

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	PHILOSOPHY		
<b>ACADEMIC UNIT</b>	PHILOLOGY		
<b>LEVEL OF STUDIES</b>	POST-GRADUATE		
<b>COURSE CODE</b>	MKLF060	<b>SEMESTER</b>	FALL
<b>COURSE TITLE</b>	HYBRIS AND CONTEMPT IN ANCIENT GREEK LITERATURE		
<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>
LECTURES AND SEMINAR PAPER PRESENTATIONS		3	15
<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>	RESEARCH SEMINAR		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="https://classweb.cc.uoc.gr/classes.asp">https://classweb.cc.uoc.gr/classes.asp</a>		

### (2) LEARNING OUTCOMES

<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> <i>Consult Appendix A</i> <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>Systematic approach to issues relating to the study of the concept of hubris and its interfaces with the emotion of contempt; independent bibliographical research and familiarization with online databases. Students are expected:</p> <ol style="list-style-type: none"> <li>1. to familiarize themselves with the notions of hubris and the emotion of contempt through the study of various texts</li> <li>2. explore systematic definitions of or approaches to hubris and contempt in ancient philosophy, esp. Aristotle</li> <li>3. to acquaint themselves with electronic and other bibliographical databases, in</li> </ol>

order to find and use basic bibliography.

4. to present their arguments eloquently and answer questions effectively in the course of their oral presentation
5. to compose a written essay in Greek

#### 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 aid of the relevant technology Ability to work in interdisciplinary environments, to adapt to unfamiliar circumstances, to think critically and independently, to formulate original ideas, and to develop creative projects.

### (3) SYLLABUS

1. Introduction to ancient ethics and the study of emotions in antiquity
2. Definition of hybris in Aristotle
3. Contempt and anger in Aristotle

4. Hubris and contempt in democratic Athens
5. Hubris, contempt and honour

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	In class	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>• Use of data bases</li> <li>• Power point presentations</li> <li>• Use of various electronic platforms (elearn, Microsoft Teams etc)</li> <li>• Communication via Teams &amp; email</li> </ul>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <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>  <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>	<b>Activity</b>	<b>Semester workload</b>
	Lectures and students' presentations 200 ay 135 Total 375	39
	Seminar exercises	1
	Individual study and preparation for the oral presentation	200
	Composition of written essay	135
	Course total	375
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <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,</i>	Study, research, oral presentation, active participation in class discussion Written essay	

<i>public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	
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**(5) ATTACHED BIBLIOGRAPHY**

<p>Bibliography will be discussed in weeks 1 and 2.</p>
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