

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	Philosophy		
<b>ACADEMIC UNIT</b>	Department of Philology		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	<b>AEFF 505</b>	<b>SEMESTER</b>	<b>Spring</b>
<b>COURSE TITLE</b>	Disgust in Greek and Roman Literature and Culture		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	10
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
<b>PREREQUISITE COURSES:</b>	LAFF 015, LAFF 100		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	English		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>The general aim of the course is to familiarize students with the use of disgust, contempt, and repugnance as means of moral and social marginalization. In particular, upon completion of the seminar students should be able to:</p> <ul style="list-style-type: none"> <li>- to understand cognitive approaches to emotions</li> <li>- know pivotal methodological issues concerning the study of emotions in antiquity</li> <li>- locate and interpret uses of disgust in different literary contexts</li> <li>- think about the use of disgust as a means of marginalization through the use of ancient examples and in comparison with modern uses of the affects (e.g. in Nazi</li> </ul>

propaganda, totalitarian regimes, or thinkers who castigate recent advancements in genetics).

- be able to use the bibliography

### General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology  
 Adapting to new situations  
 Decision-making  
 Working independently  
 Team work  
 Working in an international environment  
 Working in an interdisciplinary environment  
 Production of new research ideas

Project planning and management  
 Respect for difference and multiculturalism  
 Respect for the natural environment  
 Showing social, professional and ethical responsibility and sensitivity to gender issues  
 Criticism and self-criticism  
 Production of free, creative and inductive thinking  
 .....  
 Others...  
 .....

Research, analysis and synthesis of data and information with the use of new technologies  
 Autonomous work  
 Collaborative work  
 Advance of free, creative and inductive reasoning  
 Promotion of free, creative and inductive reasoning

### (3) SYLLABUS

- Introduction to emotion theory
- Methodological issues concerning the study of ancient emotions
- Modern approaches to disgust
- Interpretation of relevant texts
- The aesthetics of repugnance
- Primary and moral disgust
- Disgust and narratives
- Social uses of disgust (marginalization of 'deviant' behaviour: prostitutes, *kinaidoi*, social inferiors)

### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, communication with students	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures of the instructors and oral	39

<p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	presentations of the students	
	Individual Study and preparation for the oral presentation	176
	Writing of the final essay	35
	Course total	<b>250</b>
	<b>STUDENT PERFORMANCE EVALUATION</b>	
	<p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	Participation in class, oral presentation and final written essay.

#### (5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Kelly, D. *Yuck: The Nature and Moral Significance of Disgust* (Cambridge, Mass., 2011)  
 Lateiner, D. – Spatharas, D. (edd.) *The Ancient Emotion of Disgust* (Oxford, 2016)  
 Miller, W. I. *The Anatomy of Disgust* (Cambridge, Mass., 1998)  
 Nussbaum, M. C. *Hiding from Humanity: Disgust, Shame, and the Law* (Princeton, 2006)