

## COURSE OUTLINE

### (1) GENERAL

|   |                          |                              |                              |
|---|--------------------------|------------------------------|------------------------------|
| <b>SCHOOL</b>   | PHILOSOPHY               |                              |                              |
| <b>ACADEMIC UNIT</b>  | PHILOLOGY                |                              |                              |
| <b>LEVEL OF STUDIES</b>   | UNDERGRADUATE            |                              |                              |
| <b>COURSE CODE</b>  | AEFF 150                 | <b>SEMESTER</b>              | 3 <sup>rd</sup> and/or above |
| <b>COURSE TITLE</b>   | Euripides, <i>Hecuba</i> |                              |                              |
| <b>INDEPENDENT TEACHING ACTIVITIES</b><br><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  |                          | 3                            | 5                            |
|   |                          |                              |                              |
|   |                          |                              |                              |
| <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><br><i>general background, special background, specialised general knowledge, skills development</i>  | Special background       |                              |                              |
| <b>PREREQUISITE COURSES:</b>  | None                     |                              |                              |
| <b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>  | Greek                    |                              |                              |
| <b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>  | Yes                      |                              |                              |
| <b>COURSE WEBSITE (URL)</b>   |                          |                              |                              |

### (2) LEARNING OUTCOMES

|   |
|---|
| <p><b>Learning outcomes</b></p> <p><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><b>At the end of the course the students should be able:</b></p> <ol style="list-style-type: none"> <li><b>1) To know and describe the historical, religious, and sociopolitical context of dramatic poetry and, specifically, Euripides' tragedies</b></li> <li><b>2) To know and describe terms and concepts related to the history of theatre of the 5<sup>th</sup> c. BCE</b></li> <li><b>3) To know and describe terms and concepts related to the genre and structure of ancient Greek tragedy</b></li> </ol>  |

- 4) To understand the ancient Greek text, the meaning of the vocabulary and be able to translate parts of the play in modern Greek
- 5) To recognise and analyse grammatical and syntactical phenomena of the play's language
- 6) To understand and analyse the mythical context of *Hecuba*, as well as basic issues regarding dramatic composition, dramatic characters, and performance
- 7) To describe and critically analyse issues of interpretation related to the play
- 8) To use the relevant Greek and international bibliography critically and in a way that demonstrates independent thinking
- 9) To build arguments both in written form and orally in response to interpretive questions and in a way that demonstrates synthetical and analytical thinking
- 10) To evaluate the reception of *Hecuba*

#### 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?*

|   |   |
|---|---|
| <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> | <i>Project planning and management</i>  |
| <i>Adapting to new situations</i>   | <i>Respect for difference and multiculturalism</i>  |
| <i>Decision-making</i>  | <i>Respect for the natural environment</i>  |
| <i>Working independently</i>  | <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> |
| <i>Team work</i>  | <i>Criticism and self-criticism</i>   |
| <i>Working in an international environment</i>  | <i>Production of free, creative and inductive thinking</i>                                      |
| <i>Working in an interdisciplinary environment</i>  | <i>.....</i>  |
| <i>Production of new research ideas</i>   | <i>Others...</i>  |
|   | <i>.....</i>  |

- 1) *Search for, analysis and synthesis of data and information, with the use of the necessary technology*
- 2) *Adapting to new situations*
- 3) *Working independently*
- 4) *Respect for difference and multiculturalism*
- 5) *Showing social, professional and ethical responsibility and sensitivity to gender issues*
- 6) *Criticism and self-criticism*

- 7) *Production of free, creative and inductive thinking*  
 8) Evaluation of the work of others

### (3) SYLLABUS

Lectures 1 and 2: Introduction to ancient Greek theatre and drama, and more specifically to Euripides' dramatic poetry and *Hecuba*  
 Lecture 3: Prologue: lines 1 – 97  
 Lecture 4: Parodos: lines 98 – 153  
 Lecture 5: First episode part A: lines 154 – 298  
 Lecture 6: First episode part B: lines 299 – 443  
 Lecture 7: First stasimon and second episode part A: lines 444 – 584  
 Lecture 8: Second episode part A and second stasimon: lines 585 – 657  
 Lecture 9: Third episode part A: lines 658 – 797  
 Lecture 10: Third episode part B and third stasimon: lines 798 – 952  
 Lectures 11 and 12: Exodos: lines 953 – 1295  
 Lecture 13: reception of the play from antiquity to today

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

|   |  |
|---|--|
| <b>DELIVERY</b><br><i>Face-to-face, Distance learning, etc.</i>   | face-to-face   |
| <b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b><br><i>Use of ICT in teaching, laboratory education, communication with students</i> | 1) <b>Online sources and databases:</b> Thesaurus Linguae Graecae (TLG), Liddell-Scott-Jones (LSJ), Perseus Digital Library, Loeb Classical Library, L'Année philologique, Wiley Online Library, JSTOR, Suda On Line (SOL), Jacoby Online, Attic Inscriptions Online (AIO), Packard Humanities Institute (PHI) Greek |

|  | <p>Inscriptions</p> <ol style="list-style-type: none"> <li>2) <b>Use of Power Point presentations in lectures</b></li> <li>3) <b>Classweb platform for: course material, announcements, communication</b></li> <li>4) <b>Communication with students via email</b></li> </ol>   |                          |                          |          |    |   |    |                               |   |  |  |  |  |  |  |  |  |                     |            |
|--|---|--------------------------|--------------------------|----------|----|---|----|-------------------------------|---|--|--|--|--|--|--|--|--|---------------------|------------|
| <p><b>TEACHING METHODS</b></p> <p><i>The manner and methods of teaching are described in detail.</i></p> <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>                         | <table border="1"> <thead> <tr> <th><i>Activity</i></th> <th><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Independent study and preparation for the examination</td> <td>83</td> </tr> <tr> <td>Summative written examination</td> <td>3</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Course total</b></td> <td><b>125</b></td> </tr> </tbody> </table> | <i>Activity</i>          | <i>Semester workload</i> | Lectures | 39 | Independent study and preparation for the examination | 83 | Summative written examination | 3 |  |  |  |  |  |  |  |  | <b>Course total</b> | <b>125</b> |
|  | <i>Activity</i>   | <i>Semester workload</i> |                          |          |    |   |    |                               |   |  |  |  |  |  |  |  |  |                     |            |
|  | Lectures  | 39                       |                          |          |    |   |    |                               |   |  |  |  |  |  |  |  |  |                     |            |
|  | Independent study and preparation for the examination   | 83                       |                          |          |    |   |    |                               |   |  |  |  |  |  |  |  |  |                     |            |
|  | Summative written examination   | 3                        |                          |          |    |   |    |                               |   |  |  |  |  |  |  |  |  |                     |            |
|  |   |                          |                          |          |    |   |    |                               |   |  |  |  |  |  |  |  |  |                     |            |
|  |   |                          |                          |          |    |   |    |                               |   |  |  |  |  |  |  |  |  |                     |            |
|  |   |                          |                          |          |    |   |    |                               |   |  |  |  |  |  |  |  |  |                     |            |
|  |   |                          |                          |          |    |   |    |                               |   |  |  |  |  |  |  |  |  |                     |            |
| <b>Course total</b>  | <b>125</b>  |                          |                          |          |    |   |    |                               |   |  |  |  |  |  |  |  |  |                     |            |
| <p><b>STUDENT PERFORMANCE EVALUATION</b></p> <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> | <p>Summative written examination in Greek (duration: 3hrs) including:</p> <ol style="list-style-type: none"> <li>1) Questions on the genre and history of tragedy and dramatic poetry in general</li> <li>2) Translation</li> <li>3) Metric analysis, grammatical and syntactical questions on the text of the play</li> <li>4) Open-ended interpretive questions on the structure and content of the play</li> </ol>   |                          |                          |          |    |   |    |                               |   |  |  |  |  |  |  |  |  |                     |            |

## (5) ATTACHED BIBLIOGRAPHY

### - Suggested bibliography:

- Easterling, P. (επιμ), (2007) *Οδηγός για την Αρχαία Ελληνική Τραγωδία*, Ηράκλειο.
- Gregory, J., (2010) *Όψεις και Θέματα της Αρχαίας Ελληνικής Τραγωδίας*, Αθήνα.
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- Lesky A., (1987) *Η τραγική ποίηση των αρχαίων Ελλήνων*, τόμ. 2, μτφρ. Ν. Χουρμουζιάδης, Αθήνα.
- Μαρκαντωνάτος, Α. & Τσαγγάλης, Α. Χ., (επιμ.), (2008) *Αρχαία Ελληνική Τραγωδία: Θεωρία*

και Πράξη, Αθήνα.

Adkins, A. W. H., (1966) 'Basic Greek Values in Euripides' *Hecuba* and *Hercules Furens*', *CQ* 16, 193–219.

Avezzi, G., (2019). 'Hecuba's rhetoric' στο Markantonatos, Andreas & Volonaki, Eleni (επιμ.), *Poet and orator: a symbiotic relationship in democratic Athens*: 3-31, Berlin.

Battezzato, L., (επιμ.), (2018). *Hecuba*. Cambridge.

Collard, Christopher (επιμ.), (1991). *Euripides, Hecuba*. Warminster.

Heath, M., (1987) "'Iure Principem Locum Tenet': Euripides' *Hecuba*", *BICS* 34: 40–68.

Kovacs, D., (1987) *The Heroic Muse: Studies in the Hippolytus and Hecuba of Euripides*, Baltimore.

Meridor, R., (1978) 'Hecuba's Revenge', *AJP* 99: 29–35.

— — —, (1983) 'The Function of Polymestor's Crime in the *Hecuba* of Euripides', *Eranos* 81: 13–20.

Mossman, J., (1995) *Wild Justice: A Study in Euripides' Hecuba*, Oxford.

Nussbaum, M., (1986) *The Fragility of Goodness: Luck and Ethics in Greek Tragedy and Philosophy*: κεφ. 13, Cambridge.

Papastamati, S., (2017) 'The poetic of *kalos thanatos* in Euripides' *Hecuba*: masculine and feminine motifs in Polyxena's death', *Mnemosyne*, Ser. 4, 70.3: 361-385.

Zanotti, G., (2019) 'Κυνὸς σῆμα: Euripides' *Hecuba* and the uses of revenge', *Arethusa*, 52.1: 1-19.

- *Related academic journals*:

*American Journal of Philology, Classical Quarterly, Arethusa, Mnemosyne, Ramus, Phoenix, Transactions of the American Philological Association*