CLU44489 Structure and Meaning in Latin Poetry

Module Code	CLU44489
Module Name	Structure and Meaning in Latin Poetry
ECTS Weighting	10 ECTS
Semester taught	Semester 1
Module Coordinators	Dr Boris Kayachev
Module Learning Outcomes with embedded Graduate Attributes	LO1. Translate and critically analyse the primary Latin texts LO2. Enhance syntactic analysis skills and apply them to the primary texts LO3. Analyse word order in the primary Latin texts as a communicative strategy LO4. Explore poetic diction from the perspectives of linguistic register, formularity and intertextuality LO5. Employ textual criticism as a hermeneutic tool to engage with the primary Latin texts LO6. Formulate a well-researched argument in oral presentations and written assignments LO7. Translate unseen Latin extracts of similar genre, style or content as the studied Latin texts into idiomatic English
Module Content	What does a poem tell us? In this module, we will master an array of analytical tools that can help us correspond with a Latin poem – ask it questions and listen for answers. Our opening question will be about structure: why words and phrases are arranged the way they are, and how this arrangement contributes to the text's meaning. We will draw insights from current research on Latin syntax, word order and pragmatics, and explore how these linguistic domains interact with the verse form. We will also look into how words pick up the meanings that they do, and what poets do with those meanings, using the frameworks of sociolinguistics, corpus linguistics, intertextuality and textual criticism. We will see that small questions yield big answers. Why did Virgil write *conticuere omnes* 'all fell silent' (*Aeneid* 2.1) and not *omnes conticuere*? Why can *lympha* refer to fresh water but not sea water? We will often find surprising answers in texts that may already seem familiar, like the *Aeneid* or the *Metamorphoses*, and we will explore some lesser-known poems that rarely make it into the classroom, but open up unique perspectives on the language of Latin poetry.
Teaching and Learning Methods	11 2-hour seminars.

Assessment Details	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	1.	Seminar Presentation	1–7	20%	C/A
	2.	Written Assignment	1-7	20%	Wk9

3.	Written Examination (3 hrs) (unseen and seen translation, analysis, essay)	1–7	60%	Assessment period

Reassessment Requirements	Same as original assessment (40% coursework, 60% exam). Only failed components are reassessed.

Contact Hours and Indicative Student Workload	Contact hours: 22
	Independent Study (preparation for course and review of materials): 128
	Independent Study (preparation for assessment, incl. completion of assessment): 100

Recommended Reading List	**Primary Texts (recommended editions):**

Primary Texts (recommended editions):

Ciris [*Appendix Vergiliana*] (ed. B. Kayachev, Swansea, 2020).

Panegyricus Messallae [*Corpus Tibullianum*] (ed. R. Maltby, Newcastle, 2021).

Horace, *Ars Poetica* (Teubner; ed. D.R. Shackleton Bailey, Stuttgart, [4]2001).

Ovid, *Metamorphoses* Book 6 (OCT; ed. R. Tarrant, Oxford, 2004).

Select General Bibliography:
Adema, S.M. (2017) *Speech and Thought in Latin War Narratives: Words of Warriors*, Leiden.
Adema, S.M. (2019) *Tenses in Vergil's Aeneid Narrative Style and Structure*, Leiden.
Clackson, J., ed. (2011) *A Companion to the Latin Language*, Malden.
Dainotti, P. (2015) *Word Order and Expressiveness in the Aeneid*, Berlin.
Dainotti, P., et al., eds. (2024) *Style in Latin Poetry*, Berlin.
de Melo, W.D.C. (2024) *Latin Linguistics: An Introduction*, Berlin.
Dickey, E., Chahoud, A., eds. (2010) *Colloquial and Literary Latin*, Cambridge.
Hoffer, S. (2007) 'The use of adjective interlacing (double hyperbaton) in Latin poetry', *HSCPh* 103, 299-340.
Kayachev, B. (2016) *Allusion and Allegory: Studies in the Ciris*, Berlin.
Kayachev, B. (2022) 'Non-discontinuous adjective-noun phrases in Latin poetry: preliminary observations', *JLL* 21, 1-22.
Lateiner, D. (1990) 'Mimetic syntax: metaphor from word order, especially in Ovid', *AJPh* 111, 204-37.
Mayer, R., Adams, J.N., eds. (1999) *Aspects of the Language of Latin Poetry*, Oxford.
Mocciaro, E., Short, W.M., eds. (2019) *Toward a Cognitive Classical Linguistics: The Embodied Basis of Constructions in Greek and Latin*, Berlin.
Tarrant, R. (2016) *Texts, Editors, and Readers: Methods and Problems in Latin Textual Criticism*, Cambridge.
West, M.L. (1973) *Textual Criticism and Editorial Technique Applicable to Greek and Latin Texts*, Stuttgart.
Wills, J. (1996) *Repetition in Latin Poetry: Figures of Allusion*, Oxford.