

The Epistolary Genre in Rome

Code: 104202
ECTS Credits: 6

Degree	Type	Year	Semester
2503702 Ancient Studies	OB	3	1

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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Use of Languages

Principal working language: spanish (spa)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Jesús Gómez Puig

Prerequisites

Good knowledge of Latin morphology and syntax, previously acquired in the courses *Elements of Latin Language* and *Latin Narrative Texts*, first year, and *Latin Historiography and Oratory*, second year.

Objectives and Contextualisation

This course is part of the Latin Philology Area and aims for the following training objectives to::

1. Apply the previous knowledge, acquired in the courses *Elements of Latin Language*, *Latin Narrative Texts* and *Latin Historiography and Oratory*, that allow the global comprehension of a Latin text in prose.
2. Make a philological commentary on a prose text from the classical and post-classical periods.
3. Answer questions about the content of the context and the works of the authors studied (Cicero, Seneca and Pliny the Younger).
4. To relate the content of the texts in a global way with linguistic, literary and rhetorical aspects before and after the epistolary genre.
5. Translate and comment on a selection of exemplary texts of epistologafía, such as Cicero, Seneca and Pliny the Younger, paying attention to Latin syntax, the rhetoric used and its stylistic features.
6. Gradually incorporate a wide vocabulary that helps to translate texts seen without a dictionary.
7. Relate these authors to their socio-political and literary context.

Competences

- Apply grammatical knowledge acquired in the analysis and comprehension of Latin and Greek texts.
- Be able to express oneself orally and in writing in the specific language of history, archaeology and philology, both in ones own languages and a third language.
- Interpret texts written in Latin and Greek to understand the history and Classical civilisations.

- Interrelate linguistic, historical and archaeological knowledge of the ancient world with knowledge of other areas of the humanities, mainly ancient literature, philosophy and art.
- Make a commentary on a literary texts applying knowledge of genres, metrics and stylistics.

Learning Outcomes

1. Analyze the morphosyntactic components of a Latin text identifying those are specific of a literary genre or a particular linguistic variant.
2. Explain the context of the literary works whose characters, topics and clichés were passed down to the following tradition.
3. Explain the gist of a text without any need for a prior morpho-syntactic analysis or the use of a dictionary.
4. Extract information from the Greek and Latin texts on aspects of realia especially related to their historical and cultural context.
5. Identify in the Latin texts the characteristics of a particular literary genre.
6. Preparing an oral and written discourse in the corresponding language in a proper and organized way.
7. Recognise the themes and clichés contained in the Latin works being studied in the European literary and artistic traditions.
8. Translate fragments of the Latin works proposed.
9. Use rapid text-comprehension techniques based on the semantic resources provided by the knowledge of Catalan, Spanish and, where necessary, other Romance languages.
10. Write a morpho-syntactic commentary on a Latin text.
11. Write a stylistic commentary on a Latin text.

Content

1. Introduction to epistolography in antiquity
2. Epistolography as a genre in Rome: testimonies, stages and characteristics.
3. Cicero's *Epistulae*, daily life, political and literary activity: repertoire and classification.
 - 3.1. Reading, translation and commenting on a selection from the *Epistulae* corpora.
 - 3.2. Its repercussion in the later tradition.
4. Epistolography as a didactic-moral tool: the *Epistulae Morales ad Lucilium*.
 - 4.1. Reading, translation and commenting on a selection of *Epistulae*.
 - 4.2. Its repercussion in the later tradition.
5. The *Epistulae* of Pliny the Younger: social reflection of your time.
 - 5.1. Reading, translation and commenting on a selection of *Epistulae*.
 - 5.2. Its repercussion in the later tradition.

Methodology

This course is based on continuous and daily practice.

Professors will dedicate time to:

1. Accompany the students in reading, translating and commenting on the selection of texts proposed.
2. Provide students with philological complements that complete the understanding of the text.

3. Correct mistakes in class work, individually or in groups.

4. Give tools for the study of aspects related to the previous and subsequent tradition of the texts under study.

Students should be responsible for working on the translation and comment, individually, of the proposed texts and present them to class daily.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Reading and translation of a selection of Cicero's epistles	20	0.8	1, 11, 2, 4, 5, 7, 8
Reading and translation of a selection of Seneca's epistles	20	0.8	1, 11, 2, 4, 5, 7, 8
Reading and translation of a selection of epistles by Pliny the Younger	20	0.8	1, 11, 2, 4, 5, 7, 8
Type: Supervised			
Introduction to epistolography in Rome	20	0.8	11, 6, 2, 4, 5, 7
Type: Autonomous			
Diachronic study of Latin epistolography	30	1.2	11, 6, 2, 4, 7
Translation and philological comment of the proposed texts	40	1.6	1, 11, 2, 3, 4, 7, 8, 9

Assessment

Student evaluation will be based on the following items:

1. Translation, commentary, attendance and participation in face-to-face classes (20%). Daily.

2. Elaboration of a work on one of the authors worked. (20%). Delivery week 15.

3. Exercises:

a. Translation and analysis / commentary of a text seen in class during the face-to-face teaching period. (30%). Week 15.

b. Translation and analysis / commentary of a text not seen in class by the authors of the course (30%). Week 16.

To pass the course, a grade of 5 points has been accredited, adding the four sections (1, 2, 3.^a and 3b), and provided that each part has obtained a 4, at least. In the event that this grade is not reached, students can take the recovery exam organized by the Faculty, this exam entitles a maximum grade of 5 points (passed). If students submit one or more unique evidence (works, controls / or tests), it can no longer be classified as "not evaluable".

VERY IMPORTANT NOTES

Plagiarism

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

Virtual or hybrid teaching

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Translation and analysis / commentary of a text seen in class during the teaching period (with dictionary)	30%	0	0	1, 11, 6, 2, 4, 5, 7, 8, 9
Translation and analysis / commentary of a text seen in class during the teaching period. (without dictionary)	30%	0	0	1, 11, 6, 2, 4, 7, 8, 9
Translation, commentary, class attendance and participation	20%	0	0	1, 10, 2, 3, 8, 9
Writing an essay on one of the authors worked on	20%	0	0	1, 11, 6, 2, 7

Bibliography

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