

Date:

27 August 2001

PROPOSAL FOR ESTABLISHMENT OF A GRADUATE CERTIFICATE IN LATIN STUDIES:

Submitted by Department of Classics, University of Kentucky

Title of Curriculum:

Graduate certificate in Latin Studies

Certificate Curriculum:

1) Academic topic and competency to be acquired by participants:

a) Objectives:

The proposed certificate curriculum, consisting of a sequence of four courses in Latin language and literature, aims at two groups of students in particular. First, we aim at graduate students who need strong Latin skills for any academic discipline in which Latin is important, including not only classics, but also history, philosophy, theology, etc., and who are already engaged in, or hope to undertake advanced study in one or more of these fields. The certificate curriculum will offer to such students an interdisciplinary opportunity to gain a superior command of Latin in a highly concentrated format, but in a relatively brief period of time. Second, we are extremely interested in the training of new Latin teachers for the high school level and even pre-high school instruction. The proposed certificate curriculum will be highly useful for those interested in teaching Latin, because it will provide a much deeper immersion in Latin language and literature than what has so far been usual for students seeking careers as Latin teachers, and will ensure that all who complete it acquire not merely reading skills, but also considerable active command of the language.

b) Background, method and scope:

During the last century or so, in most regions and institutions, students of Latin have been taught their subject in a way that aims at a passive understanding of the language, but de-emphasizes active expression in it. Our experience, however, has taught us what perhaps everyone experienced in the pedagogy of other languages accepts as a truism: a person's appreciation of any language and its nuances is likely to develop more quickly and be of higher quality, if that person has participated in a variety of learning modes, including writing, listening and speaking - and not merely reading and translating. We have also learned that large numbers of teachers and students of Latin want to acquire this sort of mastery of Latin, despite the fact that few institutions currently exist where Latin is taught in such a fashion. With this in mind we began summer workshops in active Latin

at the University of Kentucky in 1996, known as the 'conventicula Latina'. Since their inception, these workshops have experienced explosive growth. For the last three years, forty or more people have registered each year. Students and teachers of Latin come not only from all over the U.S., but even from Europe and Australasia to take part. When we began to offer individual graduate courses which employed a similar method to that of the workshops, enrollments included students from such institutions as Yale and Chicago, who took time away from Ph.D. programs to participate in these courses at UK. In general, our activities in active Latin have attracted international interest and acclaim. In light of this experience, we have designed all the courses which constitute the sequence outlined here so that writing and speaking in Latin receive heavy emphasis, along with the reading and study of Latin texts.

The other distinctive element in the proposed certificate curriculum is the wide range of Latin writing covered by the four courses. This element is also, in part, a fruit of our experience in the summer workshops, which typically include discussion of Latin works from widely differing periods, and have shown us that teachers interested in acquiring an active mastery of Latin tend to be interested in Latin literature as a long-lasting tradition, and not merely an ancient phenomenon. By contrast, Latin pedagogy in schools and universities typically focusses on a few canonical authors of Roman antiquity, despite the fact that the flourishing of Latin as a major literary language continues into early modern times, and its authors have included figures from a wide variety of ethnic backgrounds, who made seminal contributions to the history of European thought, literature, and science. Few fields could be more accurately described as multi-cultural and interdisciplinary than the study of Latin literature, if all of its periods of its historical importance are taken into account. (For a more detailed account of how teachers can benefit from such an approach, see T. O. Tunberg, "Latinitas: The Misdiagnosis of Latin's Rigor Mortis," *American Classical League Newsletter*, 22.2, Winter 2000, pp. 21-26.) Hence, the proposed sequence of courses, without neglecting the fundamental classics of Roman literature, adds substantial elements from other segments of the Latin tradition too, in order to appeal to students of a wide range of disciplines, and to expose future teachers to the widest possible range of material written in Latin.

2) Other special advantages of the proposed Certificate curriculum:

i) The course-sequence is innovative, and should be a model for the profession. Letters attesting to this from distinguished professors in Europe and the U.S.A. can be viewed at the following web-site:

<http://www.uky.edu/AS/Classics/reviews/>

ii) The curriculum will help us to attract the best available graduate students. Our success with the summer workshops, and with elements of the curriculum already in place have given us the first indications of the level of students to whom we might appeal, and the unprecedented quality of this year's crop of new graduate students accepted into our M.A. program, most of whom have chosen to come here because of the special training in Latin that we offer, constitutes additional testimony.

iii) There is a considerable group of graduate students, sometimes in disciplines other than classics, who would want to gain a strong command of Latin and receive a graduate diploma for this, but who already have M.A.s, and are in Ph.D. programs, and therefore not inclined to be interested in completing a second full M. A. program. This year, for instance, three such students on campus have asked us about the possibility of earning a certificate for completion of the Institute sequence, one in Philosophy, another in English, and a third in History.

iv) The Institute curriculum offers considerable exposure to the recent end of the Latin tradition, a sector of Latin studies in which many of the seminal texts don't even exist in modern editions with commentaries. Our department's record in electronic scholarship and publication under the auspices of Ross Scaife will offer students in the Institute sequence the possibility of becoming involved in the production of editions of such important works in the newest and most efficient format, namely the electronic one.

3) Latin studies course sequence:

To be awarded the Graduate Certificate in Latin Studies, the student must successfully complete four courses amounting to 12 graduate credit hours with an overall GPA of 3.0 or better.

1) CLA 511 Studies in Roman Philology: Introduction to Latin composition

Latin composition (oral and written). Grammar review in the context of weekly written exercises, intensive oral and speaking exercises. Consistent work and weekly drill in the Language Lab to supplement class sessions. Exemplary readings from Cicero and Caesar, designed as models for composition and to prepare students for the subsequent courses in the cycle. This course is also the required course in Latin composition for all students who seek the M.A. in Classics in our department.

2) CLA 512 Studies in Roman Philology: Latin literature of the Roman Republic and Early Empire

Readings in selected authors of the Roman Republic and Early Empire, with some attention to the cultural background. Prerequisite CLA 511 or the equivalent. Weekly written composition in Latin will pertain to the weekly readings. Class discussion of the texts (discussion in Latin).

3) CLA 611 Latin of the later Roman Empire and Early Middle Ages (new course)

Latin prose, with special attention to such authors as Apuleius, Tertullian, Jerome, Augustine, Bede, Anselm, and Abelard. Latin poetry, with special attention to new developments in medieval verse, hymns, and Latin music (some listening/ performance possible). Prerequisite CLA 511 or the equivalent. Extensive reading, with some attention to the cultural background, along with a weekly written assignment (in Latin)

about the texts read providing continued exercise in Latin composition. Class discussion of the texts (discussion in Latin).

4) CLA 612 Latin from the later Middle Ages to the modern world (new course)

Latin prose, special attention to such authors as Erasmus, More, Copernicus, the development of scientific Latin, along with some readings of post-Renaissance and even very recent Latin texts. Latin poetry, classicism and Vergilianism, Mantuanus, Sannazaro, hymns, and Latin music (listening/performance possible). Prerequisite CLA 511 or the equivalent. Extensive reading, with some attention to the cultural background, along with a weekly written assignment (in Latin) about the texts read providing continued exercise in Latin composition. Class discussion of the texts (discussion in Latin).

CLA 511 is a prerequisite for all other courses in the sequence. However, once a student has successfully completed CLA 511, s/he may complete the other three courses in any order. In order to maximize our faculty's time and freedom to teach other courses in our Department, we anticipate that CLA 512 and CLA 612 will be offered every other year, one alternating with the other in the spring term. For example, a student intending to complete the entire sequence might begin with CLA 511 in the fall, and would take either CLA 512 or CLA 612 in the spring – depending on which of the two was scheduled for that year, CLA 611 in the following fall, and in the next spring would finish the sequence by taking whichever of the two alternating courses that had not been offered the previous spring.

4) Graduate Certificate Associates and Affiliates:

The course work required for the Certificate will be taught by faculty in the UK Classics Department, unless special circumstances warrant the substitution of a visiting or external professor with the appropriate qualifications. The following members of the UK Classics Department, all of whom are members of the graduate faculty, shall be associates and affiliates for the proposed certificate curriculum. They will function either as teachers of the curriculum courses or as consultants.

Francis, Jay, Associate Professor
Martin, Hubert, Professor
Phillips, Jane, Professor
Rabel, Robert, Professor
Scaife, Ross, Associate Professor
Tunberg, Terence, Associate Professor and proposed certificate Director

5) Admission Requirements:

Students are eligible to apply who are either degree-seeking students enrolled in a graduate program or who are in Post-baccalaureate or Visiting Student status. Applicants must –

- a) meet the applicable minimum Graduate School admission requirements,
- b) meet the minimum requirements for admission to the M.A. program in the Department of Classics,
- c) have already completed at least three years (18 credits) of undergraduate Latin or the equivalent.