



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Culture e società
ACADEMIC YEAR	2021/2022
MASTER'S DEGREE (MSC)	CLASSIC STUDIES
SUBJECT	LATIN LANGUAGE AND LITERATURE (SEMINAR)
TYPE OF EDUCATIONAL ACTIVITY	B
AMBIT	50331-Lingue e Letterature classiche
CODE	13316
SCIENTIFIC SECTOR(S)	L-FIL-LET/04
HEAD PROFESSOR(S)	LANDOLFI LUCIANO Professore Ordinario Univ. di PALERMO
OTHER PROFESSOR(S)	
CREDITS	9
INDIVIDUAL STUDY (Hrs)	180
COURSE ACTIVITY (Hrs)	45
PROPAEDEUTICAL SUBJECTS	
MUTUALIZATION	
YEAR	1
TERM (SEMESTER)	2° semester
ATTENDANCE	Not mandatory
EVALUATION	Out of 30
TEACHER OFFICE HOURS	LANDOLFI LUCIANO Tuesday 10:00 12:00 Studio 209, II piano, Dip. Scienze Umanistiche (previo appuntamento via mail).

PREREQUISITES	Students will have to know the basics of the Latin language (phonology, morphology of the name and of the verb; syntax of the cases, of the verb and of the period) and of the Latin literature, with its periodisation and evolution; they will have to be able to engage in the reading of poetic texts, showing adequate prosody's knowledges and contextualising the texts pertinently and efficiently, from a historical and a literary point of view.
LEARNING OUTCOMES	<p>Knowledge and understanding: Students, by starting from the guided reading of a selection of texts belonging to the didactic genre, will have to demonstrate their knowledge and understanding skill relating to the main linguistic, historical and literary issues implied by this selection of texts, with particular attention to the characteristics of a text and of its genre, to its peculiarities of style, contents and prosody.</p> <p>Ability to apply knowledge and understanding: Students will have to demonstrate that: they are able to apply the knowledges acquired in broader contexts; they recognise the peculiarities of a text, with reference to its style and its contents, and they are able to provide an adequate historical and cultural contextualization; they are able to propose exegetical suggestions; they are able to develop an individual work of writing and critical re-elaboration.</p> <p>Critical sensibility Students will have to demonstrate that: they are able to express their judgements autonomously; they are able to select and evaluate useful information in order to structure a critical reading; they are able to make comparisons and to identify differences; they are able to identify the connections between literature and society, ideology, style and genre's rules.</p> <p>Communication skills Students will have to explain the acquired knowledges with coherence and precision and with a suitable language; they also will have to develop a personal research, showing in-depth analysis and critical elaboration. Students will have also to demonstrate that they are able to express clearly their conclusions, their knowledges and the logic behind them (both for a specialist and for an inexperienced audience).</p> <p>Learning skills Students will have to demonstrate adequate learning skills (relating to the treated linguistic and literary issues), critical sensibility and autonomy, through the (written and oral) elaboration of an individual research. Students that will not be able to attend the course can contact the teacher in order to agree upon the case study.</p>
ASSESSMENT METHODS	<p>Final exam: Questions and presentation of an individual research (case study). The oral exam, at the end of the course, will evaluate if students know and understand the discussed topics; if they have acquired reading, translation and interpretation skills; if they are able to develop an individual research (case study), showing critical sensibility, making comparison and identifying differences. The exam will consist of three broad questions concerning the entire program and with reference to the texts studied. The assessment will be based on the following criteria (max 5 points):</p> <ul style="list-style-type: none">a) excellent knowledge of the contents; advanced skill in applying the acquired knowledges; always appropriate language; excellent learning skill: 5 points;b) good knowledge of the contents; good skill in applying the acquired knowledges; often appropriate language; good learning skill: 4 points;c) adequate knowledge of the contents; adequate skill in applying the acquired knowledges; not always appropriate language; sufficient learning skill: 3 points;d) unsatisfactory knowledge of the contents; inadequate skill in applying the acquired knowledges; not appropriate language; unsatisfactory learning skill: 2 points;e) lacking knowledge of the contents; inadequate skill in applying the acquired knowledges; never appropriate language; lacking learning skill: 1 point. <p>The assessment of the individual research (case study) will be based on the following criteria (max 15 points):</p> <ul style="list-style-type: none">a) The student shows excellent skills in understanding the linguistic, literary and historical aspects of a text, proposing impressive exegetical suggestions and expressing autonomous judgments; the student uses a very careful and sure language, showing very remarkable learning skills: 14-15 points;b) The student shows good skills in understanding the linguistic, literary and historical aspects of a text, proposing impressive exegetical suggestions and expressing autonomous judgments; the student uses a careful and sure language, showing remarkable learning skills: 11-13 points;c) The student shows sufficient skills in understanding the linguistic, literary and historical aspects of a text, proposing acceptable exegetical suggestions and expressing valid judgments; the student uses a correct language, showing

	<p>adequate learning skills: 8-10 points;</p> <p>d) The student shows inadequate skills in understanding the linguistic, literary and historical aspects of a text, proposing only occasionally acceptable exegetical suggestions and judgments; the student uses an insecure language, without demonstrating adequate learning skills: 4-7 points;</p> <p>e) The student shows lacking or no one skills in understanding the linguistic, literary and historical aspects of a text, without proposing exegetical suggestions and judgments; the student uses an insecure and sometimes wrong language, without meeting the minimum learning skills: 1-3 points.</p> <p>The final mark will be included between 18 and 30/30. The distinction can be added to the maximum mark, if the student shows stable competence in understanding and analysing the complex processes of the linguistic and literary history of ancient Rome and if the student is able to deal autonomously with the secondary literature.</p>
EDUCATIONAL OBJECTIVES	<p>Educational purposes:</p> <p>The course aims to reinforce and enhance the knowledges and the understanding skills relating to the basics of the Latin language and culture, with particular attention to:</p> <ul style="list-style-type: none"> - linguistic aspects, from both a synchronic and a diachronic perspective and in connection with the different communicative situations; - identification of the peculiarities of a text and of its genre, its lexical, stylistic, prosodic and content characteristics; - reading, translation, interpretation and analysis of a latin text (in poetry and/or in prose). <p>The reading of the text will allow:</p> <ul style="list-style-type: none"> - to know and understand some issues, related to the language and the literary culture of ancient Rome, also in connection with the historical and cultural context; - to identify and interpret linguistic and literary elements, in order to make connection and express autonomous judgements; - to communicate information, ideas and problems by using a specialised language, suitable to the branch of knowledge; - to develop individual in-depth analysis related to one of the specific aspects of the course, using the scientific literature. <p>Meetings concerning interdisciplinary topics will be held, in order to promote the coordination between different courses (2 h).</p>
TEACHING METHODS	<p>Lectures; guided debate in the classroom about the texts in the program; individual readings and researches.</p>
SUGGESTED BIBLIOGRAPHY	<p>Testi:</p> <p>Q. Horatii Flacci Opera, recognovit brevique adnotatione critica instruxit E.C. Wickham, editio altera curante H.W. Garrod, Oxford 1975 (cc. 1, 4; 1, 9; 1, 17; 2, 3; 2, 6; 2, 11; 2, 15; 2, 18; 2, 19; 3, 13; 3, 25; 4, 7; 4, 12).</p> <p>K. Martin, T. Lucreti Cari, De rerum natura libri sex, Leipzig 1969 (2, 1-36) (in pdf).</p> <p>S. Properti Elegos, critico apparatu instruxit et edidit S.J. Heyworth, Oxford 2007 (1, 18) (in pdf).</p> <p>B. Mynors, Vergili Opera, Oxford 1969 (ecl. 2) (in pdf).</p> <p>Studi:</p> <p>G. Pasquali, Orazio lirico, Firenze 1964 (II ed.), pp. 521-565 (disponibile in pdf).</p> <p>M. Coccia, La natura e il paesaggio in Orazio, "Cultura e Scuola" 32, 1993, pp. 53-72 (disponibile in pdf).</p> <p>E. Winsor Leach, The Rhetoric of Space. Literary and Artistic Representations of Landscape in Republican and Augustan Rome, Princeton 1988, pp. 197-306 (disponibile in pdf).</p> <p>E. Malaspina, la Valle di Tempe: descrizione geografica, modelli letterari, e archetipi del 'locus amoenus', "Studi Urbinati" 63, 1990, pp. 105-135 (disponibile in pdf).</p> <p>G. Petrone, Locus amoenus/locus horridus: due modi di pensare la natura, in R. Uglione (a cura di), Atti del Convegno internazionale di Studi: l'uomo antico e la natura, Torino 28-29-30 Aprile 1997, pp. 177-195 (disponibile in pdf).</p> <p>G. Calboli, La percezione del paesaggio oraziano, in A. M. Scanu (a cura di), La percezione del paesaggio nel Rinascimento, Heuresis 1, Bologna 2004, pp. 15-32 (disponibile in pdf).</p> <p>R. Mandile, Lo spazio del paesaggio. Concezioni e rappresentazione della natura nella poesia latina (I sec. a.C.-I sec. d.C.), "Acme" 63, 2010, pp. 5-31 (disponibile in pdf).</p> <p>G. Baldo, L'angulus oraziano: lessico, descrizioni, visioni, in G. Baldo - E. Cazzuffi (a cura di), Regionis forma pulcherrima. Percezioni, lessico, categorie del paesaggio nella Letteratura latina. Atti del Convegno di Studi Palazzo Bo, Università degli Studi di Padova, 15-16 marzo 2011, Firenze 2013, pp. 43-57 (disponibile in pdf).</p>

Gli studenti sono tenuti a prendere visione di tutte le fotocopie fornite a lezione e comunque reperibili al Centro stampa per poter sostenere l'esame finale. Coloro i quali fossero impossibilitati a seguire il corso potranno contattare il docente della materia e concordare con lui un eventuale programma alternativo.

SYLLABUS

Hrs	Frontal teaching
4	NATURE AND LANDSCAPE IN HORACE'S CARMINA: BETWEEN STEREOTIPY AND INNOVATION Between poetry and philosophy: the visual angle from which Orazio looks at nature. Greek-archaic lyric and Hellenistic poetry: the reservoir of images of Horatian landscape glimpses. The 'Roman' geography of the Horatian landscape.
15	The tempora anni and the naturalistic backdrops. Spring, winter and summer landscapes: for a morphology in Horace's lyric (reading of cc. 1, 4; 4, 7; 4, 12; 1, 9 and 1, 17).
2	The theme and images of the angulus (reading of c. 2, 6)
4	Landscape and flow of time (reading of cc. 2, 3 and 2, 11).
Hrs	Workshops
20	Aspects of the Horatian Dionysian landscape (cc. 2, 19; 3, 25), of the relationship between nature and building luxury (cc. 2, 15; 2, 18), of the symbolism of the source (c. 3, 13), of the locus amoenus and its variations between the Republic and the Principality (Lucr. 2. 1-36; Verg. ecl. 2; Prop. 1, 18)