

LA 3100A/4903A LATIN PROSE SELECTIONS: *Apuleius, Apologia*

ASSESSMENT AT A GLANCE:

15%	Participation
15%	Quizzes (best 7/9)
20%	Midterm test
30%	Essay
20%	Final exam

PREREQUISITES:

Latin 2000 or permission of the instructor.

COURSE DESCRIPTION:

If the second century CE has often been considered to display the culture of Imperial Rome in its full flower in several senses – for example, including the reigns of four of the so-called “Five Good Emperors,” and seeing the revitalization of Greek



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of malicious magic, allegedly used to manipulate Aemilia Pudentilla into marrying him.

Beyond allowing for the display of the inventiveness of a clever rhetorician at the height of his powers on a fantastic topic, the details of the case of necessity involve issues of wider interest to Roman social history. How do laws structure a society’s understanding of how to group and categorize various activities as to be encouraged or otherwise? Which groups are privileged to participate more directly in such theorization, and which are not? How is art (magical or mundane) – such as a *tour-de-force* speech – implicated in the workings of *power*?

COURSE OBJECTIVES:

To begin to answer some of the questions outlined in the course description above, the largest part of our class time will be dedicated to reading Apuleius together, translating and analyzing as we go. The single largest project in terms of assessment, however, will be a short essay (c. 2 000 words, or half again as many for students taking the course as 4903A) developing a close reading of a passage from the *Apologia* or other relevant texts in the Apuleian corpus or Latin literature more broadly. While it might be easiest to focus on our set text, upon consultation with your instructor, you are free to pursue related themes further afield, and/or to incorporate more obviously creative approaches to the project. The final result, however, must engage closely with Latin text, and be developed within the scope outlined above.

literary culture in the Second Sophistic – its *Latin* prose literature has not always received the attention it merits. This is all the more striking in the case of one of the very few imperial-era orations to survive complete, Lucius Apuleius’ speech in his own defense against the remarkable charge

Accordingly, this course hopes to help you develop:

- ❖ a grounding in ancient Latin grammar and syntax firm enough to identify and interpret the characteristic linguistic forms of classical Latin prose;
- ❖ a greater ability to translate Latin accurately and sensitively, improving your Latin vocabulary and developing its nuances;
- ❖ familiarity with the terminology needed to comment precisely on the linguistic and literary features of imperial Latin rhetoric in the wider context of the Second Sophistic;
- ❖ facility in presenting an argument in both written and verbal discussion.

LEARNING OUTCOMES:

At the end of this course, students are expected to have acquired and/or improved, beyond subject-specific expertise in addressing Apul. *Apol.* in particular:

- ❖ advanced proficiency in classical Latin grammar and syntax specifically, bolstering their translation and language skills generally;
- ❖ critical reading and thinking skills;
- ❖ communication skills, both written and oral;
- ❖ independent study and problem-solving abilities.

REQUIRED TEXT(S):

Apuleius' *Apologia* has been shamefully neglected by modern editors, and the standard editions are out of print. Fortunately, Vincent Hunink has generously made his edition available online (see the link below), so that will be the one we're using. While you are free to use another edition, note that his will be used for setting quizzes and tests, and different editors may opt for readings that vary more or less significantly, which might lead to just a tiny bit of confusion as you go through our selection of readings.

Hunink, Vincent, ed. *Apuleius of Madauros: Pro se de magia (Apologia)*. Amsterdam: Gieben, 1997. PDF available online: <https://www.vincenthunink.nl/apologybook.htm>

A basic Latin dictionary and grammar (e.g., Lewis & Short, Allen & Greenough) are also highly recommended, but are left to your preference. Various online resources are, of course, another option.

Several additional resources will be put on reserve at the Weldon library, and other additional materials posted on the course website (Brightspace), on the instructor's whim and/or as need arises.

INSTRUCTOR:

My name is Rowan Ash and I'll be your instructor for this course. I'm a Ph.D. student in Classics, having found myself pulled back to the ancient Mediterranean after an initial focus on medieval English literature during my undergraduate studies.

My main research interests are in ancient magic (and, in particular, the Greek magical papyri are the focus of my dissertation project), but also in gender and sexuality in the ancient world, and Greek and Latin literature very broadly speaking. I'm a huge lit geek and always happy to talk about how stories and ideas from

the ancient world worked both in their own time and as handed down to and transformed in later ages. Feel free to pitch a fairly adventurous project for your term paper for this course!



ASSESSMENT, IN DETAIL:

Participation (15%): The bulk of day-to-day work for this course during class time is being ready to translate and comment on the readings, to show that you are engaging seriously with the text and language. Ideally you would volunteer, and I'll make sure that everyone gets a chance to participate every class, going around the room at (semi-)random. Don't read from your prepared translation! I have no objection to your having it, or notes as extensive as you please, with you, but when your turn

comes around, I'll expect you to try to keep your eyes on Apuleius' pristine page. In addition, there are a couple of other special components to your participation grade in this class, as follows:

Presentation: At the end of term, everyone will be expected to give a very short (~5-7 min), informal presentation about their term paper / essay (about which, see below). This is just to help you get used to talking casually but persuasively about your research, and to let everyone show off what they've been working on.

Course feedback: I take feedback about my teaching very seriously, and try to adapt to make sure that everyone gets the most out of every course that they can. For smaller classes, however, response rates through the official channels are often so low that the university is reluctant to release them to instructors, which isn't very helpful for anyone. Accordingly, while you'll still have the opportunity to fill the usual questionnaires out, 2% (of the 15% total) of your participation grade will depend on your providing short (or long, if you like) anonymous feedback on how you're finding the course, at around midterm and after lectures end but before the final exam. This can be as simple as expressing that everything's fine, or you can point out where the way I'm handling things isn't working well for you, and I'll see what I can do. To ensure the greatest possible anonymity, *everyone* will need to submit something to get the mark at both mid- and at the end of term.

Quizzes (15%): About weekly, starting from the second week of class, you'll write a short quiz. This will normally take the form of a few lines from the week's readings to translate, along with a few questions about the syntax of forms appearing in the passage. There will often be a line or two of an unseen passage, drawn from other Latin prose or (rarely) verse. Each of the quizzes will be weighted equally, and I'll keep only your best 7 out of 9. The quizzes will probably *usually* fall on Wednesdays, but not always! It will vary depending on whether I feel a particular passage or concept needs a bit more review, and just to keep you on your toes.

Midterm test (20%) [In-class, Wed. Oct. 23rd]: Basically a much more serious 50-minute quiz, you'll translate a few short passages from our readings to this point in the term, and answer a few grammatical questions about each. You'll have a choice between passages, so that it's less likely that I'll choose only those you're less likely to have focused on in your review. There will also definitely be a short unseen passage to translate at sight.

Essay (30%) [Due Fri. Dec. 6th]: The jewel in your crown for this course, you'll write a short, 2 000-word (3 000-word, if taking the course as 4903A) essay on a topic of your choosing. I strongly encourage you to visit my office hours or send me an email to discuss what you have in mind to make sure that it's a suitable project, particularly if you wish to range beyond Apuleius' speech in his own defense, though parallel concerns in other Latin prose authors or in his novel might be a fairly easy pitch to land. In any case, you will be expected to engage quite closely with the Latin text, and I'll expect you to work from your own translation. I'll provide more details about the assignment, and a grading rubric, after the first couple of weeks of term. I will accept drafts, in order to provide preliminary feedback, up to two weeks before the due date.

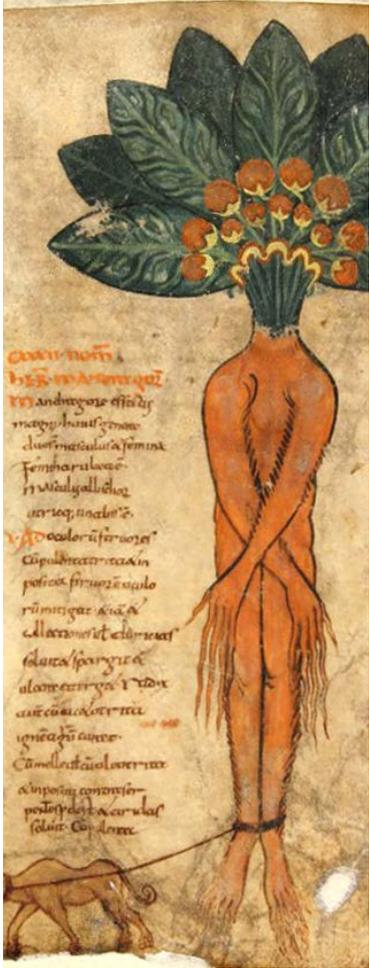
Final exam (20%) [During the exam period, date TBD by the Registrar]: Like the midterm, but longer, for the final exam you'll translate a few passages from the assigned readings, and answer some grammatical questions about each. There will be choice, and an unseen prose passage. The final will be cumulative, but favour material from after the midterm.

Summary:

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SCHEDULE:

Week	Date	Reading Assignment, or Other - unless otherwise specified: chh. and ll. in <i>Apul. Apol.</i>
1	Friday, September 6 th	Introduction
2	Monday, September 9 th	1-2.7
	Wednesday, September 11 th	2.8-3
	Friday, September 13 th	4-5.2
3	Monday, September 16 th	29-30.4
	Wednesday, September 18 th	30.5-31.1
	Friday, September 20 th	31.2-32.4
4	Monday, September 23 rd	32.5-34.4
	Wednesday, September 25 th	34.5-35
	Friday, September 27 th	36-37
5	Monday, September 30 th	Day for Truth and Reconciliation
	Wednesday, October 2 nd	38-39.2
	Friday, October 4 th	39.3-40.8
6	Monday, October 7 th	40.9-42.4
	Wednesday, October 9 th	42.5-43.6
	Friday, October 11 th	43.7-44
7	Monday, October 14 th	Thanksgiving, Reading Week
	Wednesday, October 16 th	Reading Week
	Friday, October 18 th	Reading Week
8	Monday, October 21 st	45-46.1
	Wednesday, October 23 rd	Midterm test
	Friday, October 25 th	46.2-48.4
9	Monday, October 28 th	48.5-49
	Wednesday, October 30 th	50-52
	Friday, November 1 st	53-54.5
10	Monday, November 4 th	54.6-56.2
	Wednesday, November 6 th	56.3-58.7
	Friday, November 8 th	58.8-61.3
11	Monday, November 11 th	61.4-64.2
	Wednesday, November 13 th	64.3-65.7
	Friday, November 15 th	65.8-67.1
12	Monday, November 18 th	67.2-69.3
	Wednesday, November 20 th	69.4-70
	Friday, November 22 nd	76-77
13	Monday, November 25 th	78-79
	Wednesday, November 27 th	80-81
	Friday, November 29 th	82-83.5
14	Monday, December 2 nd	83.6-84, 102.1-102.4
	Wednesday, December 4 th	102.5-103
	Friday, December 6 th	Presentations; Review; Essay Due
15+	Exam Period	Final Exam (Date TBD)



N.b.: Schedule subject to change as necessary.

NOTE FROM THE DEAN OF ARTS AND HUMANITIES: You are responsible for ensuring that you have successfully completed all course prerequisites and that you have not taken an antirequisite

course. Lack of prerequisites may not be used as basis of appeal. If you are not eligible for a course, you may be removed from it at any time, and you will receive no adjustment to your fees. These decisions cannot be appealed.

PLAGIARISM: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar, and, for the definition of what constitutes a Scholastic Offence, the following:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.)

STATEMENT ON THE USE OF GENERATIVE “ARTIFICIAL INTELLIGENCE” (sic):

In this course, you are permitted to use AI tools exclusively for information gathering and preliminary research purposes, as a starting point for exploration. However, it is essential that you critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop your own ideas, arguments, and perspectives. You are expected to uphold academic integrity by appropriately attributing all sources, including any AI tools you might use. Assignments should reflect your own thoughts and independent written work. If AI use is suspected in the body of your work, as your instructor, I will ask to see some combination of your research notes, rough drafts, essay outlines, and other materials used in preparing your assignments, and/or expect you to defend your work by oral examination. You are expected to retain your rough work until after final grades have been entered. In the unlikely event of concerns being raised about the authenticity of any assignment, you may be asked to produce these materials; an inability to do so will not, to put it mildly, do you any favours.

POLICY ON ACCOMMODATION / ACADEMIC CONSIDERATION:

Please note that the essay is central to the learning objectives for this course. Accordingly, students seeking academic consideration for this assignment will be required to provide formal supporting documentation. Students who are granted academic consideration for the essay will be provided with the following opportunity to make up this work: an extended submission period and/or, as appropriate, alternate presentation format.

Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g. December exams).

Students must familiarize themselves with the *University Policy on Academic Consideration* posted on the Academic Calendar:

<https://www.uwo.ca/univsec/pdf/academicpolicies/appeals/academicconsiderationSep24.pdf>

This policy does not apply to requests for academic consideration submitted for **attempted or completed work**, whether online or in person. The policy also does not apply to students experiencing longer-term impacts on their academic responsibilities. These students should consult: [Accessible Education](#).

For procedures on how to submit Academic Consideration requests, please see the information posted on the Office of the Registrar’s webpage:

<https://registrar.uwo.ca/academics/academicconsiderations/>

All requests for Academic Consideration must be made within 48 hours after the assessment date or submission deadline.

Students seeking academic accommodation must communicate with their instructors no later than 24 hours after the end of the period covered by either the self-reported absence or Student Medical Certificate, or immediately upon their return following a documented absence, but must apply to the Office of the Dean of their home faculty and provide documentation, as specified in the previous link to the Office of the Registrar's webpage. **ACADEMIC ACCOMMODATION CANNOT SIMPLY BE GRANTED BY THE INSTRUCTOR OR DEPARTMENT.**

UWO ACCESSIBILITY POLICY: Western has many services and programs that support the personal, physical, social and academic needs of students with disabilities. For more information and links to these services: <http://accessibility.uwo.ca/>

MENTAL HEALTH: Students who are in emotional/mental distress should refer to Mental Health @ Western <https://uwo.ca/health/> for a complete list of options about how to obtain help.

GENDER-BASED AND SEXUAL VIOLENCE: Western University [is committed to reducing incidents of gender-based and sexual violence](#) (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: <https://www.uwo.ca/health/studentssupport/survivorsupport/get-help.html>. To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Final thoughts: Can I help? My goal in teaching this course is not purely self-serving in indulging my fondness for wickedly glib and clever magicians (though it is that too): I would like to do what I can to make the course as rewarding for you as possible. I understand that learning styles vary, and that students may face ongoing or arising challenges that affect their academic goals. I am sometimes able to make accommodations; otherwise, as indicated above, other units within the university community can help. Please don't hesitate to speak with me: no matter the problem, the sooner you do, the likelier it is that we'll be able to find a good solution or to direct you to a person who can.