

## CL 191 (Winter 2021): Capstone Seminar in Classics

### *ANCIENT MEDITERRANEAN LANGUAGES* (with a focus on Greek and Latin)

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office hours: by appointment (at Zoom link, details below) (evening [LA time] OK!)

Fri., 3:00 – 5:50 p.m. (“online — recorded”); official definition of “online — recorded”:

Classes will be held at scheduled times with faculty delivering course content using remote communication tools and with students in attendance using those tools. Faculty will record and make available those scheduled activities for subsequent use by students. However, students should be aware that faculty may still request their participation during scheduled meeting times.

#### **Note on attendance**

The “Capstone *Seminar*” is supposed to provide an experience similar to a (graduate student) *seminar*; typically, that means that the following would be important components of the course:

- (i) students should actively participate in class discussion (including: asking questions raised by the material);
- (ii) students would periodically make oral presentations to the class (sometimes on assigned topics and sometimes on material they may be researching on their own);
- (iii) there would normally be a final “research project”, usually resulting in a more or less substantial term paper (which for CL 191 usually also involves making a PowerPoint presentation on the project towards the end of the course).

But for reasons to be treated in more detail below, item (iii) is not really feasible for this COVID-period version of CL 191. That, in turn, means that items (i) and (ii) will be particularly important this quarter — and those items involve your actual presence in class. Therefore, although everyone is of course welcome to make use of the video recordings, I do expect that students will be attending most meetings of the course. (There are only 10 of them!) Particularly with regard to (ii): if you are asked to give an oral report at one of the class meetings, I expect that you will give me reasonable notice beforehand if for some reason you’re unable to attend that meeting.

**Zoom link:** <https://ucla.zoom.us/my/brentvine>

Password: Veronaguy

[Please do not post this information on social media!]

#### **Course description**

Without Greek and Latin (and interactions between Greek- and Latin-speakers and speakers of other languages), there would be no “Classics” and no “Classical Civilization”. This course takes up questions like: Where did Greek and Latin come from, and how are they related to each other? What do we know about the actual pronunciation of Greek and Latin? What other languages were spoken in ancient Italy (answer: Etruscan, Oscan, Umbrian, North and South Picene, Lepontic, Messapic, and many more), and how did Latin wipe them all out? Where do the Greek and Roman alphabets come from? What do we know about “Mycenaean Greek” (the earliest form of Greek, written in the “Linear B” writing system)? Mycenaean Greek was spoken around the time of the Trojan War — but what language did the Trojans speak? While learning fundamental linguistic and sociolinguistic concepts as they relate to such questions, students will be enabled to explore the rich linguistic fabric of the ancient Mediterranean.

#### **Note on COVID-period requirements**

In a normal version of CL 191, the major requirement is a “capstone” exercise, consisting of a research project and associated tasks, including:

- a PowerPoint presentation to the class on the project, usually during the final third of the course

- a formal write-up of the project as a term paper
- a brief summary of the project (an “abstract” of 100–200 words), to be posted online

But this is not a normal version of CL 191, since these are not normal times. Crucially, research projects in areas related to the subject matter of this course depend heavily on *books* (and also, to some extent, journal articles). But most of the books in question, as well as some of the important journals, are not available online; and much of the material that *is* available online is not reliable. And (the critical point): in normal circumstances I would have set up a very large collection of Library Reserve materials to support your work on such projects — but library resources at the present time are only minimally available. Therefore, it does not make sense, this time around, to have a typical “research project” as the major course requirement, although something like that will be an *option* for students who may want to pursue that sort of work. As a course designed to emulate a seminar-type experience: there are no quizzes, no mid-term exam or other tests, and no final exam. But I’ve devised a series of other course requirements, mainly involving in-class reports (cf. again the “Note on attendance” above!) — these are typical seminar exercises — and a “final project” that will have several options. (Some details below, and much more detail to be provided later.)

### Requirements

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| • preparation/participation                              | 10% |
| • 2 or 3 in-class reports on assigned readings           | 40% |
| • brief in-class report on final project (Meetings 7–10) | 20% |
| • final project (due Fri., 3/19)                         | 30% |

### Preliminary notes on the final project

Several options will be available, roughly as follows (more detail provided later):

(i) *language-based and/or text-based*: i.e. investigating linguistic details related to a short Latin or Greek text (something you’ve read), or related to a language or dialect you’d like to learn more about (e.g. a dialect of Ancient Greek, or languages like Oscan, Umbrian, Phrygian, Etruscan, etc. etc.)

(ii) *report on an article or book chapter*: read an article or chapter (not otherwise assigned) about something you’re interested in and write a report on it

(iii) *“research project” (preliminary version)*: a “research project” of more or less the usual type (cf. above), though bibliographical resources will be more limited than usual, so this would be like a “preliminary version” of a research project; students interested in this option may want to keep in mind “UCLA Undergraduate Research Week” (May 24–28, abstracts submitted by April 15), involving 5–10 min. video presentations (live or recorded); various details at <http://hass.ugresearch.ucla.edu/urw/events/>

Final note, for now: **topic choices** (i.e. (i), (ii), or (iii), plus additional detail: if (i), which text (if Latin or Greek), or which language? if (ii), which article? etc.) **due by Meeting 5**, since brief in-class reports on your project take place during Meetings 7–10.

### Note on the P/NP option

Normally, the P/NP grading option is not available for this course, since this is a course that’s required for the major. However, this regulation has been suspended, as a COVID-period adjustment. Therefore, the P/NP grading option *is* available for this course. (As a reminder: “PASS” is comparable to a grade of “C” or higher. There are, however, limitations on the number of P/NP courses you can enroll in per quarter.)

### Texts/readings

- “textbooks” to buy: none!
- Most materials needed for assigned readings or in-class presentations will be provided on the course web page (or are otherwise accessible online).
- See the separate “Book List” for details about course-related books available online via YRL.

## Assignments for Meeting 2

(1) [ASAP!] If you haven't done this already, fill out the "Student information form" — download the document from "Week 1" of the CCLE course website, fill it out (it's a Microsoft Word document), and email it to me (address above) as an attachment. (If you prefer to convert the Word document to a Google Doc, that should also work.)

◦ If you have a problem with the above procedures, let me know.

(2) [everyone] Read Ch. 1 in Fortson, *Indo-European Language and Culture* (CCLE course site, under "Week 1": PDF of Chs. 1 and 2 together); optional (but highly recommended): similar coverage in Watkins, "Indo-European and the Indo-Europeans" (also available under "Week 1"), pp. vi–xiv + chart of IE languages at the end

(3) [individual reports] Based on Fortson, Ch. 2 (for each: first read "Introduction", pp. 18–19) —

◦ **Alex**: "Society" (pp. 19–24)

◦ **Matthew**: "Religion, Ritual, and Myth" (pp. 25–32)

◦ **Jade**: "Poetics" and "Personal Names" (pp. 32–9)

◦ **Denise**: "Archaeology and the PIE Homeland Question" (pp. 39–49)

and highly recommended: similar coverage of much of this material in Watkins (as above in (2)), pp. xx–xxxiv

### *Basic instructions for the reports*

- approx. 10 minutes ONLY! so you will need to compress the material and be selective; but do be sure to include some specific examples

- prepare a handout (as a Word document, or PDF, or Google Doc) to accompany your presentation, using "Screen Sharing" on Zoom (this will help you get through the material; but do NOT provide large blocks of prose that you simply read through); part of the assignment is to submit this document after class

- as an alternative, if you're comfortable with PowerPoint (or a similar program, like Keynote), you could instead share a few PowerPoint slides instead of a Word document (etc., as above) — but in that case, you must still submit this as part of the assignment (but preferably as a PDF version of the PowerPoint slides)

- contact me ahead of time about any technical issues connected with these instructions

**Schedule of meetings and topics (aspirational! subject to change)**

1. [1/8] **course intro.; Classical, Indo-European, and historical linguistics; relationship of Gk. and Lat., and IE background (beg.)**
2. [1/15] **historical linguistics and relationship of Gk. and Lat., and IE background (cont'd.)**
3. [1/22] **Gk. and Lat. phonetics/pronunciation**
4. [1/29] **Gk. and Lat. morphosyntax; ancient and modern grammar and etymology**
5. [2/5] **Latin (“Latino-Faliscan”) and (Indo-European) Italic: Oscan, Umbrian, South Picene (and other Sabellic languages), and Venetic; other IE languages in ancient Italy (Lepontic, Messapic, Sicel); non-IE languages in ancient Italy (Etruscan, Raetic, Lemnian; North Picene; Camunic; Paleo-Sardinian)**  
  
**Final project topic due by this date!**
6. [2/12] **Greek, Greek dialects, and Mycenaean; “Minoan”, Cypro-Minoan, Semitic (and Sumerian), “Trojan”**
7. [2/19] **Gk. and Lat. vocabulary: native vs. borrowed and the Mediterranean substrate; bilingualism [+ final project reports]**
8. [2/26] **other ancient languages of Europe and the Mediterranean (Macedonian, Thracian, Illyrian; “Iberian” languages; the languages of ancient Asia Minor; etc.) [+ final project reports]**
9. [3/5] **the alphabet and other ancient Mediterranean writing systems [+ final project reports]**
10. [3/12] **post-Classical Latin; post-Classical Greek [+ final project reports]**

**final project: due Friday, March 19<sup>th</sup>, 5 pm**