1. **Title of the module**

CLAS3580 (CL358) – Words are Weapons: Insults in Classical Literature

1. **Division or partner institution which will be responsible for management of the module**

Division of Arts & Humanities

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The course(s) of study to which the module contributes**

Optional for BA Ancient History (Single Honours); BA Classical Studies (Single Honours); BA Classical & Archaeological Studies (Single and Joint Honours); BA Ancient, Medieval and Modern History (Joint Honours).

Also available as an elective module choice.

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Show a broad understanding of the importance of invective and other forms of confrontational speech in classical culture;

8.2 Critically evaluate the role of insults in a range of written sources from antiquity;

8.3 Employ academic skills fundamental to their future learning – including the evaluation of ancient evidence, modern representations, and the evaluation of modern scholarship;

8.4 Locate the ancient material studied in the context of European intellectual, cultural and historical traditions;

8.5 Understand the opportunities and challenges involved in using literary sources as documents of ancient societies;

8.6 Show increased ability in thinking critically and communicating about invective and related forms of communication in classical literature;

8.7 Recognise that debates often arise in academic scholarship, and be able to take an individual standpoint.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Apply the skills needed for academic study and enquiry, through guided discussion and independent study within a structured and managed environment;

9.2 Select, gather and synthesise relevant information to gain a coherent understanding, be involved in problem-solving, and reach conclusions independently;

9.3 Extract key elements from complex data, select appropriate methodologies and show awareness of the consequences of the unavailability of evidence;

9.4 Marshal argument lucidly and communicate ideas using the appropriate academic conventions;

9.5 Show ability in problem-solving, taking responsibility for their own learning, use of IT resources, and working on a task collaboratively.

1. **A synopsis of the curriculum**

Whether cruel or funny, hostile speech has a pervasive presence in the wealth of textual evidence from classical antiquity. Insulting communications, both formal and informal, reveal social values in an unusually succinct way, while their dependence on situation and context presents complex interpretative challenges.

In this module, insults form the basis for a wide-ranging investigation of classical literature inviting comparison of their literary treatment in different works and/or genres. The module is designed to accommodate various selections of material, which may include Greek literature, Roman literature, or a combination of both. It provides a variety of examples of invective to show the diversity of classical literature and, through the analysis of these examples, raise current debates in classical literary studies. So, for example, the insults found in Catullus may be used to explore the issue of authorial persona and ‘sincerity’. Topics covered may include obscenity, debate and competition, laws governing slander and treason, the aesthetics of beauty and ugliness, construction of social categorisations (gender, sexuality, ethnicity, and status), and the conventions of specific genres.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Aloni, A., Barchiesi, A., & Cavarzere, A. (2002). *Iambic Ideas: Essays on a Poetic Tradition from Archaic Greece to the Late Roman Empire*. Lanham, Md, Rowman & Littlefield.

Bremmer, J. N., (2000). ‘Verbal Insulting in Ancient Greek Culture’, *Acta Antiqua Hungarica 40*.

Conley, T., (2010). *Toward a Rhetoric of Insult*. Chicago, IL, University of Chicago Press.

Corbeill, Anthony, (1997). ‘Dining Deviants in Roman Political Invective’ in J. P. Hallett & Marilyn B. Skinner (eds.), *Roman sexualities*. Princeton, NJ, Princeton University Press.

Corbeill, Anthony, (1996). *Controlling Laughter: Political Humor in the Late Roman Republic*. Princeton: Princeton University Press

Richlin, Amy, (1984). ‘Invective against Women in Roman Satire’, *Arethusa 17*.

Worman, Nancy, (2014). ‘Oedipus Abuser: Insult and Embodied Aesthetics in Sophocles’, *Cahiers “Mondes Anciens” 5*.

1. **Learning and teaching methods**

Total Contact Hours: 20

Total Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
   1. Main assessment methods

* Critical Summary (1,200 words) – 40%
* Essay (2,500 words) – 60%

13.2 Reassessment methods

* 100% Coursework (1,500 words)

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |  |
| Lecture | **x** | **x** | **x** | **x** | **x** |  |  |  | **x** | **x** |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Critical Summary | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The subject content of this module locates the ancient material studied in the broader context of European intellectual, cultural and historical traditions. Students are asked to think critically about the meaning of insults in ancient and contemporary times and in various parts of the world and the seminars offer many opportunities for peer-evaluation among mixed-nationality students. More broadly, the teaching activities are designed to show how particular cultural interpretations or applications of knowledge may differ from region to region. The reading list has references to up to date international research. Teachers and academic advisers with international experience are provided to support both home and international students in relation to the varying challenges of students from diverse backgrounds.

**DIVISION USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 14/01/21 | Minor | September 2021 | 13.2 | No |
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