

LATIN POPULAR LITERATURE

Instructor: Serena Connolly
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Hours: M 5:00pm-7:40pm
Office hours: Th. 3:30pm-5:00pm, in RAB D/C 005

Description

A graduate seminar surveying Latin literature that contains (or purports to contain) popular diction. Focus on Plautus' *Menaechmi* and Petronius' *Cena Trimalchionis*, with particular attention paid to style, genre, characterization and audience. Additional selections, including Latin personal correspondence and graffiti.

The purpose of the course is to introduce students to works of poetry and prose in a variety of genres that use forms and expressions unfamiliar to readers of Classical Latin. It aims to give them an understanding of how Latin was spoken and written outside the educated elite and, to that end, will examine the morphology and syntax of popular Latin diction. There will also be extensive discussion of genre and audience, as well as the portrayal of non-elite characters and linguistic characterization (and self-characterization).

Later documentary texts will offer an introduction to Vulgar Latin and the development of the Romance languages.

Principal readings

Required texts

Plautus, *Menaechmi*. Ed. A.S. Gratwick. Cambridge, 1993.
Petronius, *Cena Trimalchionis*. Ed. M.S. Smith. Oxford, 1982 repr.
Cicero, *Select Letters*. Ed. D.R. Shackleton Bailey. Cambridge, 1980.

You'll need to find your own copies of the Plautus, Cicero and Petronius. I recommend the editions of Gratwick, Shackleton-Bailey and Smith, respectively, though be warned: Smith is very expensive. Other texts and secondary material will be available on Sakai (unless otherwise indicated).

Highly recommended

J. Solodow, *Latin Alive*. Cambridge, 2010.
J. Herman & R. Wright, *Vulgar Latin*. University Park, PA, 2000.

If you're interested in non-elite culture, take a look at:

N. Horsfall, *The Culture of the Roman Plebs*. London, 2003.
J.P. Toner, *Popular Culture in Ancient Rome*. Cambridge, 2009.

Seminar sessions

We'll devote part of every session to translating portions of our assigned text(s). Two presentations will follow, each lasting approximately 20 minutes, which will serve to introduce themes of particular interest for the session. If the number of attendees permits, we will also have formal responses to those presentations.

While there are no quizzes, I expect that everyone will endeavor to prepare the Latin thoroughly and volunteer to translate. Your only graded assignment is a final research paper on a topic closely related to the texts and themes of the course. The paper should be formatted according to the style used by a journal of your choosing.

One question we'll be considering through the semester is this: "Is the term 'sub-literary' an adequate descriptor of the Latin found in the *Cena Trimalchionis*, Vindolanda tablets, etc.?"

Schedule

I. PLAUTUS I (1-225)

Text

Gratwick

Readings

- ***Companion*, chap. 15**¹
- **Harris, "Levels of Literacy"**
- **Harris, "Late Republic & High Empire"**
- **Gratwick, introduction and appendices**
- Dickey, "Introduction" and Clackson, "Colloquial Language"
- Werner, "Literacy Studies"
- Olson, "Why Literacy Matters"

Themes and questions

Terminology & broad issues

Presentations

No presentations, but we'll be considering definitions of "Latin" and "popular diction", the nature and extent of literacy of Latin, and the audiences of our assigned texts. There'll also be an introduction to the *Menaechmi*.

Bring to class an example of fictional or non-fictional writing in English that contains popular diction.

¹ Readings in bold are required; those not in bold are recommended, but not required. Bibliographies for the *Companion*, *History* and Dickey & Chahoud are on Sakai.

II. PLAUTUS II (226-752)

Readings

- **Companion, chap. 19**
- **Palmer, “The language of Roman comedy”**
- Gratwick & Lightley, “Light and Heavy Syllables”

Themes

Meter

Plautine Latin and popular diction

Presentations

- A. Write out and scan ll. 286-95 and 1075-82. You may either write in ‘foot divisions’ or label the syllables ABCD etc., as Gratwick does. What is the effect of meter in these lines?
- B. Read carefully the *canticum* of Peniculus at ll. 77-109. How do the language and themes of this *canticum* help to characterize Peniculus? If possible, consider also the *canticum* of Messenio at ll. 966-89. You will want to consider some or all of the following: characteristics shared by Peniculus and Messenio and differences between them; audience expectation of their experiences and attitudes; differences between the language and themes of Peniculus and Messenio’s speeches and those of the Menaechmi; language and themes Peniculus and Messenio share with other characters of low social status. (You might read Leach in advance.)

III. PLAUTUS III (753-END)

Readings

- **Haberman, “Menaechmi: A Serious Comedy”**
- **Leach, “Meam quom formam noscito”**
- **Segal, “Menaechmi: A Roman Comedy of Errors”**

Themes

Class and characterization

Presentations

- A. Discuss the ways in which Plautus uses language to reflect the socio-economic status of the play’s characters.
- B. Discuss the characterization of slaves in the play. Consider the state of Roman slavery at the time of the play and more broadly Roman attitudes towards slaves. You might also consider slaves in other Plautine plays.

IV. CICERO I (1-7, 9, 12, 19)

Text

Shackleton-Bailey

Readings

- ***Companion*, chap. 24**
- **Ferri & Probert, “Roman Authors”**
- **Von Albrecht, “Two Philosophical Texts”**
- Hoffer, “Cicero’s Stomach”

Themes

Epistolary style

Cicero the letter-writer

Presentations

- A. Give us an introduction to the letters: the time period, recipients, themes, place within the Ciceronian corpus, historical and literary significance.
- B. How does Cicero construct himself in his letters? How does this depiction differ from that found in his other writing?

V. CICERO II (23, 27, 32, 34, 38, 54, 62-3, 67, 75)

Readings

- **Adams, “Code-switching”**
- Bolkestein, “Between Brackets”

Themes

Language

Presentations

- A. How does Cicero’s epistolary Latin differ from the Latin he employs for other genres?
- B. What does Cicero’s use of Greek in the letters tell us about contemporary attitudes towards the Greek language?

VI. PETRONIUS I (26-42)

Text

Smith

Readings

- ***Companion*, chap. 28**
- **Boyce, *Language of the Freedmen*—as much as you can**
- **Horsfall, “Uses of Literacy”**
- **Petronius, *CT 38* translations**
- Auerbach, *Mimesis*

- Bodel, “*Cena Trimalchionis*” (read if the text is new to you)

Themes

Structure

Content

Characters

Presentations

- Introduce us to the *Satyrical* in their historical, cultural and literary context. What’s the structure of the narrative of the *CT*? What are some of the most important themes or aspects of the work?
- Tell us about Hermeros’ language focusing on chap. 38. Then tell us which of the translations given to you best reflects his Latin.

VII. PETRONIUS II (43-59)

Readings

- Petersmann, “Environment, Linguistic Situation”
- Adams, “Petronius”
- Boyce, *Language of the Freedmen*—as much as you can
- Whitehead, “*CT* and Biographical Narration”

Themes

Language

Presentations

Dama

Seleucus

Phileros

Ganymedes

Echion

VIII. PETRONIUS III (60-END)

Readings

- Goddard, “Tyrant at Table”
- D’Arms, “Typicality of Trimalchio”
- Mouritsen, “Being a Roman Freedman”
- Boyce, *Language of the Freedmen*—as much as you can
- Mouritsen, “Power and Status”
- Mouritsen, “Freedman in the Roman Economy”
- Connors, “Famous Last Words”
- Jones, “Dinner Theater”

Themes

Political and social context

Presentations

Niceros

Habbinas

Trimalchio

IX. INTRODUCTION TO VULGAR LATIN & CATCH-UP SESSION

Readings

History, chap. VII

Adams, "Latinity"

X. POMPEIAN GRAFFITI

Texts

Kramer, "Graffiti"

CIL IV

Readings

Wallace, *Introduction*

Keegan, "Blogging Rome"

Benefiel, "Dialogues of Graffiti"

Milnor, "Literary Literacy"

Baird & Taylor, "Graffiti" & bibliography for Keegan and Benefiel

Vaananen, *Latin Vulgaire* [in my office]

Fleming, "Graffiti"

Kehl, "Roman Hands"

Kruschwitz, "Romanes eunt domus"

Presentations

- A. What's the temporal, cultural, linguistic context? Who wrote the graffiti? What are the most common themes?
- B. What does the language of the graffiti tell us about their authors and the Latin they spoke?

XI. CLAUDIUS TERENTIANUS ARCHIVE

Text

P. Mich. VIII, 467–472

Kramer, "Privatkorrespondenz"

http://quod.lib.umich.edu/a/apis?rgn1=ic_all&select1=all&q1=terentianus&op2=And&rgn2=ic_all&select2=all&q2=&op3=And&rgn3=ic_all&select3=all&q3=&view=reslist&type=boolean

Readings

- **Lehmann, "On the Latin of Claudius Terentianus"**

- **Adams, “Language Use in the Army in Egypt”**
- Adams, *Vulgar Latin* [on reserve]
- <http://www.lib.umich.edu/files/collections/papyrus/exhibits/snapshots/Claudius/clauius.html>

Presentations

- A. What’s the temporal, cultural, linguistic context? What’s the significance of bilingualism in the archive? What’s the significance of language in the army?
- B. What are the themes and concerns of the letters? How do the language, script and content of the letters characterize their authors and recipients?

XII. VINDOLANDA TABLETS

Text

The best text is available at <http://vindolanda.csad.ox.ac.uk/index.shtml>. Look at the Highlights (all of them) and no. 321.

(Vols. III and IV, which you do not have to read, are available as follows:

Bowman, Alan K., and J. David Thomas. 2003. *The Vindolanda writing-tablets = Tabulae Vindolandenses. Volume III*. London: British Museum Press. Not held at RU, but I have a copy in my office.

Bowman, A.K., J.D. Thomas, and R.S.O. Tomlin. "The Vindolanda Writing-Tablets (Tabulae Vindolandenses IV, Part 1)." *Britannia* 41 (2010): 187-224.

Bowman, A.K., J.D. Thomas, and R.S.O. Tomlin. "The Vindolanda Writing-Tablets (Tabulae Vindolandenses IV, Part 2)." *Britannia* 42 (2011): 113-44.)

See also Kramer, “Soldatenbrief”

Readings

- **Adams, “Vindolanda”**
- Halla-aho, “Linguistic Varieties”

Presentations

- A. What’s the temporal, cultural, linguistic context of the tablets? How were they discovered? How have they been read and preserved?
- B. Give us an introduction to the content and language of the tablets. You’ll want to draw in particular on Adams, “Vindolanda”.

XIII. CURSE TABLETS AND *ITINERARIUM EGERIAE*

Texts

Tomlin, *Temple of Sulis Minerva*

Itinerarium Egeriae, ed. Prinz

Readings

- **Tomlin, “Writing to the Gods”**
- **Adams, “British Latin”**

- Stengaard, “Semantic Study”
- Frandsen, “*Itinerarium Egeriae*”
- Wilkinson, *Itinerarium Egeriae* (on reserve in Alexander)
- Tomlin, “Curse Tablets in Roman Britain”
- Kiernan, “Did Curse Tablets Work”

Presentations

- A. Give us an introduction to the temporal, cultural, linguistic context of the curse tablets, their content and language and their significance for understanding the development and variety of the Latin language.
- B. Give us an introduction to the temporal, cultural, linguistic context of the *Itinerarium Egeriae*, their content and language and their significance for understanding the development and variety of the Latin language? What’s the impact (if any) of Christianity on the Latin of the *Itinerarium*?

XIV. APPENDIX PROBI; WRAP UP

Text

Quirk, *Appendix Probi*

Kramer, “Liste”

Readings

- **Companion, chap. 5**
- **Powell, “New Text”**
- **Burnett, “Sources”**
- **Coleman, “Vulgar Latin”**
- **Quirk, *Appendix Probi***
- Quirk, “Appendix Probi” (includes list of current(ish) bibliography)
- Burnett, “Second Appendix”

Presentations

- A. Give us an introduction to the temporal, cultural, linguistic context of the *Appendix Probi*, its content and language and its significance for understanding the development and variety of the Latin language.
- B. Mini presentations on final paper topics.