Evaluation of LAT2400 – Tekstseminar i latin. Fall 2019.

1. Pensum, teaching format, examination

In Fall 2019, the Latin text seminar concerned Neo-Latin literature. It was offered as a *heis*-subject together with *LAT4109 – Nylatin – latin i Europa 1300-1800*. Its main aim was to give students a hands-on introduction to Neo-Latin philology and editorial principles, while also familiarizing them with basic interpretative approaches (e.g., intertextual analysis) and digital resources (e.g., Brepols' Library of Latin Texts and online manuscript collections) relevant to Neo-Latin studies.

The pensum consisted of a selection of poems from Manilio Cabacio Rallo's Neo-Latin oeuvre, mainly his *Iuueniles ingenii lusus* (Naples, 1520) and a collection preserved in manuscript in Berlin (Cod. Ham. 561, datable to 1503-1507/8).

The classes introduced the students to the field of Neo-Latin studies, editorial matters (mainly, collation) as well as their interpretive aspects (esp., capitalization and punctuation). During the classes, we went through a selection of poems on a central theme of Manilio Rallo's poetry (i.e., physical and spiritual exile). On the basis of our close-readings, some important interpretive techniques were exemplified (esp., intertextual analysis).

Additionally, each student was assigned his/her own thematic selection of poems (120-130 verses) which they read independently (with *ad hoc* supervision via e-mail and the Canvas discussion forum). The thematic clusters were: love and hate, friends and enemies, patronage and politics, and mortality and death. The students used their individually assigned selections for their assignments, which were as follows:

- Comparing the old print and main manuscript, registering variant readings, and formulating suggestions for improvement of the transcription made available to them (typos, alternative punctuation, etc.);
- Drafting an *apparatus fontium* on the basis of a rigorous intertextual analysis using Brepols' Library of Latin Texts;
- Drafting a translation (in either English or Norwegian) of the assigned texts while explaining any interpretive problems;
- Presenting an idea for further research based on their reading of the poems, the assigned scholarship, and the discussions in class (and making use of a well-structured handout).

These four assignments formed the nucleus of the *mappe*, which was the subject's examination format. Moreover, there was an obligatory *klasseromsprøve* on the introductory literature on Neo-Latin literature which took the form of an essay-question. All four participants (3 BA- and 1 MA-student) passed the exam with excellent results.

2. Learning goals

The learning goals of LAT2400 are stated in fairly general terms. This is because the subject can be flexibly filled with content according to the needs and interests of both teacher and students. They cover general purpose of the subject well.

3. Course description

Just as the learning goals, the course description is fairly general. It is generally very important to have this kind of subject as they offer students an exquisite opportunity to be informed about research interests of their teachers.

4. Changes

N/A

5. Suggestions for improvement

The students expressed their appreciation for the unconventional teaching format which allowed them to work with unpublished and untranslated material (in manuscript). They stressed that the different assessments were well-adapted to the over-all objectives and evenly distributed over the semester. The students also suggested to read the work of more than one author in the original Latin in order to get a sense of the differences in style, language, and content between Neo-Latin authors (we did read some Michael Marullus, yet in translation). My main concern is that 10 double hours are insufficient to offer the intensive training needed for this (and other) subjects in Classics. The students, too, recognized this. Therefore, I decided to offer, on their request, extra meetings, on a voluntary basis.