learning could be done outside of class time, while class time can be used to incorporate the information learned.

Although the quizzes did help me to review the material, I was not a major fan of having them practically every class period. Maybe quizzes could occur less often, or could be more scheduled?

I like the way it was

I was not particularly fond of the student teaching since it was not as effective as Professor lecturing.

less complicated activities

Showing records 1 - 8 of 8

## Greek 101 – Elementary Ancient Greek

Fall 2016

Instructor: David Stifler [david.stifler@duke.edu](mailto:david.stifler@duke.edu)

Classroom: Branson 202

Day/Time: MWF 10:20-11:10

Office Hours: Allen 005 MF 12:00-1:00pm and by appointment

### *Scope and Structure of the Course*

This is the first half of the 101-102 sequence for Ancient Greek. In this semester we will learn the fundamentals of grammar, vocabulary, and reading skills for Ancient Greek, using the first volume of the *Athenaze* textbook and its accompanying workbook.

Class will consist of a mixture of lectures, drills, reading aloud, and question & answer sessions. We will work together as a class, and in smaller groups. Assignments will involve a similar blend of drills, written exercises, reading, and vocabulary and grammar study. It is essential that you spend at least as much time with the material outside the classroom as you do in class, since our time in class is limited and in order to use it effectively we will rely on knowledge gained from your work on assignments.

This class will involve a lot of work, but you will quickly find your hard work to be rewarded. Class sessions will be collaborative and fun, and your instructor is available outside of class to answer your questions in office hours and via e-mail.

### *Textbooks*

*Athenaze: An Introduction to Ancient Greek, Book 1*. 3rd edition (Revised). M. Balme, G. Lawall, J. Morwood. Oxford, 2015.

*Workbook I to Athenaze*, 3rd edition. Oxford, 2015.

### *Grading*

Your grade for this course will be derived as follows:

20% Homework & Participation	written assignments (listed as WRITE) are <b>due on the date listed</b> ; your participation in class is vital for both your success and that of your classmates
20% Quizzes	Short quizzes will (usually) be given once per week, on grammar, vocabulary, and reading, as a regular check-up on your progress in the course
40% Midterm Exams	You will have two midterm exams, on <b>October 7</b> and <b>November 11</b> ; these will be cumulative exams that focus on five chapters' worth of material
20% Final Exam	Your final exam for this course will be on <b>December 16</b> and will be a cumulative assessment of your work

Assignments will be announced on a weekly basis, and the pace of the course may be adjusted depending on how the class as a whole progresses; the exam dates are, however, fixed.

Reasonable accommodation (following university guidelines) will be made for class absences, including make-up opportunities for exams; quizzes will not be allowed to be made up.

## Greek 101 – Fall 2016

Greek 101 Fall Outline – *updated 11/4*

HW due ON the date listed (anything listed WRITE is to turn in)

Week 1	Monday 8/29	Wednesday 8/31	Friday 9/2
	Introductions Course overview Alphabet	READ Athenaze xxvi-xxxiii STUDY memorize alphabet WRITE alphabet practice 1 & 2	<b>QUIZ Greek Alphabet</b> READ Athenaze p.3-5 STUDY 1α vocabulary
Week 2	Monday 9/5	Wednesday 9/7	Friday 9/9
	READ ὁ Δικαιόπολις (β) STUDY 1α-1β vocabulary WRITE exercise 1β p.11-12 WRITE WB exercise 1α+β+γ	<b>QUIZ Athenaze ch. 1</b> READ ὁ Ξανθίας (α) READ Athenaze 16-18 STUDY 2α vocabulary WRITE exercise 2γ p.19	READ ὁ Ξανθίας (β) READ Athenaze 24-25 STUDY 2β vocabulary STUDY articles, adjectives, nouns singular case endings WRITE exercises 2δ, 2ε, 2ζ
Week 3	Monday 9/12	Wednesday 9/14	Friday 9/16
	<b>QUIZ Athenaze ch. 2</b> READ ὁ Ἄροτος (α) READ Athenaze 31-32 STUDY 3α vocabulary	WRITE exercise 3α p.32 WRITE WB exercise 3α+β STUDY 3α+β vocabulary STUDY case endings p.39-40 WRITE exercise 3γ p.39-40	READ ὁ Ἄροτος (β) WRITE exercise 3δ p.41 WRITE exercise 3ε p.41
Week 4	Monday 9/19	Wednesday 9/21	Friday 9/23
	<b>QUIZ Athenaze ch. 3</b> READ Πρὸς τῆ Κρήνη (α) STUDY 4α vocabulary	READ Athenaze 47-51 WRITE exercises 4β, 4γ, 4ε p. 51-52	READ Πρὸς τῆ Κρήνη (β) STUDY 4β vocabulary STUDY Athenaze 57-61 WRITE WB exercise 4β+ε
Week 5	Monday 9/26	Wednesday 9/28	Friday 9/30
	<b>QUIZ Athenaze ch. 4</b> READ ὁ Λύκος (α) STUDY 5α vocabulary READ Athenaze 68-69 WRITE exercise 5α (1) p.69	WRITE exercise 5δ p.69 READ Athenaze 70 WRITE WB exercise 5α	STUDY 5β vocabulary READ Athenaze 77-81 WRITE exercise 5η p.82

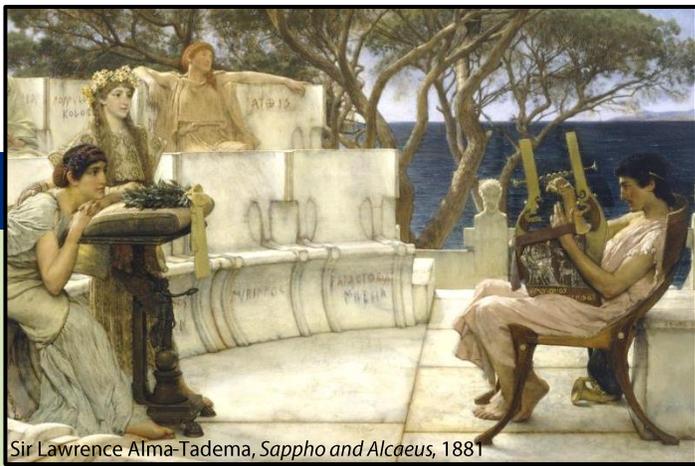
## Greek 101 – Fall 2016

Week 6	Monday 10/3	Wednesday 10/5	Friday 10/7
	READ ὁ Λύκος (β) WRITE exercise 5ζ p.80	WRITE review packet ch.1-5	<b>MIDTERM EXAM 1</b> Athenaze ch. 1-5
Week 7	Monday 10/10	Wednesday 10/12	Friday 10/14
	<b>FALL BREAK – no class</b>	READ ὁ Μῦθος (α) STUDY 6α vocabulary STUDY Athenaze 89-92	READ ὁ Μῦθος (β) 1-14 STUDY Athenaze 101-104 WRITE exercise 6η p. 94 WRITE WB exercise 6β
Week 8	Monday 10/17	Wednesday 10/19	Friday 10/21
	READ ὁ Μῦθος (β) 15-32 STUDY 6β vocabulary WRITE exercise 6ι p.102-3 WRITE exercise 6λ p. 104	<b>QUIZ Athenaze ch. 6</b> READ ὁ Κύκλωψ (α) STUDY 7α vocabulary STUDY Athenaze 113-118 WRITE exercise 7β p.116-117 WRITE exercise 7γ p. 118	READ ὁ Κύκλωψ (β) STUDY 7β vocabulary STUDY Athenaze 124-127 WRITE exercises 7ζ+η p.127
Week 9	Monday 10/24	Wednesday 10/26	Friday 10/28
	READ ὁ Κύκλωψ (β) STUDY 7β vocabulary READ Πρὸς τὸ Ἄστυ (α) STUDY 8α vocabulary READ Athenaze 132-133	<b>QUIZ Athenaze ch. 7</b> WRITE exercise 8β p. 135 READ Athenaze 145-150 STUDY 8β vocabulary WRITE exercise 8δ (odd) p. 147 WRITE exercise 8ζ (odd) p. 150	READ Πρὸς τὸ Ἄστυ (β) WRITE exercise 8η p. 150-1 WRITE WB exercise 8α+ζ
Week 10	Monday 10/31	Wednesday 11/2	Friday 11/4
	<b>QUIZ Athenaze ch. 8</b> READ ἡ Πανήγυρις (α) STUDY 9α vocabulary READ Athenaze 158-159	WRITE exercise 9β+γ+δ p.160-1 (9δ Greek > English only) READ Athenaze 168-172 STUDY 9β vocabulary	READ ἡ Πανήγυρις (β) WRITE exercise 9η p. 172-3 WRITE WB exercise 9ε+θ
Week 11	Monday 11/7	Wednesday 11/9	Friday 11/11
	<b>QUIZ Athenaze ch. 9</b> READ Athenaze 179-181 READ ἡ Σύμφορα (α) STUDY 10α vocabulary	READ ἡ Σύμφορα (β) STUDY 10β vocabulary STUDY verb principal parts READ Athenaze 194-198	<b>MIDTERM EXAM 2</b> Athenaze ch. 6-10

## Greek 101 – Fall 2016

	STUDY verb principal parts READ Athenaze 184-187	WRITE review packet ch. 6-10	
Week 12	Monday 11/14	Wednesday 11/16	Friday 11/18
	READ ὁ Ἴατρός (α) READ Athenaze 205-210 READ Athenaze 219-221 STUDY 11α+β vocabulary	WRITE exercise 11ζ p. 211 READ ὁ Ἴατρός (β) WRITE exercise 11λ p. 222	READ Πρὸς τὸν Πειραῖα (α) STUDY 12α vocabulary READ Athenaze 227-230 READ Athenaze 239-241 WRITE exercise 12ζ p. 231
Week 13	Monday 11/21	Wednesday 11/23	Friday 11/25
	READ Πρὸς τὸν Πειραῖα (β) STUDY 12β vocabulary WRITE exercises 12ι+λ WRITE WB exercise 12α+ζ+θ <b>QUIZ Athenaze ch. 11-12</b>	<b>THANKSGIVING BREAK – no class</b>	<b>THANKSGIVING BREAK – no class</b>
Week 14	Monday 11/28	Wednesday 11/30	Friday 12/2
	READ Πρὸς τὴν Σαλαμῖνα(α) STUDY 13α vocabulary READ Athenaze 247-250 WRITE exercise 13γ p. 250	READ Πρὸς τὴν Σαλαμῖνα(β) STUDY 13β vocabulary READ Athenaze 258-262 WRITE exercise 13η p. 260	<b>QUIZ Athenaze ch. 13</b> READ ἡ ἐν ταῖς Θερμοπύλαις μάχη (α) READ Athenaze 270-274 STUDY 14α vocabulary WRITE exercise 14α p. 274
Week 15	Monday 12/5	Wednesday 12/7	Friday 12/9
	READ ἡ ἐν ταῖς Θερμοπύλαις μάχη (β) STUDY 14β vocabulary READ Athenaze 284-286 WRITE exercise 14δ p. 285	WRITE exercises 14ε+ζ p. 285-6 WRITE WB exercises 14α+ζ	<b>LAST CLASS</b> WRITE review packet ch. 10-14
Week 16	Monday 12/12	Wednesday 12/14	Friday 12/16
	<b>OFFICE HOURS</b> by appointment	<b>FINAL EXAM</b> 2:00-5:00pm Athenaze ch. 1-14	Sweet, sweet freedom...

# GREEKS vs ROMANS



Sir Lawrence Alma-Tadema, *Sappho and Alcaeus*, 1881



Jean-Léon Gérôme, *Pollice Verso*, 1872

**Instructor: David Stifler** | [david.stifler@duke.edu](mailto:david.stifler@duke.edu)

**Office Hours:**

**Office Location:**

**Website:** \_\_\_\_\_

## Introduction

How has Greco-Roman culture influenced Western civilization? **That depends on whether 'Greco-Roman culture' ever really existed.** You probably have a sense that Ancient Greek and Roman civilizations are related—but how? What can we know about this relationship, and how can we know it? This course is for students who want to ask these questions, and more, about two cultures that are **closely associated** in popular imagination **but differ in many significant ways.** We will explore points of contact between Ancient Greece and Rome and investigate the ways they approached art, language, war, religion, law, and beyond. We will challenge assumptions about how these cultures related to each other, and in the process assemble intellectual tools required to analyze and evaluate related yet historically distinct ideas.

## Description

This course is aimed at a general audience—**there are no pre-requisites and prior study of Greek and Roman history is not assumed.** It is open to majors and non-majors alike, but by department policy is **not open to students who have taken or are currently enrolled in CLST 283 or CLST 284.** There will be readings, some low-stakes writing, a few quizzes, and an exam—but most of the course will be focused on student-driven discussions, group work, and collaborative projects. The content is interesting, it is important, and it is fun to learn about, but the big takeaway from this class will be the skills you develop in thinking and talking about it.

## Goals

In this course, we will:

- ❖ **Define** and **arrange** chronologically major events, figures, and concepts in Greek/Roman interaction.
- ❖ **Summarize** the primary sources that provide the best evidence of interaction and influence between the Greek and Roman cultures.
- ❖ **Compare** and **contrast** Greek and Roman approaches and responses to legal, political, literary, religious, linguistic, and other issues.
- ❖ **Identify** the major questions/issues related to the interaction between Greek and Roman culture and **propose** a project to address a topic of your choice.
- ❖ **Debate** relative merits of Greek and Roman cultural features by adopting a specific perspective and applying your knowledge to argue from that perspective.

By the end of this course you, will be able to employ knowledge and critical approaches to recognize and address major questions about the relationship between Greece and Rome.

## Format

The first unit of this class will focus on the mainstream historical narrative—**what happened? where? when? who was involved? how do we know?** Quizzes and a short exam will test this basic knowledge. Then, the class will shift to looking closely at the primary sources from which our knowledge of the Greek and Roman civilizations comes, and we will spend most of our in-class time discussing and evaluating the sources and the ideas they contain. Along the way, you will have the **opportunity to write short responses** (see below) to collect your thoughts and develop your **ideas for a project that analyzes a crucial aspect** of Greek vs Roman civilizations. Finally, the class will work on a **part-collaborative/part-competitive project** to bring together your collective knowledge and ideas in an **interactive event**.

## Texts required

There are two textbooks for this course:

Pomeroy, Sarah B. et al. ***A Brief History of Ancient Greece: politics, society, and culture. (3rd edition)*** New York: Oxford University Press, 2014. ISBN 9780199981557 (abbreviated as **BHAG**)

Boatwright, Mary T. et al. ***A Brief History of the Romans. (2nd edition)*** New York: Oxford University Press, 2013. ISBN 9780199987559 (abbreviated as **BHR**)

Both of these texts are available from the Duke Bookstore, or wherever else you like to get your books. Other readings and additional resources are available on the course website.

## Assignments

There will be three main types of assignment in this class—**reading, writing** and **talking**. All three will come in both **individual** and **group** varieties.

### Reading

For each class meeting, everyone will be assigned the same readings, first from the textbooks, then from the textbooks and other sources. In some weeks, groups will be assigned different readings and will deliver presentations on them to the other groups. Readings are listed on page 4 of the syllabus.

### Writing

Once per week you will get to write a short (one page) response to one or more of the readings, which you will turn in before class but can and should use to prepare for class discussion as well. This will help you reflect on readings, and supply talking points. See pages 5-6 for assignment and evaluation details.

### Talking

In both cases, your discussion of the material in class counts as part of the assignment, whether sharing your own thoughts on it or responding to the ideas of others in the class. Active participation matters, but it can take different forms depending on your own style. Ask the instructor for details.

There will also be a short (five page) **final writing assignment**, in which you propose a larger project on a topic of your choosing, if you were to investigate it beyond this class, and a longer **final group project** in which you will work with a team to debate a variety of topics from a Greek or Roman perspective.



## Assessment

Your grade will be derived from your assignments, participation, projects, quizzes, and exam:

<b>20% Quizzes &amp; Exam</b>	short quizzes (25-30min) and a longer exam (75min) covering the historical narrative and the sources we have for various places, events, and people
<b>15% Weekly Readings</b>	preparation for class through reading the material thoroughly, using it in your writing, and raising issues from the readings in class discussion
<b>20% Weekly Writing</b>	short (1p) written assignments that show engagement with the text and your own original thinking about the material
<b>20% Participation &amp; Discussion</b>	regular active contributions to class discussions, showing knowledge of the readings, original thinking, and willingness to engage with classmates' ideas
<b>10% Final Writing Project</b>	short (5p) written project in which you choose a challenging question and outline the approach you would take to investigate it more fully
<b>15% Final Group Project</b>	longer (2wk) project with a team of half the class, developing arguments for a debate between Greek and Roman ways of thinking, doing, and living

**A93-100|A-90-92|B+87-89|B83-86|B-80-82|C+77-79|C73-76|C-70-72|D+67-69|D63-66|D-60-62|F<60**

## Policies

Please take note of the following policies regarding logistics of the course and assessment:

- ❖ The preferred method for contacting the instructor (me) is via e-mail. **I pledge to return all e-mails within one business day.**
- ❖ Alternative office hours can be arranged on an ad-hoc basis; contact me over e-mail or talk to me before or after class to make an appointment.
- ❖ All written work must be turned in **before** class on the due date. **I will not accept late work.**
- ❖ **No electronic devices**—cell phones, laptops, tablets, telegraphs, etc.—are permitted except during **specified activities** or with a **verified academic need**.
- ❖ Given the significance of active participation, **attendance is mandatory** (with exceptions for documented illness or other University-sanctioned excusal) and will be counted towards your Participation & Discussion grade.

## Disability Statement

Students with disabilities who believe that they may need accommodations in the class are encouraged to contact the [Student Disabilities Access Office](http://StudentDisabilitiesAccessOffice) at 919.668.1267 or [disabilities@as.duke.edu](mailto:disabilities@as.duke.edu) as soon as possible, to better ensure that such accommodations are implemented in a timely fashion.

## Academic Integrity

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity. To uphold the [Duke Community Standard](#):

- ❖ I will not lie, cheat, or steal in my academic endeavors;
- ❖ I will conduct myself honorably in all my endeavors; and
- ❖ I will act if the Standard is compromised.

Additional aspects of academic integrity include but are not limited to:

- ❖ accurate representation of sources, especially with regards to context of any quotes used
- ❖ debate and discussion conducted in good faith and with relevance to the subject
- ❖ respect for the ideas and contributions of everyone in the class, including our own

## Schedule of readings + assignments

These are the readings that everyone will read together and discuss. Some weeks will feature additional readings assigned to different sections of the class. **Readings are subject to change**, so check the class website on a weekly basis to ensure you have the most current schedule. Further details can be found online.

### Introduction: Historical Narrative

Week	Tuesday	Thursday	assignment due
1	read syllabus before class <i>BHAG</i> and <i>BHR</i> introductions	<i>BHAG</i> ch.1; <i>BHR</i> ch.1	Tuesday: syllabus quiz
2	<i>BHAG</i> ch.2; <i>BHR</i> ch.2	<i>BHAG</i> ch.3; <i>BHR</i> ch.3	Thursday: history quiz 1
3	<i>BHAG</i> ch.4/5 (groups); <i>BHR</i> ch. 4	<i>BHAG</i> ch. 7-8	Thursday: history quiz 2
4	<i>BHR</i> ch. 6-7; <i>BHAG</i> ch.9	<i>BHAG</i> ch.10-11; <i>BHR</i> ch.8-9	Tuesday: history questions Thursday: partner review

### Unit 1: Mythology and Religion

Week	Tuesday	Thursday	assignment due
5	Hesiod, <i>Theogony</i> ; <i>Iliad</i> summary + bk.18	Livy 1.1-16; Dion. of Halicarnassus <i>Antiquities</i> 1.9-90 (skim)	Tuesday: turn in history exam Thursday: You vs Text
6	selected <i>Homeric Hymns</i> (groups); <i>Civic Rites</i> ch.2 + 7	<i>Roman Religion</i> selections; Polybius 6.56	Thursday: You vs Text

### Unit 2: Art and Architecture

Week	Tuesday	Thursday	assignment due
7	<b>FALL BREAK - NO CLASS</b>	<i>Oxford Handbook</i> intro.; <i>Aegean Bronze Age</i> ch.11	Thursday: Text vs Text
8	"Functions"; "Building, Images, and Rituals" ( <i>Oxford Handbook</i> )	"Approaches" (groups), "Cultural Property" (both <i>Oxford Handbook</i> )	Thursday: Text vs Text

### Unit 3: Law and Politics

Week	Tuesday	Thursday	assignment due
9	selected Greek legal inscriptions; <i>BHAG</i> ch.9	selected Demosthenes speeches (groups); Twelve Tables	Thursday: Text vs Text
10	selected Cicero speeches (groups); Polybius 6.3-1; Livy 1.40-48,4.1-6	<i>BHAG</i> ch.12; <i>BHR</i> ch.10-11; <i>Res Gestae</i>	Thursday: Text vs Text

### Unit 4: Literature and Language

Week	Tuesday	Thursday	assignment due
11	epic poetry: <i>Odyssey</i> bk.11; <i>Aeneid</i> bk.6; epic readings (groups)	lyric and elegiac poetry: selections	Thursday: Text vs Text
12	history: selections of Herodotus, Thucydides, Livy, Tacitus, Lucian	drama: <i>Agamemnon</i> , <i>Pseudolus</i> , <i>Octavia</i>	Thursday: Text vs World
13	final projects work day: read assignment sheets + rubrics	language: Plato, Varro, Athenaeus (selections); "Greek alphabet?"	Tuesday: final projects prep. Thursday: Text vs World

### Unit 5: Greeks versus Romans

Week	Tuesday	Thursday	assignment due
14	self-selected Pericles, Claudius, Tacitus, Juvenal, Lucian, Cassius Dio	work day: group reports, presentation outline, updates	Tuesday: progress reports Thursday: Text vs World
15	<b>debate:</b> Greeks versus Romans; Barbarians judge	student-led discussion, course impressions, future directions	Thursday: You vs You

**Final** project proposal writing assignment (5p.) due by 10:00pm on Sunday December 16



*Iliad* book 22 papyrus fragment, from Egypt 4th century BCE, in Rubenstein Library at Duke

## Writing page assignments

You will have the opportunity to write **11 one-page writing assignments**, of which **you must turn in 10**. Our weekly writing assignments will follow the prompts below. If you can make a compelling case for substituting another prompt, contact the instructor in advance to discuss your reasons.

1	<b>You vs Text</b>	Identify something from our readings that struck you as interesting, surprising, odd, difficult to understand--anything that really caught your interest for any reason ( <b>cite specific passages, please!</b> ). Tell us why. This exercise asks what seems interesting, in one or more texts, in the light of what you think or know. Feel free to circle or otherwise highlight the sentence or clause that contains the crux of your observation.
2	<b>You vs Text</b>	Same as above.
3	<b>Text vs Text</b>	Read one of this week's readings (or a section of one) against any other reading we've encountered so far. How does the one illuminate, contradict, agree with, flesh out, etc. the other? <b>Please focus on and address specific passages (or phenomena)</b> . Feel free to circle or otherwise highlight the sentence or clause that contains the crux of your idea/observation. This exercise asks what seems interesting, in one or more texts, in the light of what one or more other texts say, and why. This last part is important. First observe what you observe and then take the next step: why does it matter. Turn your observation into the seed of an idea.
4	<b>Text vs Text</b>	Same as above.
5	<b>Text vs Text</b>	Same as above.
6	<b>Text vs Text</b>	Same as above.
7	<b>Text vs Text</b>	Same as above.
8	<b>Text vs World</b>	Read one of this week's readings (or a section of one) either (i) against the sum of the semester's readings and discussions, (ii) in the light of some other area in which you have special interest or knowledge, or (iii) in answer to the question, "Why on earth should anyone read this old stuff?" This exercise asks what seems interesting in one or more texts in the light of your own wider engagement with the subject of this course, or the world in which you live.
9	<b>Text vs World</b>	Same as above.
10	<b>Text vs World</b>	Same as above.
11	<b>You vs You</b>	Revisit one of your earlier pages, ideally one from the first half of the course. Reflect on your choice of reading, your use of the reading, and the idea you articulated. How has your thinking changed? What do you think has caused it to change? Have you made any progress towards answering some of the questions that you still had when you turned it in? What questions do you still have, or do you have new ones instead? What would you do differently if you addressed the same material and topic right now, and why?

As mentioned above, you will be required to turn in 10 out of 11 pages—but **page 11 "You vs You" is required for everyone**. It will give you a chance to reflect on how you have developed as a thinker and it will be an important document for your future learning at Duke and beyond.



Cicero, *De officiis* (*On Moral Duties*), 15th century German manuscript

## Rubric for weekly writing assignments

Each of these assignments, assuming they are turned in on-time and complete, will be **graded on a scale from 11 to 15**, based on how well you show your understanding of the text and demonstrate your own thoughts on it, within the following guidelines:

11	Turned in on time but with < 375 words, and/or little to no engagement with texts, and/or is unclearly written to the extent that it is not possible to detect the idea you are going for. <b>[words]</b>
12	On-time delivery of ≥ 375 words. Writing engages with the texts in that it reveals an observation, but does not address why the observation matters, and does not pivot from words to thought; the page might nod in this direction but be so unclearly written as to render assessment difficult. <b>[words + a start]</b>
13	Writing is clear, but it shows engagement only in that as it recapitulates lecture or class discussion; it is clear but does not take ownership of any ideas. <i>Note:</i> please feel free to build on and expand ideas discussed in class, but find a way to make them your own while giving credit. <b>[words + an idea]</b>
14	Writing is clear and contains a good, clear, interesting idea of your own that builds off of the text and makes a case for itself. <b>[words + your idea]</b>
15	Writing is clear, compelling, well-crafted, and efficient, and contains a good, clear, interesting idea—or more than one—of your own devising. <b>[words + your idea(s) are as one]</b>

This scale will not be used to give you a grade directly, but rather will give me a number from which to generate your grade. I will take into account your growth over the course and your improving ability to read and think about the material in determining your overall writing grade.

You can increase your score by **1 point** (even if you already got 15) via the following procedure:

1. Trade your page with a classmate, ideally someone new each time.
2. Read your classmate's page and write a brief response/assessment—let's say 3-5 clear, thoughtful sentences that show you read it carefully and can give useful feedback.
3. Trade pages back, read your peer's feedback, and write another 3-5 sentences responding to your peer's comments.
4. Turn the pages + comments back in with your next assignment and watch the points roll in.

## Strategies for Success

There are many ways to be successful in this class and many different things to take away from it, but the students who get the most out of the class tend to do the following:

- ❖ **Read everything more than once.** Even if you just spend 10 minutes before class skimming back over things, you will find you can retain and engage with it much better.
- ❖ **Take notes both at home and in class.** If something looks important, it probably is—and if you write down where to find it, you can point your classmates to it during a discussion.
- ❖ Remember that **your assignments are an opportunity, not an obstacle.** You get to read interesting things and people will listen, read, and respond to your ideas about them.
- ❖ **Ask questions of everything and everyone.** Write down your questions about the reading and raise them in class. Ask your classmates what they think. Ask yourself what you think and why. Ask what we know and how we know it, in anything you read, from now on.



from Thomas Cole, *The Consummation of Empire*, 1836

# INTERMEDIATE LATIN

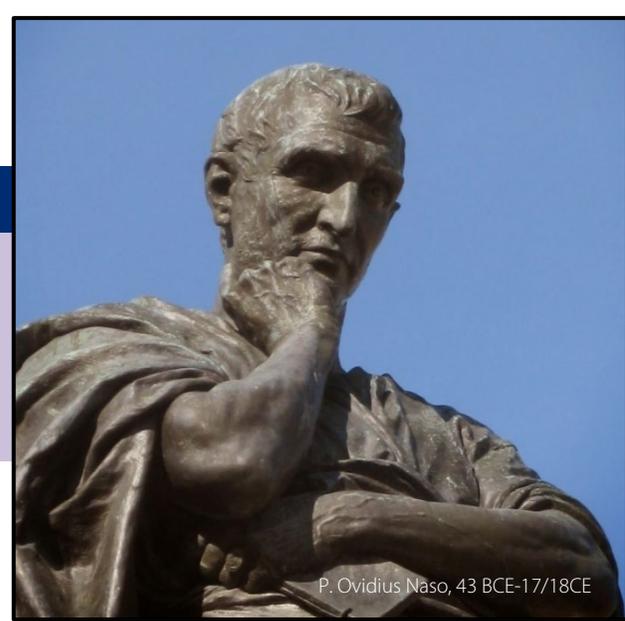
LAT 203 | Spring 2018 | MWF 3:20-4:10pm | Trent 242

Instructor: David Stifler | [david.stifler@duke.edu](mailto:david.stifler@duke.edu)

Office Hours: M 1:00-2:00pm | F 12:00-1:00pm

Office Location: Social Psychology 07A

Website: <https://sakai.duke.edu/x/rNtMo4>



P. Ovidius Naso, 43 BCE-17/18CE

## Introduction

Now that you know the fundamentals of Latin grammar and have some vocabulary at your disposal, it is time to put this knowledge to work—to actually **read and discuss** some of the classics of Roman literature in poetry and prose. **Why** do we keep coming back to these texts? What **lessons** do they contain? What **insights** will you get from reading the original words of these authors? For many of you, this will be your first time reading **real Latin**; for some, this will be the capstone to your Latin study, while for others, it will be a stepping-stone to further study. Wherever this course comes in your career, though, everyone will benefit both from the attention to detail you will need to read and translate accurately, and from the overall picture of Roman history and culture you come away with.

## Description

This course is aimed at students who have had **two semesters of college-level Latin**, or **two years of high school Latin**, or the equivalent. We will read selections of Latin texts, both prose and poetry, from the “Golden” and “Silver” Ages of Latin literature—corresponding to roughly 60BCE-120CE on the modern calendar. The authors we will study include Cicero, Livy, Ovid, and Pliny the Younger, whose writings discuss history, mythology, religion, politics, daily life, and much more. We will explore Roman attitudes towards “the other”, their different takes on life’s pleasures, and the way they use various genres of literature to construct their version of Roman self-identity.

## Goals

By the end of this course, you will be familiar with a representative sample of Latin texts from this crucial period in Roman history. You will be able to approach new texts with a high level of comprehension, and appreciate the ways that style, outlook, and personality are conveyed by different authors writing in the Latin language. Most importantly, your study of Latin will have helped you gain insight into the intellectual history of Rome and of Western thought. To that end, in this course we will:

- ❖ **memorize** new vocabulary from the source materials, and **identify** grammatical constructions when they occur in our Latin texts
- ❖ **translate** Latin into language that accurately reflects the original in meaning and style
- ❖ **analyze** the grammatical and textual structure of the materials we read
- ❖ **contrast** the prose and poetic styles of the different authors we encounter
- ❖ **integrate** knowledge of vocabulary, grammar, and style into an effective reading strategy



## Assessment

Your grade will be derived from your assignments, participation, tests, quizzes, and exam:

<b>50% Translation Tests</b>	five longer (50min) tests of your ability to translate texts—some already seen and some new ones—accurately and idiomatically; your lowest grade will be dropped
<b>15% Vocabulary &amp; Grammar Quizzes</b>	shorter (10-15min) quizzes once or twice per week, testing relevant vocabulary and points of grammatical interest; your lowest 3 quiz grades will be dropped
<b>10% Written Homework</b>	these will include periodic, low-stakes writing assignments in which you will write translations, answer prompts related to the reading, and receive feedback
<b>10% Attendance &amp; Participation</b>	regular active contributions to class discussions, showing knowledge of the readings, original thinking, and willingness to engage with classmates' ideas
<b>15% Final Exam</b>	cumulative assessment of your grammar and vocabulary, translation ability, and familiarity with the texts, their authors, and the literary and historical context

A93-100|A-90-92|B+87-89|B83-86|B-80-82|C+77-79|C73-76|C-70-72|D+67-69|D63-66|D-60-62|F<60

## Policies

Please take note of the following policies regarding logistics of the course and assessment:

- ❖ The preferred method for contacting the instructor (me) is via e-mail. I pledge to return all e-mails within one business day.
- ❖ Alternative office hours can be arranged on an ad-hoc basis; contact me over e-mail or talk to me before or after class to make an appointment.
- ❖ All written work must be turned in **before** class on the due date. I will not accept late work.
- ❖ **No electronic devices**—cell phones, laptops, tablets, telegraphs, etc.—are permitted except during **specified activities** or with a **verified academic need**.
- ❖ Given the significance of active participation, **attendance is mandatory** (with exceptions for documented illness or other University-sanctioned excusal) and will be counted towards your **Attendance & Participation** grade.

## Disability Statement

Students with disabilities who believe that they may need accommodations in the class are encouraged to contact the [Student Disabilities Access Office](#) at 919.668.1267 or [disabilities@aes.duke.edu](mailto:disabilities@aes.duke.edu) as soon as possible, to better ensure that such accommodations are implemented in a timely fashion.

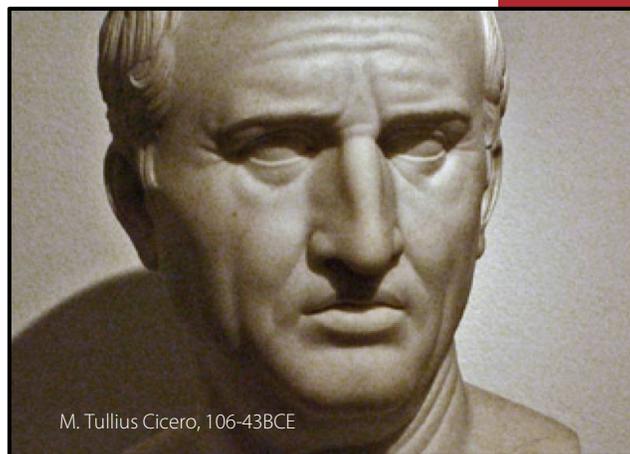
## Academic Integrity

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity. To uphold the [Duke Community Standard](#):

- ❖ I will not lie, cheat, or steal in my academic endeavors;
- ❖ I will conduct myself honorably in all my endeavors; and
- ❖ I will act if the Standard is compromised.

Additional aspects of academic integrity include but are not limited to:

- ❖ **accurate** representation of sources and their contexts
- ❖ debate and discussion conducted in **good faith**, **relevant** to the topic
- ❖ **respect** for the ideas and contributions of all—including ourselves
- ❖ advance **preparation** for each class session, and active participation



M. Tullius Cicero, 106-43BCE

## Schedule of readings + assignments

These are the readings that everyone will read together and discuss. Some weeks will feature additional readings assigned to different sections of the class. **Readings are subject to change**, so check the class website on a weekly basis to ensure you have the most current schedule. Further details can be found online.

*note: on reading assignments, the abbreviation "ll" means "lines"*

### Unit I: Re-entering Latin through Pliny's Epistles; Grammar

Week	Monday	Wednesday	Friday
<b>1</b> (1/8-12)	<b>Jan. 8: no class meeting</b>	Introduction and Intro to Reading Latin; Grammar Review—Nouns (1st-3rd declension)	Pliny to his friend Ursus ( <i>Ep.</i> 8.9), WLR p. 267 Grammar review: read "Quick Grammar Review" on Sakai. <b>Quiz:</b> 1st, 2nd, and 3rd declensions (easy ones, e.g.: pure consonant stems). See Bennett's Grammar on course website
<b>2</b> (1/15-19)	<b>Martin Luther King, Jr. Day: no class meeting</b>	<i>class cancelled due to weather</i>	Pliny to his wife Calpurnia ( <i>Ep.</i> 7.5), WLR p. 267. Grammar review: read "Verbs" and "Special Verbs" on Sakai. <b>Quiz:</b> 4th and 5th declensions; 1st and 2nd conjugations.
<b>3</b> (1/22-26)	Pliny about an exemplary woman ( <i>Ep.</i> 6.24, end), WLR p. 265, ll. 204-end. <b>Quiz:</b> 3rd and 4th conjugations	Grammar review	WLR pp. 9-11: Cicero, <i>Against Verres</i> I.1.10-14 ll. 31-44 Read "Rhetorical Terms and Grammatical Ones" on website <b>Quiz:</b> Pronouns, gerunds, gerundives

### Unit II: Cicero—a young Roman lawyer makes a name for himself

Week	Monday	Wednesday	Friday
<b>4</b> (1/29-2/2)	<b>Written Assignment #1 Due</b> WLR p. 11: Cicero, <i>Ver.</i> I.1.10-14 ll. 44-61 <b>Quiz:</b> vocabulary weeks 1-3	WLR pp. 13-17: Cicero, <i>Ver.</i> II.4.115-16 ll. 92-111	<b>TEST I</b> Bring WLR (pp. 17-19) to class for sight-reading Cicero, <i>Ver.</i> II.5.117-19 ll. 112-32
<b>5</b> (2/5-9)	WLR pp. 31-33: Cicero, <i>Ver.</i> II.5.158-60 ll. 287-311	WLR pp. 33-35: Cicero, <i>Ver.</i> II.5.160-62 ll. 312-37	WLR pp. 35-37: Cicero, <i>Ver.</i> II.5.160-63 ll. 338-54
<b>6</b> (2/12-16)	<b>Written Assignment #2 Due</b> WLR p. 39, Cicero, <i>Ver.</i> II.5.166 ll. 384-96	<b>TEST II</b> Bring WLR to class for sight-reading Cicero, <i>Ver.</i> II.5.171-72 ll. 442-61 (p. 43). Discussion of Livy (author of Unit III)	WLR pp. 165-67: Livy 21.4.1-10 For connections between science and classics, read <i>New Yorker</i> article on Sakai.

### Unit III: Livy—a Roman historian looks at Rome's greatest enemy

Week	Monday	Wednesday	Friday
<b>7</b> (2/19-23)	WLR pp. 167-69: Livy 21.32.6-33.11 ll. 28-50	WLR pp. 169-71: Livy 21.32.6-33.11 ll. 50-62; WLR pp. 171-73: Livy 21.35.4-12 ll. 63-77	WLR pp. 171-73: Livy 21.35.4-12 ll. 63-77
<b>8</b> (2/26-3/2)	WLR pp. 171-73: Livy 21.35.4-12 ll. 63-77	<b>TEST III</b> Bring WLR to class for sight-reading Livy 1.3, p. 139)	WLR pp. 173-75: Livy 21.35.12-36 ll. 77-102
<b>9</b> (3/5-9)	WLR pp. 175-77: Livy 22.7.1-14 ll. 106-25	<b>Written Assignment #3 Due</b> WLR pp. 177-81: Livy 22.8.5-7, 12.1-13.11 ll. 127-160	<b>Read Hannibal article + OCD on Pliny</b> WLR pp. 245-49: Pliny to Septicius ( <i>Ep.</i> 1.1), to Tacitus ( <i>Ep.</i> 1.6), and to Minicius ( <i>Ep.</i> 1.9)

### Spring Break: no class meetings March 12, 14, 16

### Unit IV: Pliny the Younger—administrator & respected man of letters

Week	Monday	Wednesday	Friday
<b>10</b> (3/19-23)	<b>Quiz on parsing + vocabulary</b> WLR pp. 253-55: Pliny to Avitus, <i>Ep.</i> 2.6.1-5; WLR p. 255: Pliny to Tacitus on the eruption of Mt. Vesuvius ( <i>Ep.</i> 6.16) ll. 118-25	WLR pp. 257-59: Pliny to Tacitus on the eruption of Mt. Vesuvius ( <i>Ep.</i> 6.16) ll. 126-49	WLR pp. 259-61: Pliny to Tacitus on Vesuvius ( <i>Ep.</i> 6.16) ll. 150-70

<b>11</b> (3/26-30)	<b>TEST IV</b> WLR pp. 261-63: Pliny to Tacitus on Vesuvius ( <i>Ep.</i> 6.16) ll. 170-78 (sight)	WLR pp. 263-65: Pliny to Tacitus on Vesuvius ( <i>Ep.</i> 6.16) ll. 179-97	WLR pp. 269-71: Pliny the Younger to the emperor Trajan on the Christians ( <i>Ep.</i> 10.96) ll. 230-53
<b>12</b> (4/2-6)	<b>Written Assignment #4 Due</b> WLR pp. 271-73: Pliny and Trajan on the Christians ( <i>Ep.</i> 10.96) ll. 254-74	WLR pp. 273-75: Pliny and the emperor Trajan on the Christians ( <i>Ep.</i> 10.96-97) ll. 274-92.	<b>TEST V</b> Discussion of Ovid (author of Unit V) and prosody (metrical structure of verse)

**Unit V: Ovid—love, sex, exotic places, and more...**

<b>Week</b>	<b>Monday</b>	<b>Wednesday</b>	<b>Friday</b>
<b>13</b> (4/9-13)	WLR pp. 205-7: Ovid, <i>Met.</i> (Pyramus and Thisbe) ll. 55-77	WLR pp. 207-11: Ovid, <i>Met.</i> (Pyramus and Thisbe) ll. 78-104	<b>Written Assignment #5 Due</b> WLR pp. 211-15: Ovid, <i>Met.</i> (Pyramus and Thisbe) ll. 104-30
<b>14</b> (4/16-20)	<b>TEST VI</b> Bring WLR to class for sight-reading Ovid, <i>Met.</i> 131-53 (WLR pp. 214-17)	WLR pp. 217-19: Ovid, <i>Met.</i> (Pyramus and Thisbe) ll. 154-66; WLR pp. 235-37: Ovid, <i>Met.</i> (Midas and the Golden Touch) ll. 85-105	WLR pp. 237-39: Ovid, <i>Met.</i> (Midas and the Golden Touch) ll. 106-26
<b>15</b> (4/23-27)	WLR p. 241: Ovid, <i>Met.</i> (Midas and the Golden Touch) ll. 127-45	<b>Written Assignment #6 Due</b> Conclusion and discussion of final	<b>reading period – no class—normal office hours</b>

**Final exam will be held on Saturday, May 5 from 9:00am-Noon in Trent 242**

**Strategies for Success**

There are many ways to be successful in this class and many different things to take away from it, but the students who get the most out of the class tend to do the following:

- ❖ **Read everything more than once.** Even if you just spend 10 minutes before class skimming back over the text, you will find you can retain and engage with it much better.
- ❖ **Take notes both at home and in class.** If something looks important, it probably is—and if it’s confusing for you, it probably is for others as well. Write it down so you can point it out later in class.
- ❖ Remember that **your assignments are an opportunity, not an obstacle.** You will challenge yourself by reading new texts, and people will listen, read, and respond to your thoughts on them.
- ❖ **Ask questions of everything and everyone.** Write down your questions about the reading and raise them in class. Ask your classmates what they think. Ask yourself what you think and why. In everything you read, ask—what do we know? how we know it? why does it matter?

*Epistulae* of C. Plinius Secundus, beginning of Book 3 (detail of 15th century manuscript, now in Bibliothèque Nationale de France)



### RUBRIC FOR WRITTEN ASSIGNMENTS

For your written assignments in this course, you will have the opportunity to prepare a polished, original translation of a text. Depending on the assignment, this text may be one we have already read, one you are assigned, or one you go out and find yourself. By the end of the course, you will develop your own approach to reading and translating Latin and become comfortable sharing your ideas about the texts we read.

In each of these assignments you will be invited to provide, in addition to your translation, a short reflection on what you found interesting about the text—that is, what made you choose it, what makes its contents noteworthy, what about its style engages you—as well as the challenges you faced and how you approached them when preparing your translation.

Below is the rubric we will use for these assignments; your score will not be the grade you get *per se* but rather will provide a number from which to generate your grade on the writing portion of the course.

	Good	Satisfactory	Unsatisfactory
Accuracy of Translation	Every word is accounted for and given appropriate English equivalents; every grammatical construction is accurately represented	Some words are not clearly accounted for and/or given English equivalents not relevant to the context; syntax is mostly correct	Words are clearly missing in the translation and some are translated either incorrectly or inappropriately; significant errors in syntax affect the meaning
Quality of Translation	The translated text flows naturally in English, using idiomatic phrases consistently and avoiding translationese writing	The translated text is accurate but overly literal, including awkward turns of phrase that do not work in English	Word order is more like Latin than English, and/or relies excessively on cognates and derivatives, and/or the meaning is opaque
Discussion of Methodology (~100 words)	Challenges are identified and discussed in detail, and the resources used to resolve them (grammar, notes, dictionary, etc.) are clearly described; decisions made in translation are discussed and rationale is clearly articulated	A general articulation of some difficulties is present, but lacks specificity and/or its resolution is not clearly described; your translation decisions are either not brought up or lack justification	Little to no recognition of potentially problematic words/phrases/ lines, and/or no explanation of your decisions to translate (e.g.) idiomatically rather than literally from Latin >> English, and/or less than 200 words with section below
Discussion of Text (~100 words)	You identify at least one specific interesting element of the text and provide a compelling, detailed explanation of why we care about it	You identify an interesting aspect but do not discuss it in detail, or provide an overview without specific references to the text	The discussion is mostly summary of what is already contained in the translation, without additional thoughts of your own added, and/or less than 200 words together with above
	3pts	2pts	1pt

You can increase your score on each assignment by 1 point via the following procedure:

- 1) Trade with a classmate (ideally a different person each time).
- 2) Read your classmate's writeup and write a brief response/assessment—let's say 3-5 clear, thoughtful sentences that show you've read it carefully and can give useful feedback.
- 3) Trade back, read your classmate's feedback, and write another 3-5 sentences responding to your peer's comments.
- 4) Turn the assignment with comments back in when you turn in your next assignment.

*for clarification on any of the above, including specific examples, do not hesitate to e-mail me or come to office hours*

## **PROMPTS FOR WRITTEN ASSIGNMENTS**

### *Assignment #1*

For the first assignment, I want you to return to one of the readings we have done up until the last class before the due date (in this case, Friday 26 January) and start fresh with JUST the text (i.e. no notes, not for your first pass anyway) and set yourself the task of producing a new, original translation.

Along the way, especially for this first assignment, you should document the steps you take (and in what order!) in preparing your translation. Describe these steps in your written reflection, and explain what challenges arose over the course of doing the assignment. Think about why you chose the particular reading (I realize there aren't many to choose from right now, though) and discuss it.

The rubric for this assignment (which will be used for all assignments, though it may be modified over the course of the semester) is attached and is also available in the "Resources" section of this course website.

### *Assignment #2*

For this second assignment, I would like you to pick a passage from Cicero's Verrine Orations that we have NOT already read and discussed for class, prepare your own original translation, and reflect on the process and the passage as with the first assignment. The rubric for evaluation will be the same.

Use the Wheelock Latin Reader text version of your passage, as the grammar, vocabulary, and other notes will make this assignment much easier for everyone involved. For reference, the Verrines are in pp. 7-43 of the textbook, and we have read or will read the following:

Cic. Ver. I.1.10-14 (pp. 9-11, "Etenim" to "deterreor")

Cic. Ver. II.5.115-19 (pp. 13-19, "Unius" to "auferre")

Cic. Ver. II.5.158-163 (pp. 31-37, "Quid ego" to "Romanum esse diceret?")

Cic. Ver. II.5.166 (p.39, "Hoc teneo" to "potuit")

Cic. Ver. II.5.171-172 (p. 43, last paragraph)

Anything from pp. 7-43 not on the list above is, therefore, an excellent candidate. That being said, you should pick a contiguous passage of manageable length--and by "manageable" I mean that ideally it should not exceed 15 lines nor should it be less than about 9 lines. Length alone is not, of course, the only determiner of how challenging a passage will be to translate, but I want to make sure that you don't bite off too much before working through it. I request that you tell me your passage choices (over e-mail or in person) no later than Friday, 9 Feb. so that I might help steer you away from any nasty surprises.

Please consult my feedback on your first assignments and ask for clarification if you need it; I hope my comments will be helpful for this next assignment.

*Assignment #3*

For your third writing assignment, I would like you to do the following:

1. Read the introductory sections in WLR to Cicero's Letters (pp.44-5), and Cicero's Philosophica (pp.82-3)
2. Decide which group of texts seems most interesting to you--you may also wish to skim through and look at the brief summaries of each section--and choose a selection of approximately 10-15 lines to write up.
3. Prepare a polished translation, reflect on your process (100+ words on any challenges that came up, what resources you used, how you decided to translate certain things), and discuss the passage (100+ words on what makes it interesting, why you chose it, any questions it raises or answers, etc.) as with the previous assignments.
4. For extra credit, bring an extra copy of your assignment to class and exchange with a classmate (as with previous assignments).

This assignment is due, as noted on the syllabus, on Wednesday 7 March. Please do not hesitate to ask any questions via e-mail, in class, or during office hours.

*Assignment #4*

For this writing assignment, I would like you to do something a little different. Specifically, I want you to try engaging a bit more fully with "philology"-- that is, what we who study ancient language and literature often call our work. Here is what I mean:

1. Look at the Livy section of the textbook and, using the synopsis entries and any other points of interest, locate a passage we have not read in class (whether the early Roman history or the Punic Wars) of 10-15 lines for which to provide an original and polished translation. (If you want to do more of Cicero that's fine too, but try to do a letter if you did a philosophical entry last time, or vice-versa)
2. Prepare a polished translation and reflect on your process (100+ words on any challenges that came up, what resources you used, how you decided to translate certain thing), including a look back at the first three assignments and how you've applied what you've learned from them in doing this assignment.
3. Reflect on the passage in 100+ words by doing the following:
  - a) identify a word or words that you think especially significant (for example, when Hannibal is described as having "perfidia plus quam Punica" to mean "he was untrustworthy" it's clear that for Livy the idea of "fides" and its opposite carries a great deal of meaning)
  - b) look those words up in the rest of the author's writings, by using The Latin Library (<http://thelatinlibrary.com/>) or the more powerful but complicated tools at the Perseus Project (<http://www.perseus.tufts.edu/hopper/search>) -- I will demonstrate in class how to use this tool.
  - c) comment on why you think the word(s) is/are important to the passage you chose, how you think the usage in this passage compares to the general impression you get from the rest of the author's work, and what you learn about your passage by looking at the broader corpus of the author's writing (Example: "perfidia" is one of Hannibal's vices in Livy bk 21 alongside a few others--crudelitas, e.g.--and is contrasted with his "virtutes"; in the whole surviving text of Livy, the word appears 20-odd times, along with 4x instances of the adjective "perfidus", and in particular it appears in Livy book 1 which deals with the founding of Rome, in the episode where...etc.)

For the discussion of the larger context, you should feel free to refer to translations to help you understand the parts where it appears--translating all of it would take too long for this assignment--and if you end up using any translations to help you adjust your own original translation, make sure to discuss it. A facing-page edition of the texts can be very helpful here; the Loeb Classical Library is available in Perkins as well as through the library website, and is also searchable in Latin and English.

4. For extra credit, as always, feel free to exchange with a classmate and give each other feedback in the format we've used previously. This assignment is due by class time next Monday (April 2); if you already have exchanged papers with someone, make sure you get it back to them by the end of this week so they can use any feedback to help them on this assignment.

Good luck!

*Assignment #5*

For this fifth assignment, you will be doing something a little different from the previous assignments. This time, I am asking you to revisit a text you have already worked on, search for published translations of it, discuss those translations, and revise your own translation. Here is the procedure I would like you to follow:

1. Choose which of the previous assignments you'd like to revisit--assignment 3 or 4.
2. Locate at least 2, preferably 3 published translations of the passage. [Extra credit: if you send me a selfie in front of the Loeb Classical Library and/or the Classics shelving area in Perkins, you will get an extra point for proving you went into a physical library and looked at an actual book]
3. Compare the translations of your passage with the version you wrote, and with each other. Write 200+ words in this section, in which you address questions including (but not limited to) the following:
  - a) which translation is the most literal, i.e. accurately representative of the Latin prose? (give specific examples of places where they differ) what decisions have the translators made in altering the Latin structure, and why do you suppose that is?
  - b) which translation is most like yours? which one is least like yours?
  - c) do you prefer one to the others? do you find any points of disagreement between the printed editions and your own work?
  - d) how does reading the translations improve your understanding of the Latin original?
4. revise your translation, taking as much or as little inspiration from the printed editions as you wish, and discuss some of the decisions you made in revision--including specific mention of language you liked or dislike in the printed editions that made you reevaluate (or stand by) your first pass at the passage. What do you think of your translation now, and what did you do differently?

The result of this assignment should be a polished translation that you are confident a) accurately translates the sense, if not the precise structure, of the Latin original, and b) has a particular sound to it that you feel reflects your impressions of the passage. Be sure to CITE the editions you use--if you would like clarification as to citation formatting, my undergraduate department has this helpful guide: <https://www.swarthmore.edu/classics/citing-sources-classics-courses-a-basic-guide>

As always, you should feel free to exchange feedback with a classmate to receive extra credit on the assignment.

*Assignment #6*

For this final writing assignment, you will have the opportunity to translate Latin prose or poetry from an author outside the bounds of our Wheelock Latin Reader--finally!

The available authors include the following--some known for their poetry and some known for their prose:

C. Valerius Catullus

C. Julius Caesar

Q. Horatius Flaccus (Horace)

P. Cornelius Tacitus

P. Vergilius Maro (Vergil/Virgil)

For the first part of this assignment, I want you to use the reference resources I've shown you -- specifically the Oxford Classical Dictionary and Brill's New Pauly, which are both available through the Duke library website. Based on the impression you get of these authors from your reading, I want you to e-mail me your preference of author by the time of my office hour on Friday, i.e. between noon and 1pm on Friday, 20 April. I will then send you a passage from which to work on the rest of the assignment.

If you submit your preference earlier, then you will a) get priority, and b) get to start working sooner--so don't delay!

For the rest of the assignment, i.e. what you will submit, here is the procedure I would like you to follow:

For your third writing assignment, I would like you to do the following:

1. Read the introductory section (if included) and re-read the author's entry in the reference works I have shown you.
2. Read the section of the text assigned and translate, making sure to use a Latin dictionary--if you do not have ready access to a print dictionary, the classic Lewis & Short is available through Perseus here. I urge you also to refer to the grammar references I have shared in "Resources".
3. Prepare a polished translation, reflect on your process (100+ words on any challenges that came up, what resources you used, how you decided to translate certain things), and discuss the passage (100+ words on what makes it interesting, questions it raises or answers, etc.) as with the previous assignments.
4. For extra credit, bring an extra copy of your assignment to class and exchange with a classmate (as with previous assignments).

# ELEMENTARY LATIN II

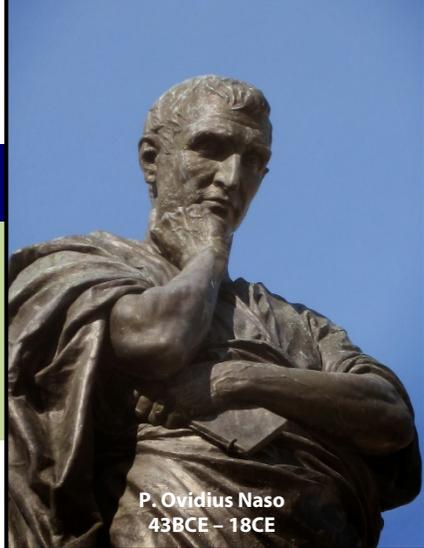
LAT 102.4 | Spring 2019 | MWF 4:20-4:10am | Languages 312

Instructor: David Stifler | [david.stifler@duke.edu](mailto:david.stifler@duke.edu)

Office Hours: W 01:00-02:00pm | F 11:00am-12:00pm

Office Location: Page 209 (above [Mary Lou Williams Center](#))

Website: <https://sakai.duke.edu/x/1Vj1ls>



P. Ovidius Naso  
43BCE – 18CE

## Introduction

*Vēni, vīdī, vīcī*—I came, I saw, I conquered. *Tempus fugit*—time flies. *Caveat emptor*—let the buyer beware. You've probably heard some or all of these Latin sayings (and many more) before, and perhaps you've asked yourself: **why** do these phrases out of a dead language still make up part of the cultural conversation? **How** has the language of the **Roman Empire** make its way across the millennia to be with us today? **What** can Latin teach us about language, when almost no one speaks it any more? The search for answers to these and many more questions forms the core of this **Elementary Latin** course.

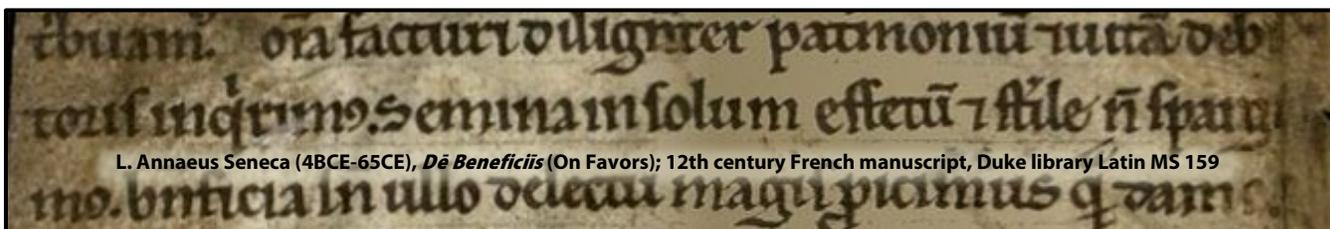
## Description

Latin 102 **completes the introduction** to the Latin language, including vocabulary, grammar, syntax, style, and techniques in reading and translation. While the most obvious and immediate objective of this course is to learn to read and translate Latin, other major aims include **increased understanding of English grammar and syntax**, increased **English vocabulary** through the study of Latin root words, prefixes, and suffixes, heightened **analytical ability and sensitivity to detail**, and general improvement of the student's **communication skills**. Aspects of Roman culture are also presented through comments on the authors and context of the readings from Latin literature in the Wheelock text. At a usual rate of two days per chapter, we shall complete the **second half of the Wheelock textbook** (Chapters 21 - 40).

## Goals

By the end of this course, you will have learned several hundred important Latin words, and understand the fundamentals of Latin grammar. You will be able to read and understand basic Latin texts, and appreciate the way Latin words and word forms interact to transmit meaning. Most importantly, your study of Latin will have helped you gain insight into the linguistic principles on which Latin, English, and all other languages operate. To that end, in this course we will:

- ❖ **memorize** Latin vocabulary, word forms, and basic grammatical constructions
- ❖ **identify** words and phrases in their context
- ❖ **analyze** the grammatical structure of Latin sentences
- ❖ **translate** simple phrases and sentences between Latin and English
- ❖ **contrast** the ways Latin, English, and other languages combine words to form meaning



L. Annaeus Seneca (4BCE-65CE), *Dē Beneficiis* (On Favors); 12th century French manuscript, Duke library Latin MS 159

## Format

The course meets **3x per week** for **50 minutes** each class. An average class will include a **short quiz**, some of a variety of **individual and group activities**, and a combination of **lecture and discussion** on grammar, translation, and vocabulary. We will follow the curriculum of the **Wheelock Latin textbook**, with other sources as appropriate. **Each lesson will build off the lessons before**, and we will gradually work our way up from the fundamentals to higher-level knowledge and skills. Your instructor is **available for meeting during office hours** to answer questions or help you work with the material.

## Texts required

There is one required textbook, available from the Duke Bookstore:

Wheelock, F. ***Wheelock's Latin. 7th ed.*** Rev. by R. A. LaFleur. Harper Collins, 2011 (or an earlier edition of the textbook).

One additional text is recommended but not required:

Goldman, N. and J. Morton, ***English Grammar for Students of Latin, 3rd edition.*** Olivia and Hill, 2012.

Other readings and additional resources are available on the course website.

## Assignments

There will be three main types of assignment in this class—**studying, translating, and discussion**. All three will come in both **individual** and **group** varieties.

### Study

For each class meeting, everyone will be assigned to read (or re-read) a few pages from the textbook or other sources. We will develop strategies for effective studying and note-taking during the course. You will have the opportunity to demonstrate your preparation in class participation and through written assessments.

### Translate

On a regular basis you will get to translate from the textbook or other readings. These will not have to be polished, artistic translations but are instead an opportunity to practice and display your improved comprehension of Latin. You may or may not be required to turn in written work, but you will always have the chance to share in class.

### Discuss

Discussing the material in class is a crucial component of the course, and includes sharing your various observations and questions, contributing to group activities, and assisting classmates to work through new material. Active participation matters but can vary in form for different students; ask the instructor for more details.

You will also have regular **quizzes** to help gauge your progress in acquiring vocabulary and recognizing important grammar and style points, several **tests** evaluating your translating ability and knowledge of the texts and authors, and a **final exam** as an opportunity to demonstrate accumulated skills and knowledge.



Relief from Ara Pacis (Altar of Peace), Rome

## Assessment

Your grade will be derived from your assignments, participation, tests, quizzes, and exam:

<b>45% Tests</b>	three (50min) tests of your ability to identify and reproduce word forms, recall vocabulary, analyze grammar, and translate phrases, sentences, and passages
<b>15% Vocabulary &amp; Grammar Quizzes</b>	shorter (5-15min) quizzes two or three days a week testing your knowledge of vocabulary, word forms, grammar constructions, or a combination of them
<b>15% Attendance &amp; Homework &amp; Participation</b>	regular active contributions to class activities and discussions, demonstrating preparation for each class session and ability to work individually and in groups
<b>25% Final Exam</b>	cumulative assessment of your knowledge and application of vocabulary, grammar, and translation abilities

A92-100|A-90-91|B+88-89|B82-87|B-80-81|C+78-79|C72-77|C-70-71|D+68-69|D62-67|D-60-61|F<60

## Policies

Please take note of the following policies regarding logistics of the course and assessment:

- ❖ The preferred method for contacting the instructor (me) is via e-mail. **I pledge to return all e-mails within one business day.**
- ❖ Alternative office hours can be arranged on an ad-hoc basis; contact me over e-mail or talk to me before or after class to make an appointment.
- ❖ All written work must be turned in **before** class on the due date. **I will not accept late work.**
- ❖ **No electronic devices**—cell phones, laptops, tablets, telegraphs, etc.—are permitted except during **specified activities** or with a **verified academic need.**
- ❖ Given the significance of active participation, **attendance is mandatory** (with exceptions for documented illness or other University-sanctioned excusal) and will be counted towards your **Attendance & Participation** grade.

## Disability Statement

Students with disabilities who believe that they may need accommodations in the class are encouraged to contact the [Student Disabilities Access Office](#) at 919.668.1267 or [disabilities@aes.duke.edu](mailto:disabilities@aes.duke.edu) as soon as possible, to better ensure that such accommodations are implemented in a timely fashion.

## Academic Integrity

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity. To uphold the [Duke Community Standard](#):

- ❖ I will not lie, cheat, or steal in my academic endeavors;
- ❖ I will conduct myself honorably in all my endeavors; and
- ❖ I will act if the Standard is compromised.

Additional aspects of academic integrity include but are not limited to:

- ❖ accurate representation of sources and their contexts
- ❖ debate and discussion conducted in good faith, relevant to the topic
- ❖ respect for the ideas and contributions of all—including ourselves
- ❖ advance preparation for each class session, and active participation



Note: for guidance on avoiding plagiarism, please look up <http://integrity.duke.edu/ugrad>, <https://plagiarism.duke.edu>, and <https://library.duke.edu/research/plagiarism>. Plagiarism includes providing in a test as your own translation one that you have memorized. (Note that memorized translations do not engage your own translation skills and will receive no credit.) I will report all suspected cases of plagiarism to Student Conduct.

## Schedule of assignments

These are the readings, exercises, and assessments. Some weeks will feature additional readings, assigned to the whole class or different sections. **Some assignments are subject to change**, so check the class website on a weekly basis to ensure you have the most current schedule. Further details can be found online.

*NOTE: all work is due the day under which it is listed – be prepared to turn in any written work in class on that day!*

Week	Monday	Wednesday	Friday
<b>1</b> (1/7-11)	<b>No class</b>	Wheelock Chapter 21: Study pp. 169-172; Read in class "Exercitationes" sentences 1-13 (pp. 167-168).	Wheelock Chapter 21: Study pp. 169-172; Translate the Sententiae Antiquae and the passage (pp. 172-174).
<b>2</b> (1/14-18)	Wheelock Chapter 22: Study pp. 176-179; Translate "Exercitationes" sentences 12-16 (p. 180); Translate the Sententiae Antiquae and passages (pp. 180-182).	Wheelock Chapter 23: Learn declension of participles; complete worksheet.	Study pp. 184-188; Translate "Exercitationes" sentences 1-14 (pp. 188-189).
<b>3</b> (1/21-25)	<b>Dr. Martin Luther King, Jr. Day (No class)</b>	Wheelock Chapter 23: Study pp. 184-188; Translate the Sententiae Antiquae and passage (pp. 189-191).	Wheelock Chapter 24: Study pp. 193-196; Translate the "Exercitationes" sentences 1-13 (pp. 196-197).
<b>4</b> (1/28-2/1)	Wheelock Chapter 24: Study pp. 193-196; Translate the Sententiae Antiquae and passages (pp. 197-199).	Wheelock Chapter 25: Study pp. 201-206; complete handout on Indirect Statement.	Wheelock Chapter 25: Study pp. 201-206.; Translate the "Exercitationes" sentences 1-16 (p. 206).
<b>5</b> (2/4-8)	Wheelock Chapter 25: Study pp. 201-206; Translate the Sententiae Antiquae and passage (pp. 206-209).	<b>TEST I:</b> Textbook chapters 21-25	Wheelock Chapter 26: Study pp. 210-213; Translate the "Exercitationes" Sentences 1-18 (pp. 213-214).
<b>6</b> (2/11-15)	Wheelock Chapter 26: Study pp. 210-213; Translate the Sententiae Antiquae and passages (pp. 214-216).	Wheelock Chapter 27: Study pp. 218-221; Translate the "Exercitationes" sentences 13-15 (p. 221); Translate the Sententiae Antiquae and passages (pp. 221-224).	Wheelock Chapter 28: Study pp. 227-231; Translate the "Exercitationes" sentences 1-15 (p. 231-232).
<b>7</b> (2/18-22)	Wheelock Chapter 28: Study pp. 227-231; Translate the Sententiae Antiquae and passages (pp. 232-233).	Wheelock Chapter 29: Study pp. 236-240; Translate the "Exercitationes" sentences 1-15 (p. 240);	Wheelock Chapter 29: Study pp. 236-240; Translate the Sententiae Antiquae and passages (pp. 240-243).
<b>8</b> (2/25-3/1)	Wheelock Chapter 30: Study pp. 245-250; Translate the "Exercitationes" sentences 1-16 (p. 250).	Wheelock Chapter 30: Study pp. 245-250; Translate the Sententiae Antiquae and passages (pp. 2251-253).	<b>TEST II:</b> Textbook chapters 26-30
<b>9</b> (3/4-8)	Wheelock Chapter 31: Study pp. 255-258; Translate the "Exercitationes" sentences 1-16 (pp. 258-259).	Wheelock Chapter 31: Study pp. 255-258; Translate the Sententiae Antiquae and passages (pp. 259-262).	Wheelock Chapter 32: Study pp. 264-269; Translate the "Exercitationes" sentences 1-17 (p. 269).
<b>10</b> (3/11-15)	<b>Spring Break</b>		
<b>11</b> (3/18-22)	Wheelock Chapter 32: Study pp. 264-269; Translate the Sententiae Antiquae and passages (pp. 269-271).	Wheelock Chapter 33: Study pp. 273-275; Translate the "Exercitationes" sentences 1-15 (p. 276).	Wheelock Chapter 33: Study pp. 273-275; Translate the Sententiae Antiquae and passages (pp. 276-279).

Week	Monday	Wednesday	Friday
<b>12</b> (4/1-5)	<b>TEST III:</b> Textbook chapters 31-35	Wheelock Chapter 36: Study pp. 303-306; Translate the "Exercitationes" sentences 1-17 (pp. 306-307).	Wheelock Chapter 36: Study pp. 303-306; Translate the Sententiae Antiquae and passages (pp. 307-310)
<b>13</b> (4/8-12)	Wheelock Chapter 37: Study pp. 312-316; Translate the "Exercitationes" sentences 1-14 (p. 316).	Wheelock Chapter 37: Study pp. 312-316; Translate the Sententiae Antiquae and passages (pp. 317-320).	Wheelock Chapter 38: Study pp. 323-326; Read "Exercitationes" sentences 1-17 (p. 326-327).
<b>14</b> (4/15-19)	Wheelock: Chapter 38: Study pp. 323-326; Translate the Sententiae Antiquae and passages (pp. 327-330).	Wheelock Chapter 39: Study pp. 332-335; Complete worksheet; Translate odd-numbered "Exercitationes" sentences.	Wheelock Chapter 39: Study pp. 332-335; Translate the Sententiae Antiquae and passages (pp. 336-339)
<b>15</b> (4/22-26)	Wheelock Chapter 40: Study pp.341-344; Translate the Sententiae Antiquae and passages (pp. 345-349).	Review session for final examination	<b>Extra office hours:</b> Scheduled by appointment

**Final exam will be Monday, 29 April, 02:00pm-05:00pm in Languages 312**

## Strategies for Success

There are many ways to be successful in this class and many different things to take away from it, but the students who get the most out of the class tend to do the following:

- ❖ **Read everything more than once.** Even if you just spend 10 minutes before class skimming back over something, you will find you can retain and engage with it much better.
- ❖ **Use the time between classes and spread out your work.** You should plan to spend 2 hours outside of class per 1 hour in class
- ❖ **Practice vocabulary every day.** There are a lot of words to learn in this course, and you need to become familiar with them—the only way to succeed is by doing it every day, ideally several times.
- ❖ **Take notes both at home and in class.** If something looks important, it probably is—and if it's confusing for you, it probably is for others as well. Write it down so you can point it out later in class.
- ❖ **Do not write translations in your textbook** but take notes elsewhere instead. If you leave your textbook plain, it will be much more useful as a resource when you review and translate in class.
- ❖ Remember that **your assignments are an opportunity, not an obstacle.** You will challenge yourself and succeed by exploring new concepts, doing each assignment thoroughly, and reflecting afterwards.
- ❖ **Ask questions.** Write down your questions while you study and raise them in class. Ask your classmates what they think. Ask yourself what you think and why. In everything you read, ask—what do we know? how we know it? why does it matter?

## Academic Resources

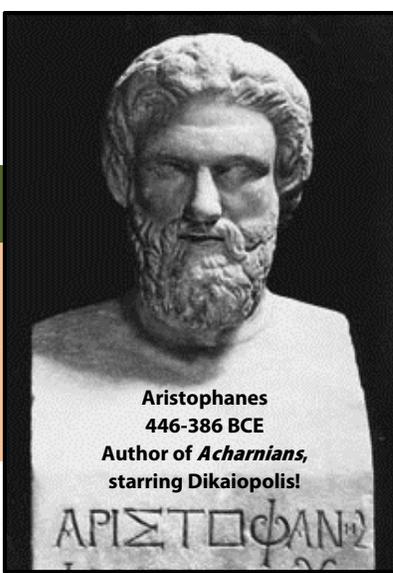
The Academic Resource Center (ARC) offers **free services to all students** during their undergraduate careers at Duke. Services include:

- ❖ Learning Consultations
- ❖ Peer Tutoring and Study Groups
- ❖ ADHD/LD Coaching
- ❖ Outreach Workshops
- ❖ ...and more.

Because learning is a process unique to every individual, we work with each student to **discover and develop their own academic strategy for success** at Duke. Contact the ARC to schedule an appointment. Undergraduates in any year, studying any discipline can benefit!

211 Academic Advising Center Building, East Campus – behind Marketplace  
arc.duke.edu • theARC@duke.edu • 919-684-5917

# ELEMENTARY GREEK II



Instructor: David Stifler | [david.stifler@duke.edu](mailto:david.stifler@duke.edu)

Office Hours:

Office Location: Page 209 (above [Mary Lou Williams Center](#))

Website:

## Introduction

γνώθι σαυτόν—know yourself. πάθει μάθος—learning in suffering. βοίδιόν εἰμι Μύρονος—I am Myron's little cow. You've probably heard some or all of these Greek sayings before (maybe not the third one), and perhaps you've asked yourself: **why** do these phrases out of a dead language still make up part of the cultural conversation? **How** has the language of **philosophy, comedy, and democracy** made its way across the millennia to be with us today? **What** can Greek teach us about language, when almost no one speaks it any more? The search for answers to these and many more questions forms the core of this **Elementary Greek** course.

## Description

Greek 102 **completes the introduction** to the Greek language, including vocabulary, grammar, syntax, style, and techniques in reading and translation. While the most obvious and immediate objective of this course is to learn to read and translate Greek, other major aims include **increased understanding of English grammar and syntax**, increased **English vocabulary** through the study of Greek root words, prefixes, and suffixes, heightened **analytical ability and sensitivity to detail**, and general improvement of the student's **communication skills**. Aspects of Roman culture are also presented through comments on the authors and context of the readings from Greek literature in the Athenaze text. At a usual rate of two days per chapter, we shall complete the **second half of the Athenaze textbook** (Chapters 17-30).

## Goals

By the end of this course, you will have learned several hundred important Greek words, and understand the fundamentals of Greek grammar. You will be able to read and understand basic Greek texts, and appreciate the way Greek words and word forms interact to transmit meaning. Most importantly, your study of Greek will have helped you gain insight into the linguistic principles on which Greek, English, and all other languages operate. To that end, in this course we will:

- ❖ **memorize** Greek vocabulary, word forms, and basic grammatical constructions
- ❖ **identify** words and phrases in their context
- ❖ **analyze** the grammatical structure of Greek sentences
- ❖ **translate** simple phrases and sentences between Greek and English
- ❖ **contrast** the ways Greek, English, and other languages combine words to form meaning



Homer, *Iliad* Book 22 lines 126-130. Egyptian papyrus c. 330 BCE. Rubenstein Library: P.Duk.inv.4 R

## Format

The course meets **3x per week** for **50 minutes** each class. An average class will include a **short quiz**, some of a variety of **individual and group activities**, and a combination of **lecture and discussion** on grammar, translation, and vocabulary. We will follow the curriculum of the **Athenaze textbook**, with other sources as appropriate. **Each lesson will build off the lessons before**, and we will gradually work our way up from the fundamentals to higher-level knowledge and skills. Your instructor is **available for meeting during office hours** to answer questions or help you work with the material.

## Texts required

There is one required textbook and one required workbook, both available from the Duke Bookstore:

**Athenaze: An Introduction to Ancient Greek, Book 2.** 3rd edition (Revised). M. Balme, G. Lawall, J. Morwood. Oxford, 2015.

**Workbook II to Athenaze.** 3rd edition. Oxford, 2015.

Other readings and additional resources are available on the course website.

## Assignments

There will be three main types of assignment in this class—**studying, translating, and discussion**. All three will come in both **individual** and **group** varieties.

### Study

For each class meeting, everyone will be assigned to read (or re-read) a few pages from the textbook or other sources. We will develop strategies for effective studying and note-taking during the course. You will have the opportunity to demonstrate your preparation in class participation and through written assessments.

### Translate

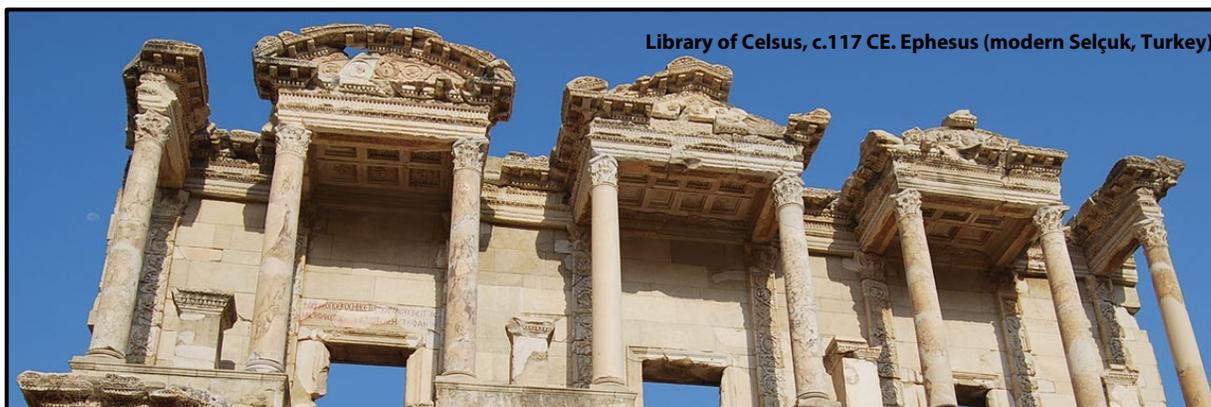
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You will also have regular **quizzes** to help gauge your progress in acquiring vocabulary and recognizing important grammar and style points, several **tests** evaluating your translating ability and knowledge of the texts and authors, and a **final exam** as an opportunity to demonstrate accumulated skills and knowledge.

Library of Celsus, c.117 CE. Ephesus (modern Selçuk, Turkey)



## Assessment

Your grade will be derived from your assignments, participation, tests, quizzes, and exam:

<b>45% Tests</b>	three (50min) tests of your ability to identify and reproduce word forms, recall vocabulary, analyze grammar, and translate phrases, sentences, and passages
<b>15% Vocabulary &amp; Grammar Quizzes</b>	shorter (5-15min) quizzes two or three days a week testing your knowledge of vocabulary, word forms, grammar constructions, or a combination of them
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## Policies

Please take note of the following policies regarding logistics of the course and assessment:

- ❖ The preferred method for contacting the instructor (me) is via e-mail. **I pledge to return all e-mails within one business day.**
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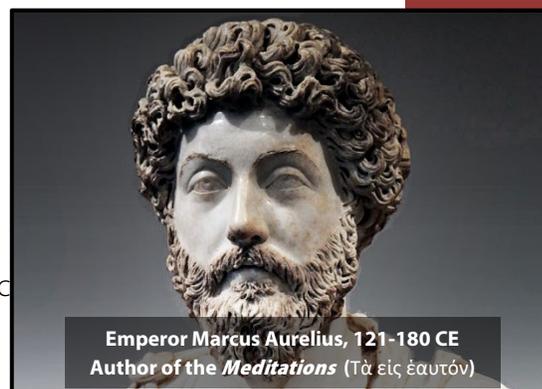
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- ❖ accurate representation of sources and their contexts
- ❖ debate and discussion conducted in good faith, relevant to the topic
- ❖ respect for the ideas and contributions of all—including ourselves
- ❖ advance preparation for each class session, and active participation



Emperor Marcus Aurelius, 121-180 CE  
Author of the *Meditations* (Τὰ εἰς ἑαυτὸν)

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## Schedule of assignments

These are the readings, exercises, and assessments. Some weeks will feature additional readings, assigned to the whole class or different sections. **Some assignments are subject to change**, so check the class website on a weekly basis to ensure you have the most current schedule. Further details can be found online.

Week	Monday	Wednesday	Friday
<b>1</b> (1/7-11)	<b>No class</b>	WRITE review packet (fall_final_a.pdf) STUDY vocabulary ch. 1-14 STUDY principal parts	READ ἡ ἐν τῇ Σαλαμῖνι μάχη (α) READ Athenaze I 292-5 WRITE WB exercise 15α + ε STUDY ch. 15 vocabulary
<b>2</b> (1/14-18)	WRITE exercise 15β p.293-4 READ ἡ ἐν τῇ Σαλαμῖνι μάχη (β) 1-27 READ Athenaze I 304-7 STUDY athematic aorist forms + o- contract verb forms	READ ἡ ἐν τῇ Σαλαμῖνι μάχη (β) 28-46 WRITE exercise 15ζ p.305-6 WRITE WB 15θ + ι STUDY ch. 15 vocabulary	<b>QUIZ</b> Athenaze ch. 15 READ μετὰ τὴν ἐν τῇ Σαλαμῖνι μάχην (α) READ Athenaze I 312-13
<b>3</b> (1/21-25)	<b>Dr. Martin Luther King, Jr. Day (No class)</b>	WRITE exercise 16β p.313-14 WRITE WB 16α + δ READ + STUDY WB Grammar 16 READ μετὰ τὴν ἐν τῇ Σαλαμῖνι μάχην (β) 1-11 READ Athenaze I 320-22	READ μετὰ τὴν ἐν τῇ Σαλαμῖνι μάχην (β) 12-26 WRITE WB 16ζ-κ WRITE exercise 16ε p.322 STUDY ch. 16 vocabulary
<b>4</b> (1/28-2/1)	<b>QUIZ</b> Athenaze ch. 16 READ ἡ Ἐπίδουρος (α) READ Athenaze II 3-6	WRITE exercise 17γ p. 7 READ ἡ Ἐπίδουρος (β) 1-29 READ Athenaze II 14-15 STUDY ch. 17 vocabulary	READ ἡ Ἐπίδουρος (β)30-49 WRITE WB exercise 17β+γ WRITE exercise 17ζ p.15 STUDY aorist/future passive
<b>5</b> (2/4-8)	<b>QUIZ</b> Athenaze ch. 17 READ ὁ Ἀσκληπιός (α) READ Athenaze II 22-25	WRITE exercise 18δ p.26 READ ὁ Ἀσκληπιός (β) 1-22 READ Athenaze II 33-35	READ ὁ Ἀσκληπιός (β)22-43 WRITE exercise 18ι p.36 WRITE WB exercise 18ι+κ STUDY ch. 18 vocabulary
<b>6</b> (2/11-15)	<b>QUIZ</b> Athenaze ch. 18 READ ὁ νόστος (α) READ Athenaze II 44-7, 55-8 STUDY forms of ἴστημι	READ ὁ νόστος (β) 1-24 WRITE exercise 19ζ p.59 STUDY ch. 15-19 vocabulary	<b>EXAM</b> #1 ch. 15-19
<b>7</b> (2/18-22)	READ ὁ νόστος (γ) READ Athenaze II 67-8, 73-6 WRITE exercises 20γ + ζ STUDY -μι verbs	READ ὁ νόστος (δ) READ Athenaze II 76-7 WRITE exercise 20η WRITE WB exercise 20κ+λ	<b>QUIZ</b> Athenaze ch. 20 READ ἡ ἐκκλησία (α) READ Athenaze II 85-90
<b>8</b> (2/25-3/1)	WRITE exercises 21γ + δ READ ἡ ἐκκλησία (β) 1-18 STUDY subjunctive forms	READ ἡ ἐκκλησία (β) 19-36 WRITE WB exercise 21κ+λ WRITE exercise 21η STUDY subjunctive forms + use	<b>QUIZ</b> Athenaze ch. 21 READ ἡ ἀνάστασις (α) STUDY Athenaze 107-111 STUDY 22α vocabulary
<b>9</b> (3/4-8)	WRITE TB exercise 22γ #1-10 (Greek to English ONLY) READ ἡ ἀνάστασις (β) STUDY Athenaze 119-120 STUDY 22β vocabulary WRITE WB exercise 22η	WRITE WB exercises 22β+θ WRITE TB exercise 22δ STUDY ch. 22 vocabulary READ ἡ ἐσβολή (α) STUDY Athenaze 127-130	<b>QUIZ</b> Athenaze ch. 22-23α WRITE WB exercise 23α+β READ ἡ ἐσβολή (β) STUDY Athenaze 136-141 STUDY 23α+β vocabulary
<b>10</b> (3/11-15)	<b>Spring Break</b>		

Week	Monday	Wednesday	Friday
<b>11</b> (3/18-22)	WRITE TB exercise 23ε+ζ READ ἔν διδασκάλων (α) STUDY Athenaze 148-149 STUDY 24α vocabulary WRITE review worksheet pt.1	READ ἔν διδασκάλων (β) STUDY 24β vocabulary STUDY Athenaze 157-158 WRITE WB exercise 24η+θ WRITE review worksheet pt.2	<b>EXAM</b> #2 ch. 20-24
<b>12</b> (4/1-5)	READ ὁ Κροῖσος τὸν Σόλωνα ξενίζει (α) STUDY 25α vocabulary STUDY grammar, Athenaze 166-171	READ ὁ Κροῖσος τὸν Σόλωνα ξενίζει (β) STUDY 25β vocabulary WRITE WB exercise 25α+Β WRITE TB exercise 25α+Β STUDY review optative forms, Athenaze 170-171	<b>Rubenstein Visit</b> WRITE TB exercise 25ε+ι STUDY review ch. 25 vocabulary
<b>13</b> (4/8-12)	WRITE WB exercise 25ι,κ,λ READ ὁ Κροῖσος τὸν παῖδα ἀπόλλυσιν (α) STUDY 26α vocabulary READ grammar p. 190-192	WRITE TB ex. 26β READ ὁ Κροῖσος τὸν παῖδα ἀπόλλυσιν (β) STUDY 26α +β vocabulary WRITE WB ex. 26η	<b>QUIZ</b> Athenaze ch. 25-6 READ note on dialect, Athenaze 209-10 READ ὁ Κροῖσος ἐπὶ τὸν Κύρον στρατεύεται (α) READ grammar p.214-218
<b>14</b> (4/15-19)	WRITE TB exercise 27δ READ ὁ Κροῖσος ἐπὶ τὸν Κύρος στρατεύεται (β) READ grammar p. 228-230 STUDY 27α+β vocabulary WRITE WB exercises 27θ,ι,κ,λ	WRITE TB exercise 27κ READ Homeric excerpt p.235 READ ὁ Ἀπόλλων τὸν Κροῖσον σώζει (α) READ grammar p. 239-244 WRITE WB exercise 28α+β	WRITE TB exercise 28ε READ ὁ Ἀπόλλων τὸν Κροῖσον σώζει (β) READ grammar p. 254-255 WRITE TB exercise 28ι STUDY 28α+β vocabulary
<b>15</b> (4/22-26)	<b>QUIZ</b> Athenaze ch. 27-28 READ grammar, Athenaze pp. 285-6, 313-16. STUDY review principal parts	In-class reading: Plato STUDY vocabulary STUDY principal parts WRITE grammar worksheet	<b>QUIZ</b> principal parts In-class reading: Aristotle  <b>EXTRA OFFICE HOURS</b>

**Final exam will be Monday, 29 April, 02:00pm-05:00pm in Languages 312**

## Strategies for Success

There are many ways to be successful in this class and many different things to take away from it, but the students who get the most out of the class tend to do the following:

- ❖ **Read everything more than once.** Even if you just spend 10 minutes before class skimming back over something, you will find you can retain and engage with it much better.
- ❖ **Use the time between classes and spread out your work.** You should plan to spend 2 hours outside of class per 1 hour in class
- ❖ **Practice vocabulary every day.** There are a lot of words to learn in this course, and you need to become familiar with them—the only way to succeed is by doing it every day, ideally several times.
- ❖ **Take notes both at home and in class.** If something looks important, it probably is—and if it's confusing for you, it probably is for others as well. Write it down so you can point it out later in class.
- ❖ **Do not write translations in your textbook** but take notes elsewhere instead. If you leave your textbook plain, it will be much more useful as a resource when you review and translate in class.
- ❖ Remember that **your assignments are an opportunity, not an obstacle.** You will challenge yourself and succeed by exploring new concepts, doing each assignment thoroughly, and reflecting afterwards.
- ❖ **Ask questions.** Write down your questions while you study and raise them in class. Ask your classmates what they think. Ask yourself what you think and why. In everything you read, ask—what do we know? how we know it? why does it matter?

## Academic Resources

The Academic Resource Center (ARC) offers **free services to all students** during their undergraduate careers at Duke. Services include:

- ❖ Learning Consultations
- ❖ Peer Tutoring and Study Groups
- ❖ ADHD/LD Coaching
- ❖ Outreach Workshops
- ❖ ...and more.

Because learning is a process unique to every individual, we work with each student to **discover and develop their own academic strategy for success** at Duke. Contact the ARC to schedule an appointment. Undergraduates in any year, studying any discipline can benefit!

211 Academic Advising Center Building, East Campus – behind Marketplace  
arc.duke.edu • theARC@duke.edu • 919-684-5917

### Papyrus Activity #1

Greek 102

p.Duke.inv. 4r

This papyrus contains, on its “recto” or original text side, about 40 lines from book 22 (also called X) of the *Iliad*, in reasonably good condition as papyri go. The back, or “verso,” was reused to list regnal years of kings in Egypt and can therefore be used to date it to the first century BCE. Compare this fragment with the text of the *Iliad* and try to answer some of the following questions:

- What do you notice about the forms of the following sets of letters: A, B, H / N, Π, Y / E, T
- Can you identify the biggest disparity between this papyrus and the edited Greek text?
- Homeric Greek is different from Attic, but how does the spelling of this papyrus differ from the edition?

### Papyrus Activity #2

Greek 102

p.Duke.inv. 232

This tablet has writing on both sides, in several columns with some divisions indicated. Its date is uncertain, but it comes from Egypt. Answer the following questions to the best of your ability:

- Describe the Greek text. What pattern(s) do you notice in what is written on each side? Which side do you think was originally intended to be the front, and why?
- How was the text written – i.e. how was the ink applied, and how was the surface treated?
- What is the purpose of this tablet? Does it explain the holes drilled into it?

### Papyrus Activity #3

Greek 102

p.Duke.inv. 3

This papyrus has a fragment of a speech by the orator Aeschines, titled *Against Ctesiphon*. (*Κατὰ Κτησιφώντος*). It is a very small fragment, but even a minimally trained papyrologist can figure out many things about the roll it was written on. Think about how William H. Willis, who wrote the 1955 article publishing this papyrus, would have determined the following:

- The number of lines per column
- The number of columns
- The height and length of the entire roll

#### Papyrus Activity #4

Greek 102

p.Duke.inv. 772

Over a hundred fragments have been pieced together into three large and one small fragments, containing several chapters of Achilles Tatius' novel *Leucippe and Clitophon*. It probably dates to ca. 200 CE. The text here shows a few differences from the generally accepted text of the novel, which is mostly taken from medieval manuscripts (codices) of the text.

- a. Look at the left-hand margin of columns ii and iii and compare to 3.19.3, 3.20.6, and 3.21.3 in the 1955 edition. What do you see in the margin, and what about the text in those places might explain it?
- b. Something different is going on at col. ii lines 4, 11, 12, and 26, and also col. iv line 42; describe it.
- c. Compare the end of col. ii line 3/beginning of col. ii line 4 with 3.19.3 – what do you notice about the papyrus versus the edition? Which do you think is more likely to be correct?
- d. How would you characterize this copy, and what can you say about the person who owned it?

#### Papyrus Activity #5

Greek 102

p.Duke.inv. 526

Examine and discuss this piece with your partner. Try to identify and categorize the different types of figures on it, and see what you can determine about the writing. What do you think this is? What could it have been used for? How could it improve scholars' understanding of Greek culture in a way the literary texts could not?