

Latin Narrative Texts

Code: 104197
ECTS Credits: 6

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Degree	Type	Year
2503702 Ancient Studies	FB	1
2504394 English and Classics Studies	FB	1

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

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 teacher agrees).

Objectives and Contextualisation

This subject is the logical continuation of the subject "Elements of the Latin Language" that most of the students have taken in the first semester of the first year. After having consolidated the basic grammatical and lexical knowledge in the aforementioned subject, Narratius Texts proposes to continue, on the one hand, with

the study of progressively more sophisticated elements of Latin grammar (always from their occurrence in the texts); and, on the other, with the practice of comprehensive reading, commentary and, where appropriate, translation of basically narrative Latin texts.

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

- Know the context, the argument and the characters of Petronio's Satiricon.
- 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.

Competences

Ancient Studies

- 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 one's own languages and a third language.
- Interpret texts written in Latin and Greek to understand the history and Classical civilisations.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.

English and Classics Studies

- Demonstrate grammatical knowledge of the Greek and Latin languages and its application to the analysis and comprehension of Greek and Latin texts.
- Interpret written texts in Latin and Greek to learn about classical history and civilizations.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

Learning Outcomes

1. Analyse the morpho-syntactic components of a Greek and Latin text, identifying those that are internal to the narrative genre.
2. Apply the techniques that help towards a rapid overall understanding of Greek and Latin texts.
3. Autonomously searching, selecting and processing information both from structured sources (databases, bibliographies, specialized magazines) and from across the network.
4. Explain the gist of a text without any need for a prior morpho-syntactic analysis or the use of a dictionary.
5. Extract information from the Greek and Latin texts on aspects of realia especially related to their historical and cultural context.
6. Preparing an oral and written discourse in the corresponding language in a proper and organized way.
7. Translate fragments of the Latin works proposed.
8. Translate fragments of the proposed Latin works.
9. Write a morpho-syntactic commentary on a Latin text.

Content

I. TEXTS

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

Poetry. Selection of epigrams of Martial.

II. GRAMMAR

Nominal and verbal morphology.

- Interrogative pronouns.
- Numerals (cardinal, ordinal, multiplicative and distributive).
- Defective and irregular verbs (uolo, nolo, bad, fio, eo)
- Compound verbs of sum.
- Present imperative

Deepening in the syntax of the cases.

- accusative of extension
- double accusative
- dative possessive

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.
- Relatives in subjunctive
- Noun subordinates with quod.

III. THE SATIRICON BY PETRONIUS

Reading of the Satiricon by Petronius.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Theoretical exposition	5	0.2	1
Traanslation and philological commentary of prose and verse texts	50	2	1, 2, 4, 5, 7
Type: Autonomous			
Morphosyntactic activities	20	0.8	1
Personal work on the texts	50	2	1, 2, 6, 7
Reading of Petronius' Satyricon	15	0.6	
Self-study	10	0.4	1

Teaching activities will be eminently practical. The teacher and students will spend time on:

- Produce and listen to Latin paraphrases of the proposed texts.
- Read, understand, comment and, eventually, translate the proposed selection of texts.
- Acquire the mechanisms that allow to progressively increase the volume and difficulty of the studied text.
- Read and understand texts by sight.
- Correct the texts worked individually by the students.
- Comment on the linguistic content of the texts seen.
- Explain grammatical content.
- Work the lexicon of the texts to help the student to acquire it.
- Explain literary, cultural, historical or social content that helps contextualize the text.
- Correct and comment on the morphosyntax and lexical activities assigned.

The student must be responsible for keeping up to date the proposed text for comprehensive reading, the morphosyntactic and lexical activities and the reading work.

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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Activities of morphosyntaxis	5	0	0	1
Attendance and articpation in teaching activities	5	0	0	1, 2, 4, 5, 7, 8
Basic morphology and syntax test	20	0	0	1
Control of the reading of Petronius' <i>Satyricon</i>	10	0	0	3, 6, 5
First comprehension, vocabulary and grammar test	25	0	0	1, 2, 9, 6, 7, 8
Second comprehension vocabulary and grammar test	35	0	0	1, 2, 9, 6, 7, 8

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. twenty%
- Reading control of the *Satyricon* by Petronius. 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 *Satyricon* 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) and the reading control.

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.
- Petronio's *Satyricon* 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.

In the event that tests or exams and the activities and participation in class cannot take place onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

The student will have the right to a revision of the tests and other activities of evaluation, that will happen in an individualized way with the professor in the date and schedule that this establishes and that will communicate to the students.

This subject does not incorporate single assessment.

Bibliography

Manuals of Latin grammar and syntax:

- Coderch, Juan, *Latin: A New Grammar*, printed by CreateSpace, South Carolina, USA, 2013
- Panhuis, Dirk, *Latin 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/carlosocabanillas/materiales-didacticos> >.
- Sebastià Giralt, *El laberint de Roma (Labyrinthus)* < <http://www.xtec.cat/~sgiralt/labyrinthus/roma/roma.htm> >, 2003-2020.

Latin texts:

- *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.

Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Catalan	second semester	morning-mixed
(PAUL) Classroom practices	2	Catalan	second semester	morning-mixed