

# AN INTRODUCTION TO SCHOLASTIC LATIN

## PART II



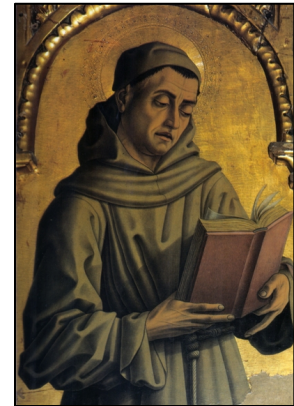
### COURSE SYLLABUS

[2024]

### DESCRIPTION

Our Scholastic Latin course is designed to take students already in possession of basic proficiency in reading and translating the Latin language into English and enable them to do the same with a range of Scholastic Latin texts. This course will **not** result in total fluency with respect to all Scholastic authors, but will enable the reading and translation of *most* important authors with the aid of a dictionary and *very* occasional reference to a grammar.

At the heart of this endeavor stands the desire for deepening our philosophical understanding. No scholastic author writes but with the intent to elucidate a truth, and very often, this elucidation entails difficulties less of syntax and semantics than of logic, physics, psychology, or theology. Thus, students will be instructed not only in the language with respect to its structure, but also with respect to its *intelligible signification*. By approaching Scholastic texts with a philosophically-attuned eye, we will be able to appreciate not only the truths they beheld but also the subtle sophistication of their language as a vehicle for those philosophical intentions.



### METHOD

Part II of this course covers eight weeks of study, with a class session each week (and a break at the midway point). These class sessions will require students to engage with the texts and sight-readings from their preparation throughout the week. Our class sessions will be conducted in English, but students will also have an opportunity to read and pronounce spoken Latin with an emphasis on Ecclesiastical pronunciation. It is expected that participants will spend between **10 and 20 hours per week** studying for this course.

Our primary focus is learning to **translate intelligently**: that is, to render the Latin into English not only in a manner which is grammatically correct, but which makes sense of the Scholastic author's point: this will require the aforementioned philosophical considerations. Yet, as John Deely often stated, "If it does not make sense when translated, is it even worth translating?" Thus, the student is expected not only to complete the assigned exercises but to do so with care and attention.

## TEXTS

The primary text for this course is [Randall J. Meissen, LC's \*Scholastic Latin: An Intermediate Course\*](#). This text includes H.P.V. Nunn's *Introduction to Ecclesiastical Latin*, a grammar which succinctly illustrates many of the ways in which Scholastic Latin differs from Classical (and which students may wish to purchase separately for the sake of convenience). Supplemental notes and readings will be provided by the instructor. Students may also wish to purchase a copy of [Dylan Schrader's very brief \*Shortcut to Scholastic Latin\*](#). All additional readings, including those used for Translation Exercises, will be provided by the instructor.

## EXPOSITIONS

From week to week the instructor may provide additional resources (audio lectures, PowerPoints, written notes) given in exposition of both the grammatical *and* the relevant philosophical content of the assigned readings. The chief difficulty in Scholastic Latin is in terms neither of syntax nor semantics, but of the philosophical meanings signified by the writings. As such, it is nearly impossible truly to understand what is being said from a strictly linguistic analysis—nor is it possible to understand the philosophy without a careful consideration of the language.

## CLASS

Class sessions will be held every Tuesday from 10:30–11:30am ET. Additional sessions may be organized as best accommodates participant schedules and enable sufficient time for practice with sight reading. Attendance to at least one weekly session is required, though every session will be recorded for the sake of posterity and review. These sessions will focus on difficult passages in the assigned readings, evaluation of translation exercises, and practice in sight-reading.

## ASSIGNMENTS

Each week will feature a Translation Exercise in which students are tasked to translate a short passage (roughly 150–500 words) from the work of a Scholastic author. These **must be submitted before class each week**. Week two will feature an additional exercise aimed to improve identification of *ut* clauses.

## FINAL EXAM

The final exam for this course will be the translation of an approximately 750-word passage selected by the instructor and due by **19 March 2023**. Students are allowed to use any resources at their disposal, including grammars, dictionaries, class notes, etc., but must complete these assignments independently and without assistance from anyone (including whatever might turn up from the use of search engines, bots, or other human intelligence-simulating artifice).

## SESSION SCHEDULE

Week 1  January 8 – January 14	<b>Review via Aquinas and Bonaventure</b>  Readings: <ul style="list-style-type: none"><li>• Selections from St. Thomas and St. Bonaventure.</li></ul> Exercises: <ul style="list-style-type: none"><li>• Translation Exercise 1</li></ul>
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<p>Week 2</p> <p>January 15 – January 21</p>	<p><b>Others and “Ut”s</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Meissen, <i>Scholastic Latin</i>, c.13-14.</li> <li>• Supplemental selections.</li> </ul> <p>Exercises:</p> <ul style="list-style-type: none"> <li>• Translation Exercise 2.</li> <li>• Identifying <i>Ut</i> Uses</li> </ul>
<p>Week 3</p> <p>January 22 – January 28</p>	<p><b>Ablative Absolute; Common Suffixes &amp; Enclitic Endings</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Meissen, <i>Scholastic Latin</i>, c.15-17.</li> </ul> <p>Exercises:</p> <ul style="list-style-type: none"> <li>• Translation Exercise 3.</li> </ul>
<p>Week 4</p> <p>January 29 – February 4</p>	<p><b>Variations of Clauses</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Meissen, <i>Scholastic Latin</i>, c.18-20.</li> <li>• Supplemental selections.</li> </ul> <p>Exercises:</p> <ul style="list-style-type: none"> <li>• Translation Exercise 4.</li> </ul>
<p>February 5 – February 11</p>	<p style="text-align: center;">BREAK</p>
<p>Week 5</p> <p>February 12 – February 18</p>	<p><b>Periphrastic Tenses and Independent Subjunctives</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Meissen, <i>Scholastic Latin</i>, c.21-22.</li> <li>• Supplemental selections.</li> </ul> <p>Exercises:</p> <ul style="list-style-type: none"> <li>• Translation Exercise 5.</li> </ul>
<p>Week 6</p> <p>February 19 – February 25</p>	<p><b>Scholastic Latin in Practice III</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Selections from Bl. John Duns Scotus.</li> </ul> <p>Exercises:</p> <ul style="list-style-type: none"> <li>• Translation Exercise 6.</li> </ul>
<p>Week 7</p>	<p><b>Scholastic Latin in Practice IV</b></p> <p>Readings:</p>

<p>February 26 – March 3</p>	<ul style="list-style-type: none"> <li>• Brief selections from a range of Scholastics.</li> </ul> <p>Exercises:</p> <ul style="list-style-type: none"> <li>• Translation Exercise 7.</li> </ul>
<p>Week 8 March 4 – March 11</p> <p><b>Final Exam Due March 19</b></p>	<p><b>Scholastic Latin in Practice V</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Selections from John Poincot.</li> </ul> <p>Exercises:</p> <ul style="list-style-type: none"> <li>• Translation Exercise 8.</li> </ul>