

## 1: Bryn Mawr Classical Review

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Bryn Mawr Classical Review Knox, Patricia Watson, John F. This question is implicitly put before students and critics alike by the publication in the same year of two companions to Ovid: The characteristic fault of the latter is that they can make it difficult for themselves to see the big picture. The characteristic fault of the former is that they may be oblivious to localised patterns and details within individual strata which mount a challenge to the "big picture" they have constructed. The Brill volume offers fourteen contributions in a straightforward order. Immediately before these central chapters are two chapters on general social and literary issues: The Cambridge volume, by contrast, offers twenty contributions divided under the broad headings of "Contexts and History", "Themes and works", and "Reception". The first section offers chapters on e. Where Brill splits, Cambridge by and large lumps. The differing styles of the two companions are reflected not only in the types of chapters written, but also in their most basic attitudes towards the text. In the Cambridge volume, while some critics e. Interestingly, this pattern is reversed in the final chapters of the Cambridge volume, where lengthy passages of primary text are quoted, albeit here from less familiar "receptions" of the poet rather than from the "originals". This difference in style is reflected most starkly in the contributions of Gareth Williams, who, in an act that would surely please the wittily ironic poet of the Amores 1. In the Brill volume Williams regularly quotes passages from the Tristia and Ex Ponto of six to eight lines and more ; but such quotation is largely absent from his Cambridge version of the piece. No doubt considerations of space and the larger number of contributors played a substantial part in curtailing quotation in the Cambridge volume, but one suspects that the two fundamentally different approaches outlined above are partially reflected here. On the other hand, no paper in the Brill volume, it appears to the present reviewer, consciously tries to break new ground for long; more typically a useful survey and synthesis of scholarly approaches is offered. By contrast, the blurb on the jacket of the Cambridge volume promises, and to an extent delivers, "exciting new critical approaches". The more conventional layout and approach of the Brill volume, however, makes it easier for readers new to Ovid to gain access to fundamental information about the poet and his works very quickly less easy in the Cambridge volume , and in this sense is more truly a "companion" than its Cambridge counterpart. But, unlike the Cambridge volume, the Brill companion will not offer much in the way of excitement -- particularly to readers with a good knowledge of the poet. Nevertheless the two volumes, since they are ultimately trying to do different things, may arguably be viewed as complementary. In the preface to the Brill volume, the editor Barbara Weiden Boyd wisely disclaims comprehensiveness, and explains editorial practice as follows: In each case, the contributors and I have attempted to focus on a feature of the work under consideration that in some way typifies or captures a crucial aspect of the experience of reading Ovid. The target audience for the book is defined as "both newcomers and old and familiar companions" p. With equal wisdom, and appropriately for a volume on Ovid, the editor does not attempt to impose order on the polyphony of scholarly voices in the collection: White deals swiftly with the problems of constructing a life for Ovid from his own poems there is no ancient "Life": No new ground is broken, but it is very handy to have the material collected in so convenient a place as the first article in a Companion to Ovid.

## 2: Bryn Mawr Classical Review:

*Barbara Weiden Boyd; Published Online: 1 MAY Remedia amoris; Remedia amoris, praecepta of Remedia, offering solutions for management;*

Blackwell Companions to the Ancient World. Cambridge University Press, [cf. In addition, Peter E. Oxford University Press, [cf. Was another Companion to Ovid really called for? It is always useful to be able to consult surveys with such distinguished contributors as those who appear in this elaborate volume. Moreover, publishing houses are anxious to boast reference volumes such as this in their catalogues, works that are targeted not only at students and scholars whose first language is English, but also at all those students and scholars who have English as a second or third language, even if their first is German, Spanish, French, or Italian. I find it shocking, however, when globalization is a reality in all spheres, that publishers are not looking to a global audience but only the English-speaking world. To these five questions should be added, to paint an even clearer picture, from which sources he drank and how his work has come down to us both directly manuscripts and editions and indirectly influences and translations. All of this can be found dealt with briefly in a good manual of Latin literature cf. On the question of who Ovid was we are informed by Knox in a very short biography pp. Fairweather, CQ 37 The question of which works were written by the poet from Sulmo is dealt with in chapters see Table of Contents below. Acosta-Hughes compares the Acontius and Cydippe episode of Aetia 3 with Heroides to show us how Ovid rewrote Callimachus in his work, converting, for example, the silent Cydippe of the Alexandrian poet into a woman with her own voice, even if that "voice" was manifested in her expressive silence. Wray analyses the influence of Catullus and also of the neoterics Cinna, Caecilius, L. Heyworth has the remit of comparing Ovid and Propertius and Maltby does likewise with Tibullus and Ovid, comparing Trist. In Part IV pp. The pages given over to the first two areas reflect the pitiful status of Latin studies at present. Fowler, "On the Shoulders of Giants: Intertextuality and Classical Studies," MD 39 My mind is no doubt too stubborn and slow to understand the ins and outs of modern theory as applied to classical texts. It may all be true but, however much I strive to understand these theoretical analyses that are so much in vogue, I have no idea where sentences like the following lead: I stop to reflect, and after rereading what comes before and after the cited text, I deduce that what happens in the Heroides is that Ovid has turned some epic characters into elegiac "transcoding their story from one genre to another, elegy". A lot of baggage for such a short journey, as the Spanish saying goes. But pay no attention to the scepticism of a reader such as I, whose only aim is to "read and hear and observe and think and feel" West, p. The chapters on the reception of Ovid pp. Cornell University Press, For a fuller view of the reception of Ovid there is no alternative but to turn to other monographs, such as: Strohm, Ovid im Urteil der Nachwelt. Eine Testimoniensammlung, Darmstadt, ; W. The last chapter is devoted to translations of Ovid into English. But what about translations into other modern languages? I go on to offer a few of the marginal notes I have made in the course of my reading of this useful but uneven volume: Instead of reading Pieridum uates, non tua, turba sumus it is possible to keep Pieridum uates, non tua turba sumus, as do Heinsius, Goold, and the present reviewer ed. Teubneriana, , 2nd ed. On the division of Heroides "into three groups of five, with the six double letters as Book 4," read M. A Study of the Epistula Sapphus Heroides 15 , diss. XV , " Emerita forthcoming. To "Further Reading" p. A Commentary with introduction, diss. Leeds, , Piazzari Her. On Philaenis read also M. It should at least be pointed out in connection with the digression in defence of his work II. Heinsius Amstelodami, , I, p. The question merits more detailed study. Read the Oxford , p. The variant calida for gelida was introduced by N. Heinsius , III, pp. Alton, Wormell, and Courtney signaled their doubts in their Teubner edition with a prudent fort. To "Further Reading" add R. The statement that the Epistula Sapphus "was transmitted in a medieval tradition separate from the rest of the Heroides" should be qualified, as some lines have come down in the company of material from other poems in the collection through florilegia of the 12th centuries: To the bibliography recommended in "Further Reading" could be added a number of important titles, such as the following: Wartena, Nux elegia, Groningae, ; A. Baligan, Appendix Ovidiana, Bari, ; F. Nux, Maynooth, ; H. Saquero, Consolatio ad Liviam, Madrid, ; b Articles: For Spanish-speakers it

would not have been unreasonable to cite the study by A.

## 3: Ovid - Classics - Oxford Bibliographies

*Ovid's Early Poetry: From his Single Heroides to his Remedia Amoris* by Thea S. Thorsen (review) Barbara Weiden Boyd *Classical World*, Volume , Number 1, Fall , pp. (Review).

A Latin teacher wears many hats. We have to walk that fine line between holding students to standards and making sure that there are enough ways for them to succeed, because another class awaits them down the hall. I want to focus on what we can do, in spite of the obstacles. I believe strongly that students are drawn to classes where they learn something. If your outcome goals are realistic for your students and your students feel you genuinely care about their success, it goes a long way. I once had a parent who told me that even though her son was getting a D in Latin, she said it was the happiest D he had ever received, because he felt I was on his side. That interaction reminded me that I had a student who wanted and needed some support and help, and we got his grade up. This is the time of year when students make selections for their courses for next year. Some schools have something like a curriculum fair, where the students and parents come around and talk to teachers. Other schools have language teachers visit students in the lower grades and promote their offerings. Many schools rely on word-of-mouth or have counselors take the lead. If you are looking for materials to use for a promotional display or presentation, check out the following. NCLG does lobbying and advocacy for Classical languages study. Explore the website and discover the free, downloadable materials available. The Bolchazy-Carducci website has several places to look for resources. Under the LATIN tab is a link to the ever-popular buttons which you can give as prizes or as something to hand out. Involving your current students as best you can is a great idea. Your students are your best salespeople! All seventh and eighth graders, no matter what they say, think high school students are cool. If you make a presentation, show pictures of students actively engaged in Latin activities. Kids want to see a class that is lively. Make sure some of those Valentines go on your door or in the hallway as school policy permits. Make sure that Latin is a part of your whole school community. Plan a service project and be sure to publicize it when you are done. Have Latin students volunteer to tutor middle school or elementary school kids after school, in any subject, but give the younger kids a Latin promotional gift like a button or a bookmark. Find out who teaches ancient topics like Mythology or Ancient History. Send them copies of the catalogues you purchase from with some of your favorite items starred. The younger students will like hearing something read in Latin and they always understand it, which makes them feel very smart. Make sure anyone who teaches mythology is aware of the mythology exams from www. I recommend looking through the National Junior Classical League webpage. As you get wrapped up in planning, teaching, grading, and actually having your own life, the temptation is to let things like this go. Just remember however that no one will do this for you. If you believe that you have something of value to offer the students in your school community, then you need to make sure everyone knows about it. If you are a pro at promotion, share your ideas with me at slittle@cinci. If you are just getting started, try one or two of these suggestions. The rewards are worth the effort. Frustrated with the territorialism of world language teachers? Consider following the example of Brookfield High School in Wisconsin. Rather than compete with one another and pit one language against another, the language teachers decided to collaborate and collectively promote all the languages. So, they encouraged their Level 2 students to continue on to Level 3 in the language they had started and to begin another language as well. All languages experienced enrollment increases! The weather gods favored the gathering with sunny days a feat for the rainy Seattle and with rain limited to the evenings. Allan and Marie Bolchazy along with editors Bridget Dean and Donald Sprague staffed a double booth in the exhibit hall. A small table at the front of the booth honored Lou Bolchazy with a display of his favorite books, his medal from the Slovak government recognizing his contributions to Slovak culture, and a computer showing tributes to Lou. All of us were very touched by those who stopped by to share their own stories of and tributes to Lou. These chats keep us up to date with the authors and provide us ideas how to spread the word about their titles or what new titles to consider. While a western location traditionally results in lower attendance, a steady stream of visitors to the B-C exhibit showed strong interest in our titles. We were pleased to see professors check on and inquire about the latest titles

published in the BC Latin Readers. The conference also gave beginning Latin instructors an opportunity to check out Latin for the New Millennium and the latest addition to the series, the College Exercise Book by Milena Minkova. Fortune smiled on the series when we were able to connect someone contemplating an LNM adoption with someone else at the exhibit who was currently using it. The editors enjoyed the opportunity to connect with former colleagues, professors, and students as well as the opportunity to attend some of the presentations. Bridget Dean checked out a session on religion and ritual, one of her research interests, while Don Sprague took in the Caesar panel. New York Classical Club Workshop Neither temperatures in the teens nor a blanket of snow deterred classicists from attending the January 26 daylong workshop devoted to Caesar hosted by New York University. Approximately 90 attendees—high school teachers, graduate students, college professors, independent scholars, and AP students from the city as well as from Connecticut, Massachusetts, and New Jersey filled Jury Hall to capacity. Each presenter spoke for forty-five minutes while many attendees filled lined notepads, ipads, or laptops with notes. Following each presentation, audience members took full advantage of every minute allotted to pepper the speakers with probing questions and to raise their own well-founded insights. NYU host, Professor David Sider, helped by his graduate student assistant George Baroud, worked sedulously to ensure everyone felt welcome. They made sure the crowd was well fed—coffee, bagels, and pastries before the sessions, sushi and salads for lunch, afternoon coffee with fruit, cookies, and other pastries, and a wine reception with cheeses. Those attending left satisfied that they had learned more about Caesar, had been well hosted, and had connected with old classicist friends and had made some new friends as well. A snow covered Washington Square with its triumphal arch. The square is surrounded by the campus of NYU. Afternoon treats kept the audience perked up and eager for the next presentation.

4: Abbreviations and Bibliography | Dickinson College Commentaries

*Ovid. Amores, Epistulae, Medicamina Faciei Femineae, Ars Amatoria, Remedia Amoris, Ex Rudolphi Mercklii Recognitione* Edidit R. Ehwald. Lips.

Bryn Mawr Classical Review Blackwell Companions to the Ancient World. Cambridge University Press, [cf. In addition, Peter E. Oxford University Press, [cf. Was another Companion to Ovid really called for? It is always useful to be able to consult surveys with such distinguished contributors as those who appear in this elaborate volume. Moreover, publishing houses are anxious to boast reference volumes such as this in their catalogues, works that are targeted not only at students and scholars whose first language is English, but also at all those students and scholars who have English as a second or third language, even if their first is German, Spanish, French, or Italian. I find it shocking, however, when globalization is a reality in all spheres, that publishers are not looking to a global audience but only the English-speaking world. To these five questions should be added, to paint an even clearer picture, from which sources he drank and how his work has come down to us both directly manuscripts and editions and indirectly influences and translations. All of this can be found dealt with briefly in a good manual of Latin literature cf. On the question of who Ovid was we are informed by Knox in a very short biography pp. Fairweather, CQ 37 The question of which works were written by the poet from Sulmo is dealt with in chapters see Table of Contents below. Acosta-Hughes compares the Acontius and Cydippe episode of Aetia 3 with Heroides to show us how Ovid rewrote Callimachus in his work, converting, for example, the silent Cydippe of the Alexandrian poet into a woman with her own voice, even if that "voice" was manifested in her expressive silence. Wray analyses the influence of Catullus and also of the neoterics Cinna, Caecilius, L. Heyworth has the remit of comparing Ovid and Propertius and Maltby does likewise with Tibullus and Ovid, comparing Trist. In Part IV pp. The pages given over to the first two areas reflect the pitiful status of Latin studies at present. Fowler, "On the Shoulders of Giants: Intertextuality and Classical Studies," MD 39 My mind is no doubt too stubborn and slow to understand the ins and outs of modern theory as applied to classical texts. It may all be true but, however much I strive to understand these theoretical analyses that are so much in vogue, I have no idea where sentences like the following lead: I stop to reflect, and after rereading what comes before and after the cited text, I deduce that what happens in the Heroides is that Ovid has turned some epic characters into elegiac "transcoding their story from one genre to another, elegy". A lot of baggage for such a short journey, as the Spanish saying goes. But pay no attention to the scepticism of a reader such as I, whose only aim is to "read and hear and observe and think and feel" West, p. The chapters on the reception of Ovid pp. Cornell University Press, For a fuller view of the reception of Ovid there is no alternative but to turn to other monographs, such as: Stroh, Ovid im Urteil der Nachwelt. Eine Testimoniensammlung, Darmstadt, ; W. The last chapter is devoted to translations of Ovid into English. But what about translations into other modern languages? I go on to offer a few of the marginal notes I have made in the course of my reading of this useful but uneven volume: Instead of reading Pieridum uates, non tua, turba sumus it is possible to keep Pieridum uates, non tua turba sumus, as do Heinsius, Goold, and the present reviewer ed. Teubneriana, , 2nd ed. On the division of Heroides "into three groups of five, with the six double letters as Book 4," read M. A Study of the Epistula Sapphus Heroides 15 , diss. XV , " Emerita forthcoming. To "Further Reading" p. A Commentary with introduction, diss. Leeds, , Piazzzi Her. On Philaenis read also M. It should at least be pointed out in connection with the digression in defence of his work Il. Heinsius Amstelodami, , I, p. The question merits more detailed study. Read the Oxford , p. The variant calida for gelida was introduced by N. Heinsius , III, pp. Alton, Wormell, and Courtney signaled their doubts in their Teubner edition with a prudent fort. To "Further Reading" add R. The statement that the Epistula Sapphus "was transmitted in a medieval tradition separate from the rest of the Heroides" should be qualified, as some lines have come down in the company of material from other poems in the collection through florilegia of the 12thth centuries: To the bibliography recommended in "Further Reading" could be added a number of important titles, such as the following: Wartena, Nux elegia, Groningae, ; A. Baligan, Appendix Ovidiana, Bari, ; F. Nux, Maynooth, ; H. Saquero,

## REMEDIA AMORIS BARBARA WEIDEN BOYD pdf

Consolatio ad Liviam, Madrid, ; b Articles: For Spanish-speakers it would not have been unreasonable to cite the study by A. The sexual interpretation of Am. There is nothing of the sort in commentaries like that of McKeown , pp. It seems to me to be pure speculative hyperbole.

### 5: Amores (Ovid) - Wikipedia

*It is seven years since the appearance of two Companions to Ovid (Barbara Weiden Boyd, ed., Brill's Companion to Ovid Boyd on Remedia Amoris, Claassen on.*

### 6: Homer in Love - Oxford Scholarship

*The connections between Ovid's Amores, Ars Amatoria, and Remedia Amoris are well known. The Heroides, however, have only occasionally been integrated into our portrait of "early Ovid."*

### 7: ECU Libraries Catalog

*Barbara Weiden Boyd and Circe in the Remedia amoris explore Ovid's continuing interest in figuring himself as a second Homer by imagining Homer as an elegiac.*

### 8: BiblioVault - Books about Ovid

*By Barbara Weiden Boyd This well-annotated Latin text combines new content and four Aeneid texts previously published by Bolchazy-Carducci into one user-friendly volume. Containing 2, lines, this text contains all of Book 1 and significant passages from Books 2, 4, 6, 8, 10, 11, and 12 so students can meet the likes of Camilla, Turnus, and.*

*18th Day. Extent of Christian Perfection (continued 67 Degarmos materials and processes in manufacturing BKKBNs training strategy for the decade of the 80s 2003 chevy avalanche repair manual Ukrainian pictures Dendrites as transmitters Troy R. Margrie Nathaniel Urban Dairy science and technology walstra Group dynamics 6th edition forsyth David, shepherd, psalmist, king Two Shakespearean Comedies Songs of courage, and other poems Zion Evangelical Lutheran Congregation, Womelsdorf, Pa. Surprise phone call Applied Literacy in the Middle Grades Some modern conditions and recent developments in iron and steel production in America. Foxit er creator Understanding August Wilson as an African American playwright Rounding decimals Making health policy 2nd edition 303 Icebreakers (Cell Leader Enrichment) Precolumbian architecture in Eastern North America Senior dramatis personae Introduction to mathematical physics by harper A Collection of the Most Famous Drawings by Leonardo Da Vinci, Set Impact of science and technology on human life God Bless Yall All Mispillion Church, 1783-1848 Cordelia Mason 13 Software quality lessons from medical device failure data Kidnapped (Konemann Classics) A glossary of Mississippi valley French, 1673-1850 Success! : closing the project. The Cosmology of John Ross United States Authors Series Virginia Hamilton Databases for Paleo-American skeletal biology research Douglas W. Owsley and Richard L. Jantz Merger for pc A letter written from the right honorable the Earle of Bedford to a lord of the House of Peers, of all th Chronology of events, 1900-2006 An introduction to fire dynamics drysdale Spicy Western Stories*