

Vertical Unit developed by Keely Lake, Ph.D.

Students have a fairly unsophisticated view of women in antiquity. What little time is devoted to the ancient Greeks and Romans in World Civilization classes leaves almost no time for women. Furthermore, those assigned to teach high school survey courses have often not been trained as Classicists. While teachers of Latin need to focus on reading Latin, we also seek to incorporate culture and history in our classes. I have therefore organized what I have been doing here and there in my Latin classes for years as a vertical unit.

In the first year the students read Michael Massey's *Women in Ancient Greece and Rome* (Cambridge, 2001); they also are given a worksheet with terms to define from the reading along with additional reading to do on the culture which we are encountering in that text. I have produced a very simple PowerPoint to accompany our discussion. I then introduce Catullus and walk them through several of his poems (included in the PowerPoint); they are not responsible for this text in any assessment—it is purely to expose them to a real author's work and to get discussion started. The unit assessment is a comparative essay on Sulpicia and Tibullus in English. With this assessment I am trying to get them thinking about *analyzing* literature, not just telling me how it makes them feel (AP essay writing should start in year one, after all).

In the second year they read Anne Haward's *Penelope to Poppaea* (Bristol, 1990); they only have general prompts for note-taking on this secondary reading (e.g. "show you understand, help yourself remember"). This text is longer, and it serves as review and more in-depth work on the topic and for culture in general. At this point they can prep the Latin themselves as we are through the Latin textbook and into primary work by second semester. They read the story of the Sabine women in Livy and Ovid, and their assessment is a comparative essay on the Latin read.

My third and fourth year classes have college level expectations. The students are reading primary texts and secondary literature from JSTOR or the like, and their assessment is a straightforward Latin test with grammar questions and an essay. We combine classes at this level, and so we alternate genres. In the prose year the unit focuses on Calpurnia in Pliny and Clodia in Cicero, and in the poetry year the unit focuses on the Ausonius material developed in the summer of 2011 for the Online Companion.

This Vertical Unit can be found at: <http://www2.cnr.edu/home/araia/syllabi.html>