

Spring 2008

## Plautus, *Aulularia* and *Casina*

LATN 4100 (14056)

TR 1:30-2:45; Main 323L

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Office Hours: T 3:00-4:30; F 2:30-4:00

**Purpose:** The purpose of this class is to read, understand and enjoy two of Plautus' masterpieces of Greco-Roman skulduggery, *Aulularia* ("loosely based on a play by Menander") and *Casina* (downloaded and edited without permission from the original Greek author Diphilus). For the most part, classwork will entail translation and discussion of the plays read in class, including the social, textual, philological and cross-cultural issues surrounding them. From the remaining rummage of Plautus' corpus, students will choose one other play to read, study and write a research paper on, highlighting some aspect of the play's significance, historical, literary and/or (inter)textual. Besides these Latin dramas, we will glance at other classical and modern plays which have bearing on *Casina* and *Aulularia*, along with scholarship on Roman and Greek comedy in general. If time permits, we will also look briefly at the impact of Plautus' style on the development of Latin as a vehicle of literature and his influence on later Western drama. As a result of this reading, students will be expected to discuss in class and on examinations the position and importance of Plautus' work in Roman and other literatures.

**Textbooks:** David Slavitt & Palmer Bovie, *Plautus: The Comedies* (1995)  
Gilbert Lawall & Betty Nye Quinn, *The Aulularia of Plautus: The Pot of Gold* (1988)  
Malcolm M. Willcock, *Plautus: Casina* (1976)

<b>Tests and Grades:</b>	2 Tests (25% each) .....	50%
	Paper .....	25%
	Attendance/In-Class Participation .....	25%
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		100%

**Tests.** There will be two tests of equal weight, each representing a quarter of the final grade. Tests will consist of prepared and/or sight translation, and possibly also grammar questions, discussions of text and meter, commentaries on Latin poetry and essays relating to Plautus' text.

**Paper.** Another quarter of the final grade will be based on a research paper due on the last day of class (April 24). For several reasons, the plays we are reading are two of the most important and influential in Plautus' surviving oeuvre. This opens up a number of interesting issues on which to do scholarly research. By the end of February students must make an appointment to meet with me and discuss possible topics for a research paper. The nature and style of the paper is discussed in greater depth below (pp. 3-4).

**Attendance/Participation.** The last quarter of the final grade will be based on attendance, preparation and participation. For each day (after the first class meeting) students are in class on time and prepared to translate and discuss the full passage assigned, one point will be added to the 25 points that constitute this aspect of the final grade. That is, each day a student meets the requirements cited above, I will add one percentage point to the twenty-five available in this part of the final grade. Those who do not accumulate 25 percentage points over the course of the term will lose one full point from their final grade for each day they are late, unprepared or absent without adequate excuse (i.e. prior notification and proof of a valid reason for missing class). Conversely, those who accrue more than 25 percentage points will have one percentage point added to their final grades for each day beyond the required 25.

Incompletes will be given only in strict accordance with university policy. No make-up tests. The Final Exam (= Test 2) must be taken at the scheduled time (Tuesday, April 29; 11:30 am; M323L). The grading scale will be: A+ (100-98), A (98-92), A- (92-90), and so on. F represents a grade below 60 and is Unsatisfactory.

**Translation.** Translation will proceed at a rate of 100-150 lines a week.

**Academic Integrity.** For matters relating to Academic Integrity (cheating, plagiarism and the unlikeable like), please see the Schedule of Classes (Course Bulletin), p.101. Academic dishonesty in any form will be prosecuted to the fullest extent possible. Do your own work.

Qualified students with disabilities may be eligible for reasonable accommodations. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, 797-2444 voice, 797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

*All of this is subject to change. Students are responsible for keeping up to date with all alterations in scheduling, deadlines and assignments announced in class or via email.*

## **A Brief Guide to Writing Papers in Classics**

Within some very broad guidelines students have great freedom in writing their papers. Here are some general rules to follow:

**1. The paper must focus on the Classical Age and the author currently being studied.** Students may refer briefly to post-Classical times but a maximum of one page or one-tenth of the paper in its entirety may deal with non-Classical subjects (after 500 CE).

**2. Double-space.** Only long quotes should be single-spaced (see below, #7).

**3. The paper must be at least ten pages in length.** There is a little latitude here, insofar as ten pages in one typeset is not always equal to ten pages in another. The purpose of indicating the proper length of a paper is to ensure that a coherent and reasonable effort is made to cover the necessary material. In general, seven pages is too little, fifteen too much.

**4. The bibliography should include some outside sources (around ten if possible).** Again, this is a general guideline meant to give an indication of the depth of research expected. A research paper in Classics that includes only five outside references is probably based on the opinions of too few scholars. One that entails fifteen or more will probably not give writers adequate space to articulate their own opinions fully. In no case should students pad out their papers with meaningless bibliography not actually or fully used, just to meet the minimum number of sources required. Fake bibliography smells from a mile away! Note that the limitations of our library may require accessing sources outside this university. Prepare for this in advance. There are excellent on-line and Interlibrary loan services at USU and the libraries of the University of Utah and BYU are within reasonable driving distance.

**5. Bibliography must be expressed in a standard format.** I suggest the following:

1. for journal articles: M. Damen, "The Truth About Students," *Journal of Academic Challenges* 12.2 (1996) 236-267.

2. for books: M. Damen, *My Life as a Professor* (Stupid & Illegible Publishing Inc.: Logan, 1995). [n.b. place of publication is often omitted these days!]

3. for websites, just cite the full internet address: <http://www.usu.edu/bigmistakes.htm>

**6. Use footnotes or endnotes to reference bibliography.** Do *not* cite sources within the body of the paper, e.g. "... as Damen asserts (Damen 12-14)." Instead, reference them in the following way:

Professors are always correct and invariably adore their students.<sup>1</sup>

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1. Damen-1996, 14-16.

**7. Make your paper your own.** This includes **two** important principles:

a) **Do not quote sources at length** (i.e. more than three single-spaced lines). If a quote is absolutely necessary, quote only the most salient part of the source and paraphrase the rest. A quote that is shorter than one or two lines should be footnoted and put in double quotes, e.g.

Damen's opinion of students is invariably optimistic: "I have never met a student I didn't like."<sup>2</sup> So, it is easy to see how affable he really is.

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2. Damen-1995, 247.

Indent and single-space quotes of two lines or more and do not use double quotes (unless the quote itself contains a quote), e.g.

Despite his ferociously antagonistic teaching style, Damen is really a kind and liberal preceptor.

I find that students respond to an aggressive and confrontational approach better than more passive modes of teaching. My motto is "Divide and instruct!"<sup>3</sup>

Thus, his in-class savageries are merely a sham to make students think he is an old curmudgeon when he is, in fact, a loveable cuddly coot.

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3. Damen-1996, 57.

**b) Do not plagiarize.** I hope no student at this university needs to be reminded that plagiarism is not only an offense but a crime. It is defined in the Utah State University Undergraduate Catalog as "knowingly representing the words or ideas of another as one's own in any academic exercise or activity." If three or more words in succession are taken from an outside source, then the source of the words must be cited in full. Bear in mind that plagiarism may result in:

(a) a reprimand; (b) a grade adjustment; (c) being placed on warning or probation; (d) suspension from the University; or (e) expulsion from the University.

**Style.** In writing papers, students should follow the standard guidelines of formal style employed in any historical discipline. Those unclear about what this type of writing entails should see my web site entitled "A Guide to Writing in History and Classics" (<http://www.usu.edu/markdamen/WritingGuide/00intro.htm>). In general, watch pronoun referents, possessives, subject-verb agreement, and the like. Avoid run-ons and fragments. Include an introduction and conclusion. Remember that this is an exercise in formal, scholarly discourse. Do not "chat" with the reader! Instead, instruct and stay at a distance.

**Research Papers.** A research paper involves a scholarly approach to ancient material. In a research paper students explore an issue that has been chosen in consultation with their professor. Most often, the issue selected has been previously investigated by more than one scholar, the result of which interaction is a controversy of some sort. Some controversies, such as the historicity of Homer's epics, have raged for decades. These deliberations are, for the most part, waged in scholarly journals, where one scholar asserts a particular point of view in one journal which invokes a counter-reaction by a colleague in the same or a different journal. As others join the fray, an issue emerges. Thus, students writing research papers should begin by exploring journals, the more recent the better, until they find an issue that intrigues them. Bibliographical surveys of works in Classics like *L'Année Philologique* ("The Year in Philology") are very helpful in providing an overview of work in a particular field or concerning a certain author. After gathering as many pertinent sources as possible, students should review the course of the controversy, analyze the arguments presented and add their voice to the discussion by defending one side of the issue.