

## Latin 202: Ovid, Final

*Ars Amatoria*, 1.357-440; 505-526; 589-610; 2.561-92; 3.1-134 (or as many lines as we cover by the end of class on Wednesday, May 11).

Friday, May 13: Review, Book One (1.357-440; 505-526; 589-610).

Monday, May 16: Review, 2.561-92; 3.1-134 (or as many lines as we cover by the end of class on Wednesday, May 11).

\*\*\*I will not be available to meet after May 16, though I'll be able to answer questions over email.

**I. Seen Passages.** This part will consist of passages assigned for homework. It will be divided into two sections. The first section will have three passages. You will be asked to translate two of them. The second section will have two passages. You will be asked to translate one of them. There will be two questions for each passage. These questions will come from the ludi. The questions will be identical to those that have appeared on the *ludi*. You must answer all questions for the passages you have chosen to translate. You will also be asked to scan four lines of text. Be sure to mark feet and the caesura.

**II. Analysis.** Please come prepared to comment on Book 2, lines 561-92 (the Latin text will be provided on the exam). Comment on how Ovid's telling of the story was shaped by politics and the culture of gender and sexuality at Rome in the first century. How does Ovid's version of the story differ from Homer's? How does Ovid's role as *praeceptor amoris* influence his telling of the story? How might Augustus have been offended by this story and its message? In your analysis be sure to discuss Ovid's style and any literary or rhetorical devices that Ovid employs to convey his message. Be sure to consider the message Ovid imparts at the end. Does Ovid defy reader expectations in his telling of the story and its message? If so, what is the effect? This story may seem sad to us, but how might this story have been funny for an ancient reader who could not have anticipated the message imparted at the end?

**III. Unseen Passage.** The second part will consist of passage that you have not seen before. This passage will come from one of Ovid's works. You will be given the context of the passage. Please bring a copy of the lexicon for Ovid's *Ars Amatoria* (posted under "et alia" on the course website) or a Latin dictionary. You will be able to use this lexicon on the unseen passage, but not the seen passages on the first part of the exam. Any words in the passage that do not appear in the lexicon will be given on the exam. Commentary will be provided as well.

*With the exception of the analysis and scansion, the format of the final is the same format and length as the midterm. The midterm took approximately 45-60 minutes. Since you can prepare for the analysis portion of the final, I do not expect the final to take more than 90-100 minutes. However, you are welcome to take as much time as you need.*

**How to study for this test:** The best way to study for this exam is to review your corrected ludi and complete any assigned. You should also review the readings assigned with 2.561-92 (Richlin and Homer). I have included instructions for studying from the midterm review below.

The best way to study for this test is to practice translating a section of the text each day. If we count inclusively, there are fifteen days until the test. This means reviewing approximately 23-24 lines per day. However, you can decide what will work best for you given your schedule and comfort with the lines we've read thus far. If you have a study strategy that works well for you, please feel free to stick with that strategy. What I offer below are merely suggestions.

1) First, you should have a clean copy of the text and a copy with your notes. One of the nice things about Ovid's text (and this is part of the reason that I've chosen this text) is that it is written in elegiac couplets, which means that you only need to tackle two lines at a time.

2) Read the first couplet in Latin.

3) Translate as much of the text as you can without looking at your notes.

4) When you can't remember the meanings of words or the syntax, consult your notes.

5) Once you've consulted your notes, review step three again.

6) Quiz yourself on the lines: what form is *amandi* in line one? (answer: gerund); what is the mood of *legat*? (answer: subjunctive); what is its tense? (answer: present)

If you skip ahead to lines 263-64, you might ask yourself the following questions: what is the main verb? (answer: *praecipit*); what sequence of tenses does *praecipit* establish? (answer: primary); what mood and tense are *legas* and *ponas*? (answer: present subjunctive); why are these tenses and moods being used? (answer: because the main verb establishes primary sequence; *unde* and *ubi* introduce indirect questions).

7) Then move to the next couplet.

8) When you've finished the day's lines (again, how many lines you choose to set aside for each day is up to you), review them once more.

9) The following day review the next section of lines. If you have time, go back to the previous day's (or more, if possible) and review them. Only use your notes when absolutely necessary.

\*\*\*\*Please keep in mind that this strategy is a suggestion. Feel free to divide the lines and review in whatever way works best for you.