

1. Pensum, teaching format, examination

In Fall 2019, the Latin text seminar was on Neo-Latin philology. It was offered as a *heis*-subject together with *LAT2400 – Tekstseminar i latin*. 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.

The MA-student worked on a larger and more difficult selection of poems, including more challenging manuscript material. As part of her evaluation, she also presented an introduction, supervised by the teacher, to the three dominant metres in Cabacio Rallo's poetic collection (i.e., dactylic hexameters, elegiac couplets, and hendecasyllables).

All four participants (3 BA- and 1 MA-student) passed the exam with excellent results.

2. Learning goals

The learning goals are fine, although a line might be added about working with unpublished or untranslated material.

3. Course description

The course description suggests that the course offers an overview of Neo-Latin literature in the manner of, e.g., *LAT4303 – Senantikk og middelalderlatinsk prosa og poesi*. In Fall 2019, the course rather focused on the work of one single author, whereas some overview was provided in the form of survey literature and an introduction to Neo-Latin literature more generally. Perhaps a sentence can be added to explain that, depending on the needs and interests of the students, the course may focus on one author or one genre as a means of introducing Neo-Latin literature more generally. In 2019, this was clarified under “Pensum/læringskrav”.

4. Changes

To my current knowledge, the course has not been evaluated before.

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.