

Latin Texts

Code: 100372
ECTS Credits: 6

Degree	Type	Year	Semester
2500241 Archaeology	OT	3	2
2500241 Archaeology	OT	4	2
2500501 History	OT	4	2
2501907 English and Classics Studies	FB	1	2

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Ulisse Cecini
Francisco Carbajo Molina

Prerequisites

This subject IS NOT an introduction to the Latin language, but is intended for students who have studied Latin in high school or who have an equivalent knowledge. In addition, the students must have well assimilated the basic contents of nominal and verbal morphosyntax, syntax of the cases and of the sentence and lexicon, which are part of the program of the subject Elements of Latin of the first semester. The student who has difficulty reaching such level could ask the teachers for support materials and help in tutoring sessions, but will have the responsibility to strive to get there.

Language

The student must have the willingness to follow classes taught in Catalan and use written material in that language (without excluding others), but they can use in their work or their participation Spanish (or another similar language if the case is given).

Objectives and Contextualisation

This subject is the logical continuation of the subject "Elements of the Latin Language" that most of the students I

At the end of the semester, the student should be able to:

- Apply the techniques that allow the rapid understanding of the Latin text.
- Understand a text in prose or narrative verse of approximately 15 lines in 1:30, with the help of the dictionary, and answer questions about its content. Eventually, translate all or part of it.
- Understand the meaning of a Latin text of medium-low difficulty without the help of the dictionary.
- Explain some grammatical elements of a text in prose or verse based on questions proposed by the teacher.
- Know the context, the argument and the characters of Petronius' Satiricon.

Competences

Archaeology

- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethic relevant issues.

History

- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

English and Classics Studies

- Applying the acquired grammar knowledge to the analysis and comprehension of Greek and Latin texts.
- Explain a literary text, applying their literary, metrical and stylistic knowledge.
- Identify and assessing the main historical, socio-political, scientific, literary and cultural landmarks of the Greco-Roman world.
- Interpreting written Greek and Latin texts both in prose and verse, applying the philological method.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

Learning Outcomes

1. Applying techniques in order to quickly and completely understand texts in Latin.
2. Applying the main methods, techniques and analytic tools of historical analysis.
3. Applying the morphosyntactic analysis to the reading of Latin texts of increasing difficulty.
4. Correctly reading and translating Latin classical texts of increasing difficulty.
5. Demonstrating the knowledge of the main cultural phenomena of the antiquity.
6. Explaining in oral and written form the characteristics of a Latin text of increasing difficulty.
7. Explaining the contents and characteristics of the translated works read by the student.
8. Identifying a basic vocabulary that broadens progressively.
9. Identifying the content of a classical literary work (subjects, characters, topics...) in subsequent creations of western culture (visual arts and literature).
10. Organizing and writing texts, clearly, correctly and properly.
11. Producing a comment about grammar or realia of the proposed texts.
12. Producing a linguistic comment of the proposed texts.

Content

I. TEXTS

Prose. Selection of texts by Petronio and other authors (if necessary slightly adapted).

Poetry. Selection of epigrams of Marcial.

II. GRAMMAR

Nominal and verbal morphology.

- Pronouns (personal, anaphoric and demonstrative, indefinite and interrogative-relative)
- Numerals (cardinal, ordinal, multiplicative and distributive).
- Defective and irregular verbs (uolo, nolo, bad, fio, eo)
- Compound verbs of sum.
- past participle
- present and future imperative

Deepening in the syntax of the cases.

- accusative of extension
- double accusative
- dative possessive
- double dative
- dative complement of adjective
- Genitive of price, of quality, partitive, possessive
- Ablative of quality and complement of adjectives
- Locative

Syntax of the simple sentence.

- Use of the subjunctive in an independent sentence.
- direct questions.

Complex sentence syntax.

- The conjunction *ut* in substantive and adverbial sentences.
- The future infinitive and its use in the subordinate infinitive.
- Personal constructions of the infinitive.
- Relatives in subjunctive
- Noun subordinates with quod; quin and quominus

III. THE SATIRICON OF PETRONIUS

Reading of the Satiricon of Petronius.

Methodology

The teaching activities will be eminently practical. Teachers will dedicate their time to:

- Having the proposed selection of texts read, translated and commented.
- Providing the students with mechanisms that allow them to progressively increase the volume of translated text.
- Making the students read and understand texts at first sight.
- Correcting the texts translated each day individually by the students.
- Commenting on the linguistic content of translated texts.
- Explaining grammar contents.
- Working on the lexicon of the texts to help the student to learn it.
- Explaining literary, cultural, historical or social contents that help to contextualize the texts.

- Correcting and commenting on assigned morphosyntax and vocabulary activities.

The students will have the responsibility to prepare the text proposed for translation, morphosyntactic activities and the reading of the given day.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Theoretical exposition	5	0.2	12, 6, 9
Translation and philological commentary of prose and verse texts	50	2	3, 1, 11, 12, 6, 8, 4
Type: Autonomous			
Morphosyntactic activities	20	0.8	3, 11, 8
Personal translation	48	1.92	
Reading of Petronius' Satyricon	15	0.6	7, 9
Self-study	10	0.4	12, 8

Assessment

The evaluation of the student will be based on the collection of the following evidence:

- Resolution of virtual morphosyntax activities to demonstrate that they understand and know how to apply the contents explained in the classes. 5%
- Morphology and syntax test. 20%
- Control of reading of the Satirico de Petronio. 10%
- Assistance and active participation in teaching activities. 5%
- Two text comprehension tests (with grammar and vocabulary questions) (25% and 35%, respectively, of the final grade). In total the texts will add between 10 and 15 lines/verses.

If the faculty has two or more unique pieces of evidence, the student will not be able to receive a non-assessable grade. Thus, any student who has presented two or more pieces of evidence will have a failing scale grade up to MH, according to these percentages.

However, to be in a position to pass the subject, the student, at a minimum, must have completed:

- All tests of text comprehension, vocabulary and grammar.
- The Satiricon reading control.

Thus, in the event that the sum of the weighting of the grades is 5 or more, but one of the two requirements mentioned above to pass it is not met, the student will have a grade of 4.5 (suspended).

In the recovery test, which will be scheduled by the Dean of the Faculty, only a grade of 5 (Passed) may be chosen.

In order to take the make-up test, it is necessary to have previously taken the three language tests (basic morphology and syntax + the two text comprehension, vocabulary and grammar tests).

The test schedule is as follows (provided that it is not advised to change it for reasons of force majeure):

Basic morphology test: first half of March.

- First text comprehension, vocabulary and grammar test: second half of March.
- Petronius' Satiricon reading control: end of April.
- Second text comprehension, vocabulary and grammar test: early June.

In the event that the student cannot attend a partial test or the final make-up test on the scheduled day, they will not have the opportunity to repeat the exam, unless the faculty considers it appropriate in view of the supporting documentation of the reason. of the absence

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.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance and Participation in learning activities	5	0	0	2, 3, 1, 11, 12, 6, 4
Basic morphology and syntax test	02	2	0.08	3, 11
Control of the reading of Petronius' Satyricon	10	0	0	5, 7, 9
First comprehension, vocabulary and grammar test	25	0	0	3, 1, 6, 8, 4, 10
Morphosyntactic activities	5	0	0	3, 11, 12
Second comprehension, vocabulary and grammar test	35	0	0	3, 1, 6, 4, 10

Bibliography

Manuals of Latin grammar and syntax:

- * Coderch, Juan, *Latin: A New Grammar*, printed by CreateSpace, South Carolina, USA, 2013
- * Panhuis, Dirk, *Latín Grammar*, Ann Arbor, The University of Michigan Press, 2012.
- Rubio, Lisardo - González, Tomás, *Nueva gramática latina*, Ed. Coloquio, Madrid 1990.
- Segura Munguía, Sebastián, *Gramática Latina: Nueva trilogía sobre la lengua latina*, Deusto 2012.
- Valentí Fiol, Eduard, *Sintaxi Llatina*, Ed. Curial, Barcelona 1979 [revisada per Pedro Luis Cano]. És de consulta obligatòria.

Bilingual dictionaries:

- Antoni Seva (dir.), *Diccionari llatí-català*, Enciclopèdia Catalana, 2019.
- Agustín Blánquez, *Diccionario latino-español*, Madrid, Gredos, 2017.
- Félix Gaffiot, F., *Grand Gaffiot. Dictionnaire latin-français*, Hachette, 2000.
- P. G. W. Glare, *Oxford Latin Dictionary*, Clarendon Press, 2012.

Literature dictionaries / manuals:

- Ludwig Bieler, *Historia de la literatura romana*, Madrid, Gredos, 1971.

- Carmen Codoñer (ed.), *Historia de la Literatura Latina*, Madrid, Cátedra, 1997.
- Simon Hornblower- Antony Spawforth, *The Oxford Classical Dictionary*, Oxford, Oxford University Press, 1996.
- Gian Biagio Conte, *Latin literature. A history*, Baltimore, Johns Hopkins University Press, 1999 / *Letteratura latina*, Milà, Mondadori, 2002.
- M. C. Howatson, *Diccionario de la literatura clásica*, Madrid, Alianza Editorial, 1991.

Translations of Petronius' *Satyricon*:

Into Catalan:

- *Satiricó*, traducció catalana d'Albert Berrio i Romà Giró, Columna, Barcelona 1988.
- *Satíricon*, text llatí i traducció catalana de Sebastià Giralt, Adesiara, Barcelona, 2017.
- *El Satiricó i trenta fragments*, traducció catalana de Josep M. Pallàs, Quaderns Crema, Barcelona 1988.

Into Spanish:

- *Satiricón*, traducció castellana de Carmen Codoñer, Akal, Madrid 1996.
- *Satiricón*, text llatí i traducció castellana de Manuel Díaz y Díaz, CSIC, Barcelona 1968-1969.
- *Satiricón*, traducció castellana de Pedro Rodríguez, Alianza Editorial, Madrid 2003.
- *El Satiricón*, traducció castellana de Lisardo Rubio, Gredos, Madrid 1978.

Historical context:

- Tom Holland, *Dinastía. La historia de los primeros emperadores de Roma*, Ático de los libros, Barcelona-Madrid-México, 2017.
- David Potter, *Los emperadores de Roma, La Historia de la Roma imperial desde Julio César hasta el último emperador*, Ediciones Pasado y Presente, Barcelona 2017.

Arachniography:

Online dictionaries:

- Charlton T. Lewis, Charles Short, *A Latin Dictionary (Perseus)* < <http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3atext%3a1999.04.0059> >.
- Félix Gaffiot, F., *Dictionnaire latin-français* < <http://gerardgreco.free.fr/spip.php?article43&lang=fr> > i < <http://www.tabularium.be/gaffiot> >.
- DidacTerion. *Diccionario latín-castellano* < <http://www.didacterion.com/esddl.php> >.
- *Collatinus* (català, castellà i altres llengües) < <http://outils.biblissima.fr/en/collatinus-web/> >.
- Logeion < <https://logeion.uchicago.edu/lexidium> >

Grammar, literature an activities:

- Carlos Cabanillas, *Materiales didácticos* < <https://sites.google.com/site/carloscabanillas/materiales-didacticos> >.
- Sebastià Giralt, *El laberint de Roma (Labyrinthus)* < <http://www.xtec.cat/~sgiralt/labyrinthus/roma/roma.htm> >, 2003-2020.

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- *The Latin Library* < <http://thelatinlibrary.com> >.
- Harsch, U., *Bibliotheca Augustana* < https://www.hs-augsburg.de/~harsch/a_alpha.html >.

Perseus Collection. Greek and Roman Materials <

<http://www.perseus.tufts.edu/hopper/collection?collection=Perseus:collection:Greco-Roman> >.

Software

No software needed.