

## Latin Linguistics: Specific Problems I (A002569)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 5.0**

**Study time 150 h**

**Course offerings and teaching methods in academic year 2024-2025**

A (semester 1)

English

Gent

lecture

**Lecturers in academic year 2024-2025**

Van Acker, Marieke

LW06

staff member

Galdi, Giovanbattista

LW06

lecturer-in-charge

**Offered in the following programmes in 2024-2025**

	crdts	offering
Master of Science in Teaching in Languages(main subject Linguistics and Literature)	5	A
Master of Arts in Linguistics and Literature(main subject Dutch - Latin)	5	A
Master of Arts in Linguistics and Literature(main subject English - Latin)	5	A
Master of Arts in Linguistics and Literature(main subject French - Latin)	5	A
Master of Arts in Linguistics and Literature(main subject Latin)	5	A
Master of Arts in Linguistics and Literature(main subject Latin - Greek)	5	A
Master of Arts in Linguistics and Literature(main subject Latin - Italian)	5	A
Master of Arts in Linguistics and Literature(main subject Latin - Scandinavian Studies)	5	A
Master of Arts in Linguistics and Literature(main subject Latin - Spanish)	5	A
Master of Arts in Historical Linguistics and Literature	5	A
Exchange Programme Classics	5	A
Exchange Programme Linguistics and Literature	5	A

**Teaching languages**

English

**Keywords**

Non-literary texts, Late and Early Medieval Latin, bith of the Romance languages

**Position of the course**

This course provides insights into the features of imperial, late and early medieval Latin based on non-literary texts

**Contents**

In this course, we will read, translate, and comment on non-literary Latin sources. The didactic material consists of different types of texts from the (late) imperial and early medieval period including, among other things, technical, administrative and juridical texts, functional christian texts. Each text type will be introduced and discussed. Special attention will be devoted to the "deviating" linguistic features that play an important role in the evolution towards the Romance languages.

**Initial competences**

Thorough knowledge of Classical Latin. A general insight into late and/or substandard Latin is recommended.

**Final competences**

- 1 To be able to read, translate and comment on (late) imperial and early-medieval non-literary Latin texts
- 2 To be able to discuss the specific linguistic features of inscriptions, curse tablets and papyri
- 3 To understand the main linguistic features of technical and functional texts (e.g.

- juridical texts and veterinary treatises)
- 4 To recognize certain Late Latin features that "deviate" from Classical Latin
  - 5 To recognize and discuss certain characteristic features of Christian Latin
  - 6 To assess the importance of non-literary texts for the history of Latin language
  - 7 To recognize early Romance features in Latin texts.

### **Conditions for credit contract**

Access to this course unit via a credit contract is determined after successful competences assessment

### **Conditions for exam contract**

Access to this course unit via an exam contract is unrestricted

### **Teaching methods**

Seminar, Lecture, Independent work

### **Extra information on the teaching methods**

Lectures with in-class translations, exercises, and discussion. This course assumes the responsible use of generative artificial intelligence (GAI). During the lessons, what this means will be explained

### **Study material**

Type: Handbook

Name: An anthology of informal Latin 200 BC - AD 900.  
Indicative price: € 38  
Optional: yes  
Language : English  
Author : Adams, James N.  
Online Available : Yes  
Available in the Library : Yes

Type: Slides

Name: Slides  
Indicative price: Free or paid by faculty  
Optional: no  
Available on Ufora : Yes

### **References**

Specific references on each topic to be found in the powerpoints and on Ufora.

Recommended literature:

- Adams, James N. 2016. An anthology of informal Latin 200 BC - AD 900. Fifty texts with translations and linguistic commentary. Cambridge: Cambridge University Press.
- Herman, József. 2000. Vulgar Latin. (Trans.) Roger Wright. Pennsylvania: Penn State University Press
- Väänänen, Veikko. 1963. Introduction au latin vulgaire. 3rd edn. Paris: Klincksieck. (Italian version: Väänänen, Veikko. 1985. Introduzione al latino volgare. (Trans.) Alberto Limentani. Bologna: Pàtron.

### **Course content-related study coaching**

Weekly contact hours. Possibility to contact the instructors via Ufora and email. Students can be assisted individually.

### **Assessment moments**

end-of-term and continuous assessment

### **Examination methods in case of periodic assessment during the first examination period**

Oral assessment

### **Examination methods in case of periodic assessment during the second examination period**

Oral assessment

### **Examination methods in case of permanent assessment**

Participation, Assignment

### **Possibilities of retake in case of permanent assessment**

examination during the second examination period is possible

### **Extra information on the examination methods**

Periodic examination: Oral exam

Permanent evaluation: short essay, oral presentation, active participation in the lessons

### **Calculation of the examination mark**

Periodic: 55 % (oral examination)

Permanent evaluation: 25 % (essay); 15 % (active participation in the lessons); 10% (oral presentation).

In order to succeed for this course, one must obtain a score of at least 10 out of 20 for both the period-based evaluation and the non-period-based evaluation. If one has less than 10 out of 20 for either of the two evaluation components, then one can no longer succeed for the entire course. If the final score would still be at least 10 out of 20, it will be reduced to the highest unsucceeded score (i.e. 9/20).

Transfer of succeeded partial scores from the first to the second examination period is possible

### **Facilities for Working Students**

1. Possible exemption from educational activities requiring student attendance.

2. Possible rescheduling of the examination to a different time in the same academic year

3. Alternative time for feedback is possible

For more information concerning flexible learning, contact the monitoring service of the faculty of Arts and philosophy