

Students Teaching Students

Horace, *Ode 1.37* (Cleopatra)



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Title Slide: #1 Maria: Good morning. Kevin Lichtenfels, Mary Mackie, and I are here to tell you about a Latin classroom activity that has proven satisfying on many levels. While instructions for the activity are on the *Companion to the Worlds of Roman Women* website, edited by Dr. Ann R. Raia and Dr. Judith L. Sebesta, we want to share with you our experiences of the opportunities for collaboration that it offers -- between teacher and student, among students, and with colleagues in the field.

(#2 slide) <http://www2.cnr.edu/home/sas/araia/companion.html> *Online Companion* was unveiled in June, 2006, as a digital adjunct to the intermediate Latin print anthology *The Worlds of Roman Women* (March, 2005) -- hence its name.

Nurtured by collegial interaction, the site has achieved its promise, as you may have read in the review on the *Society for Classical Studies* blog: (#3 slide) <https://classicalstudies.org/node/22518>.

Companion is more than a repository for passages about Roman women – although it has added some 130 annotated texts to those in the print reader. The site offers linked illustrations of ancient artifacts, pop-up glosses to assist reading and comprehension, and, most importantly, an array of Instructional Resources (#4 slide) <http://www2.cnr.edu/home/sas/araia/instruction.html> that support active student learning and engagement through independent research, mentoring, creative exercises and peer collaboration.

Clicking on “Activities for Classroom Use” (#5 slide) opens a page that begins with suggestions for assignments designed to make use of the resources available on *Companion*. Below these is (#6 slide) a section on **Semester Projects** containing two main options. The first is an activity involving Roman Funerary Inscriptions; clicking on it brings you to a page of (#7 slide: 2) **guided**

instructions for analyzing funerary epigraphy and sculpture, unpublished monument options for adoption, a bibliography of epigraphic sources, and model student projects. The final category on the Activities page (**#8 slide: 2**) contains links to instructions for exercises tested by contributors and designed for the Worlds in which *Companion* Latin texts appear.

Let's return to the focus of today's presentation -- the Text Commentary Project (**#9 slide**)

http://www2.cnr.edu/home/sas/araia/raia_commentary.html It originated in 2002 as a final exercise for the 5th semester Latin students in Dr. Ann Raia's introductory course on Roman Women. Its purpose was to encourage them to invest in the language and content of the passages by providing support for research into a historical woman and by presenting it to an audience other than their professor, both virtual and real.

(**#10 slide: 2**) The instructions for the commentary project ask students to choose a Latin passage from a critical edition to annotate; to consult published commentaries as models for writing lexical and grammatical glosses; and to research events, persons, and ideas they find in their text. In sum, advanced Latin students are invited to become virtual mentors by annotating a text for intermediate-level Latin readers.

Since 2007, five different colleagues in five schools (one a high school) mentored this activity with students in various courses. (**#11 slide**) Six commentary projects were undertaken as independent studies, resulting in the addition of seven webpages and seven Roman women to *Companion*.

Faculty-Mentored Independent Studies

Kerry Horleman, Mentor: Dr. Maria S. Marsilio, Saint Joseph's University Livy, <i>Ab urbe condita</i> 1.11 (2013) http://www2.cnr.edu/home/sas/araia/livy_hersilia.html	Emma Fikkert, Mentor: Dr. Judith Lynn Sebesta, University of North Dakota Valerius Maximus, <i>Factorum et Dictorum Memorabilia</i> VIII.3.1, 2 (2008) http://www2.cnr.edu/home/sas/araia/ValMax_Amesia.html http://www2.cnr.edu/home/sas/araia/ValMax_Afrania.html
Elizabeth McCauley, Mentor: Dr. Maria S. Marsilio, Saint Joseph's University Horace, <i>Carmina</i> I.5 (2008) http://www2.cnr.edu/home/sas/araia/horace1.5_pyrrha.html	Amber Skolund, Mentor: Dr. Judith Lynn Sebesta, University of North Dakota Vergil, <i>Aeneid</i> IV.630 (2008) http://www2.cnr.edu/home/sas/araia/Vergil_Dido.html
Erin Daley, Mentor: Dr. Ann R. Raia, The College of New Rochelle Vergil, <i>Aeneid</i> VII.803 (2007) http://www2.cnr.edu/home/sas/araia/Vergil_Camilla.html	Danielle DeLancey, Mentor: Dr. Ann R. Raia, The College of New Rochelle Tacitus, <i>Annales</i> XI.12 (2007) http://www2.cnr.edu/home/sas/araia/tacitus_messalina.html

(**#12 slide**) In addition, five commentary projects were offered as graded class options, which resulted in 5 new *Companion* webpages and one student project model:

Faculty-Mentored Class Projects

Dr. Maria S. Marsilio, Latin 305, Saint Joseph's University
Catullus, *Carmina* 34 (2016)
<http://www2.cnr.edu/home/sas/araia/catullus34.html>

Elizabeth McCall, Latin IVA, Merion Mercy Academy
Vergil, *Aeneid* II.771-795 (2015)
http://www2.cnr.edu/home/sas/araia/LizMcCall_Vergil771-795_final.pdf

Dr. Maria S. Marsilio, Latin 305, Saint Joseph's University
Catullus, *Carmina* 36 (2013)
<http://www2.cnr.edu/home/sas/araia/catullus36.html>

Dr. Maria S. Marsilio, Latin 410, Saint Joseph's University
Catullus *Carmina* 3 (2012)
<http://www2.cnr.edu/home/sas/araia/catullus3.html>

Dr. Anne Leen, Latin 202, Furman University
Propertius, *Elegiae* III.23 (2009)
<http://www2.cnr.edu/home/sas/araia/propertius3.23.html>

Faculty who adopted the project reported that their students demonstrated greater engagement in research and reflection and improved facility with the lexical, syntactic, and rhetorical elements of Latin.

The Text-Commentary Project aligns closely with Saint Joseph's University's top priority in the College of Arts and Sciences: to ensure that all undergraduate students have the opportunity to participate in one or more experiences, namely Internships/Co-ops, Study Abroad, Service Learning, Student Research. Since 1995 I have mentored our majors and minors in independent research, collaborative research, and co-publishing with me.

I want to share with you how I integrated the project on Horace, *Ode* 1.37 (Cleopatra ode) into my spring 2018 upper-division course on Horace. I intended the project to emerge out of collaborative assignments which students would present in class and then prepare for critique and editing by *Companion*'s editorial team of experts in Latin literature. The anticipated outcome was publication of my students' work in *Companion*.

The Latin text commentary project supported all 7 learning objectives I established for students in my Horace course (**#13 slide: Learning Objectives**

In this course, students will:

- Acquire facility translating Latin poetry into English.
- Acquire a better understanding and mastery of Latin morphology and syntax.
- Acquire facility reading Latin poetry aloud in a variety of meters.
- Have a greater appreciation of the use of word placement, rhythm, sound patterning, imagery, and humor in Latin poetry.
- Explore and discuss major themes in the literature of the Augustan period.
- Understand the social, political, religious, and economic dimensions of Augustan age literature.

- Appreciate the use and function of mythological figures prominent in Augustan Latin poetry.

From the first day of class on January 16, 2018, my students knew that this project would be a course requirement, and would be valued at 20% of their final course grade. They were also aware that the project offered the possibility of co-authorship of a publication on the *Companion* website. They expressed excitement at the outset.

Here is how I described the project in my course syllabus (**#14 slide**): **Syllabus Description**

Dr. Marsilio's scholarly research and publications in Catullus, Horace, and Roman poetry will support her mentoring of her students in her spring 2018 course LAT 404: Horace as they prepare and publish a new Latin text commentary of Horace, *Odes* 1.37 (Cleopatra Ode) in the *Companion to the Worlds of Roman Women* (edited by Ann R. Raia and Judith L. Sebesta): (<http://www2.cnr.edu/home/sas/araia/companion.html>). The online *Companion to the Worlds of Roman Women* introduces undergraduate Latin readers to Roman women, through un-adapted Latin texts, essays, and illustrations from the early Roman Republic to the late Empire. Each Latin passage is introduced by its own image and essay that contextualize the reading. Latin expressions are hyperlinked to glosses that appear in small pop-up windows; they contain lexical, rhetorical, poetic and syntactic aids. SPQR links provide vivid images of ancient artifacts. Each student will individually prepare Latin glosses and commentary for assigned lines of Horace, *Odes* 1.37, and will develop ideas for the introductory essay. Dr. Marsilio will offer criticisms and suggestions that she will discuss and debate with them in class and in outside class meetings. The students then will revise their work in collaboration. The editorial review process will entail the submission of the Latin text commentary and introductory essay, critical review by the *Companion* editors and other experts in Latin literature, revisions, and final editing.

My class read Horace's poems as they are arranged in his *corpus*. This meant that we were not scheduled to read *Ode* 1.37 until late March, in the last third of a semester that ended on May 1.

However, I wanted to introduce my students to *Companion* as soon as possible and to give them a template for their future work on the Horace, *Ode* 1.37 project. My purpose was to let them see a previous Latin text commentary on a Horace poem that was now online on *Companion*. Since I had previously published a text commentary on *Companion* for Horace *Ode* 1.11 and had also published an article on this poem in *Quaderni urbinati di cultura classica*, I showed my students Horace *Ode* 1.11 on *Companion* (**#15 slide**) <http://www2.cnr.edu/home/sas/araia/horace1.11.html>

As my students prepared for the class in which we read and analyzed Horace *Ode* 1.11 together, I asked them to consult their course texts: the Garrison edition of Horace and the Allen and Greenough *New Latin Grammar*. During the class in which we read Horace *Ode* 1.11 together, I projected the *Companion* text on screen in our classroom. I witnessed them working with *Companion* in a real-time classroom experience as they discovered the advantages of a multi-level approach to the Latin poem: an introductory essay to contextualize the poem, especially as it relates to Roman women;

focus on vocabulary as well as grammatical, metrical and syntactical issues through hyperlinked glosses; targeted reference to literary, historical, archaeological and cultural matters.

Additionally, I asked them to review essential scholarly commentary on Horace and several other *Companion* Latin text commentaries that my former students had published (especially Catullus 3, 34, and 36, and Horace *Ode* 1.5) (**#16 slide**) so that they could appreciate the benefits of an online text and have a model for the commentary they would prepare on Horace *Ode* 1.37.

I asked the students to begin work on Horace *Ode* 1.37 on March 29. Their first step was to translate the poem, analyze grammar and syntax, and discuss the larger questions the poem raised. I prepared and distributed a preliminary grammar review for Horace *Ode* 1.37 which they used as they prepared their translations of the poem. (**#17 and #18 slides**). They produced their own grammar notes to supplement mine as we translated and discussed the poem in class.

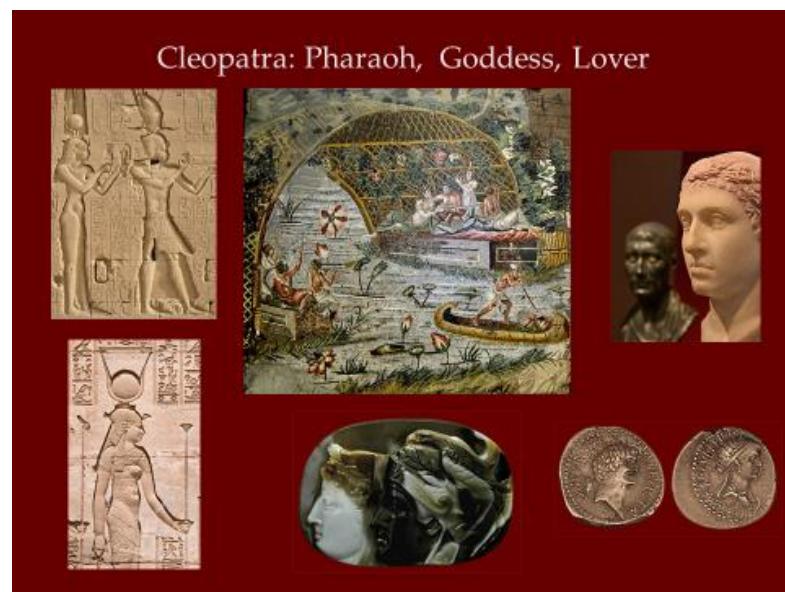
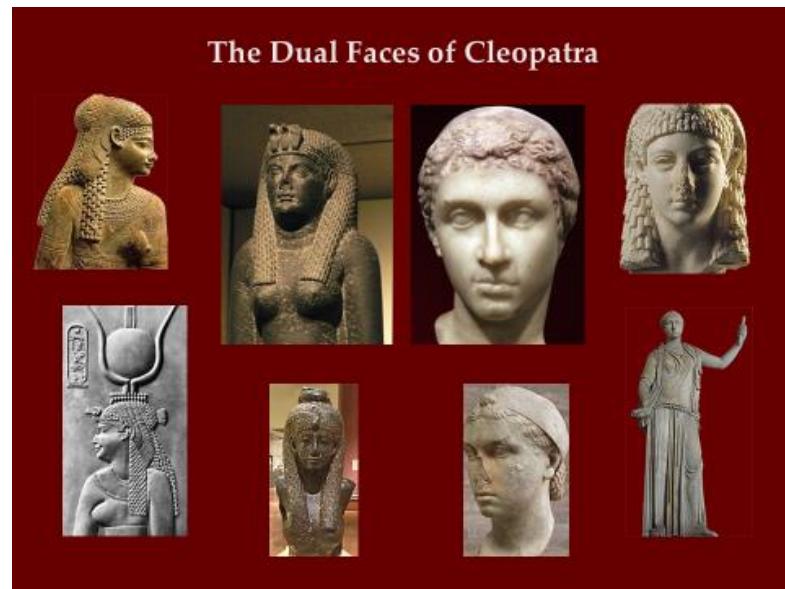
Next the students worked collaboratively, distributing the work among them. Since this was a very small class: three Classical Studies majors and one Classical Studies minor, I welcomed another freshman major in LAT 101 to contribute to the project. That major worked with a student in the Horace class, on the vocabulary entries, while the other Horace students each took a leadership role in the literary commentary, images, and introductory essay.

I listened to my students brainstorm with each other in two April class periods after we completed the initial translation and analysis of *Ode* 1.37. They worked as a team, asking and answering questions they posed to each other, also asking me questions. I answered their questions, facilitated discussion, and helped them as they wrestled with problems that arose. Their questions were not only about vocabulary and grammar, but about interpretation of the role Cleopatra in the *Ode*, as a ruler and as a woman.

I suggested that my students consider whether Horace composed this poem as praise for Octavian or as respect for Cleopatra – is her stoic acceptance of her fallen regime and her suicide Horace’s tribute to her or to Octavian’s victory over the fallen queen? I suggested they consult scholarly commentaries and studies that were important for understanding this poem. Among the commentaries they selected were those by Nisbet and Hubbard, Armstrong, Commager, Fraenkel, Putnam, Santirocco, and West. I also asked them to list “talking points” they thought should be part of the introductory essay; they included the Alcaic meter.

I gave the students a deadline of May 1 to submit to me their drafts of their assigned work – vocabulary, literary commentary, images, and introductory essay. I asked them to assist each other in preparing their part of the project. All students checked vocabulary, grammar, syntax, and images.

(#19-20 slides)



Metrical issues were more complicated. Since I already answered their questions in class and on email, I was assured that all students took an active part in their group's work. I edited the students' work minimally before I submitted the text commentary project in May to Ann Raia for consideration of its publication in *Companion*, though I realized that the introductory essay, focusing on Octavian, Antony and Horace rather than Cleopatra, would need to be revised. Mary Mackie, another Classical

Studies major, volunteered to rewrite the essay while the class searched for images to illustrate the essay and accompany the Latin text SPQR's.

My students Kevin and Mary will now offer their comments about their contributions to and assessment of the commentary project, which has been revised and prepared for publication on the *Companion* website: (#21 slide) <http://www2.cnr.edu/home/sas/araia/Horace1.37.html>

Conclusion: Kevin and Mary

We are pleased to say that just this month the web-formatted Horace *Ode* 1.37 Latin text commentary was submitted to the *Companion* Editorial Board for review, emendation and approval for publication.

The possibility of online publication and recognition outside the classroom is a strong incentive to quality student performance. While completion of the project requires students to work collaboratively and faculty to direct student research and provide correction, the final goal of publication is only achieved after the webpage has undergone rigorous review by *Companion*'s editors.

The Latin text commentary project offers a dynamic, interactive, motivational pedagogy for undergraduate students of Latin. Incorporated into your course syllabus with careful design and planning, it can support student achievement of high-level learning outcomes and can help you realize your departmental and institutional priorities.

Thank you for your attention.