

Linking the Consumption and Production of Scholarship in Advanced Latin and Greek Instruction within the Perseids Platform

While the goals of instruction in ancient Latin and Greek are not uniform in implementation and emphasis across the discipline, it can surely be agreed in broad terms that as instructors we seek to help our students move toward a subtle control of the morphology and syntax of the languages, in service of their becoming able to meaningfully appraise how the myriad compositional choices of a particular author shape and nuance the message of the text. Concurrently, we seek to increase the participation of our students in the scholarly discourse of the discipline. For these reasons, formal coursework in ancient Latin and Greek increasingly moves toward the consumption of scholarship as the level of instruction increases, accessing the edited texts, commentaries, advanced grammars, monographs, and articles.

While students are typically assigned research papers in advanced courses, these exercises are more often designed to teach the rudiments of conducting research within the discipline rather than assigned with the explicit goal of professional publication. Even during pre-candidature graduate study, the great majority of effort directed toward the linguistic study of classical texts has effects limited to the individual skills of the students in question. While there is unquestioned value in instructional tasks designed solely to advance the skills of individual students, I will suggest that work of significant value to both instructional and scholarly objectives can be captured in the course of such instruction through the adoption of the treebanking and commentary elements of the Perseids Platform within advanced courses in ancient Latin and Greek. Further, I will suggest that the explicit unification of the production and rapid publication of scholarly analysis of a text with consumption of existing analyses

represents the opportunity to achieve a much closer engagement with existing scholarship, while augmenting the body of work on a text.

As an offshoot of my own work with the Perseus treebank of the *Satires* of Juvenal, I first began to test the utility of treebanking analysis as both a mode of explication and as a means of promoting a much more granular focus on the nuances of morphosyntax in a third semester Latin course. Students were taught how to read the morphosyntactic structure of the text in existing treebanked sentences, with the result that even the most abstruse constructions could be concretely grasped as collections of subordinated or coordinated elements — each of which could be shown to be clear and precise in meaning. Crucially, these gains did not come at the expense of classroom time, since the trees were prepared in advance. Secondly, I found that teaching the students to treebank text themselves allowed them to engage with the text in an experimental fashion; in real time, elements could be arranged and rearranged as students evaluated the syntactic relations between words and phrases. The final assignment for the course was the independent treebanking analysis of sentences from the *Res Gestae* of Augustus. I found that even these students in the early stages of their career as Latinists were able to contribute meaningfully to large-scale research goals, while making greater progress in their skills as Latinists than would have been possible through a more passive approach to instruction.

In the Fall semester of 2013 I will be proceeding to the next step in the deployment of these scholarly tools by making the creation and publication of a treebanked commentary on the *Jugurtha* of Sallust the explicit objective of the course. As we move through the text, students in this advanced Latin course will collaboratively analyze the text of Sallust word by word as they propose and critique treebanked sentences. The ability to fully profit from the syntactic notation of a good commentary and to appreciate the issues raised by a *crux* in an *apparatus criticus* are

both skills that far exceed that needed to render an idiomatic English translation; specifically, these skills engage directly with the internal mechanics of the ancient language. It is precisely this level of control that will be created by an intensive engagement with the text as a producer of digital scholarship. Further, each student will actively contribute to the creation of a digital *Editio Princeps*: they will be collaboratively building a resource of immediate utility in teaching Sallust as well as a basis for further exploration of the text within the digital environment of the Perseids Platform (Harrington J. M., Beaulieu, M-C. & Mambrini, F. 2013).

References

Harrington J. M., Beaulieu, M-C. & Mambrini, F. (2013). "Towards a Digital *Editio Princeps*: Using Digital Technologies to Create a More Complete Scholarly Edition in the Classics", in *Lire Demain: Des manuscrits antiques à l'ère digitale*. C. Clivaz, J. Meizoz, F. Vallotton, J. Verhayden eds. Presses Polytechniques et Universitaires Romandes. pp. 393-414.