

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Philosophy		
ACADEMIC UNIT	Department of Philology		
LEVEL OF STUDIES	Seminar		
COURSE CODE	AEFF 331	SEMESTER	5 th semester or higher
COURSE TITLE	The Oresteia of Aeschylus		
INDEPENDENT TEACHING ACTIVITIES <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>		WEEKLY TEACHING HOURS	CREDITS
Lectures and seminar paper presentations		3	10
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Research seminar		
PREREQUISITE COURSES:	AEFF 331		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes</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"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>The aim of the seminar is to familiarize the students with the ancient tragedy and especially with the tragedy of Aeschylus. Students will be able to realize how the tragic poet organizes the structure of the oresteian trilogy and manage the mythical matter. In particular, students are expected:</p> <p>A) To understand the dialogue of Aeschylus with mythic tradition about tragic</p>

heroes.

- B) To sense the dialogue of the poet with the political reality, with the traditional and the modern values of precocious Athenian democracy.
- C) To familiarize themselves with the dramatic art of Aeschylus and especially with the language and the style of his writing.
- D) To ask themselves about the relationship of the Greek religion with the society, the role of hybris, destiny, human will and freedom, justice, sex and sexuality, ideology of matriarchy or misogyny, violence and exploit of the wealth of the earth in the *Oresteia*.
- E) To understand the tragic cosmology of Aeschylus.

To acquaint themselves with electronic and other bibliographical databases, in order to find and use basic bibliography. To compose a written essay in Greek ((or English for Erasmus students).

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

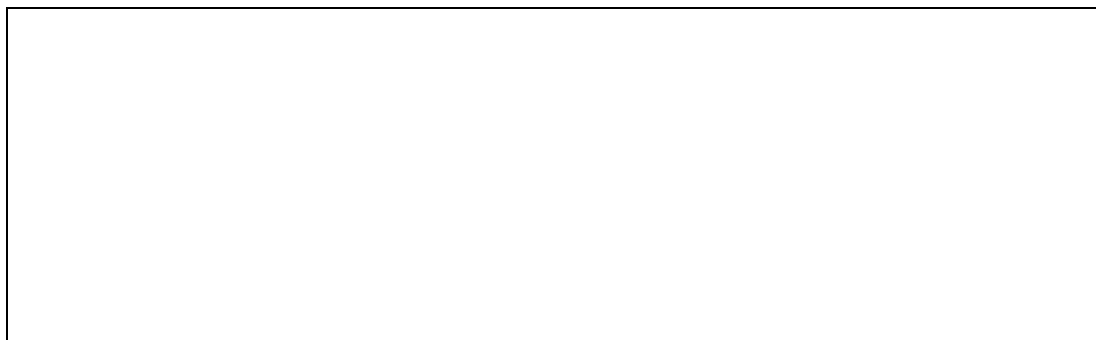
Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
.....
Others...
.....

Research, analysis and synthesis of data and information with the use of new technologies. Autonomous work.

Adaptation to new situations.

Critique and self-critique

Promotion of free, creative and analytical thought.



(3) SYLLABUS

The tutor will present the basic characteristics of the aeschylean tragedy and the main patterns of the *Oresteia*. Also, he will explain the methodology of the investigation and will assign topics. Participants will be expected:

- To study the particular topic chosen for investigation.
- To find and utilize the relevant bibliography.
- To participate in class discussion and to support with arguments their ideas.
- To present an article concerning to myth of Oresteia.
- To present also their topic orally and answer questions.
- To write an academic paper on the topic.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In class	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of data bases Powerpoint presentations Use of the classweb platform Communication via email	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory</i>	Activity	Semester workload
	Lectures and students' presentation	

<p>practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</p> <p>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</p>	Composition of written essay	
	Total	
	Course total	
<p>STUDENT PERFORMANCE EVALUATION</p> <p>Description of the evaluation procedure</p> <p>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</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>Study, research, oral presentation, class discussion, written essay.</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>-Taplin, O. 1977. <i>The Stagecraft of Aeschylus: The Dramatic Use of Exits and Entrances in Greek Tragedy</i>. Oxford Cl. Pr.</p> <p>-Conacher, D. J. 1987. <i>Aeschylus' Oresteia: A literary commentary</i>. Toronto: University of Toronto Press.</p> <p>-Sommerstein, A. H. 1989. <i>Aeschylus Eumenides</i>. Cambridge University Press.</p> <p>-Goldhill, S. D. 1992. <i>Aeschylus: The Oresteia</i>. Cambridge University Press.</p> <p>- Meier, Christian. <i>The Political Art of Greek Tragedy</i>. Translated by Andrew Webber. Baltimore: Johns Hopkins University Press. 1993. (first published as <i>Die politische Kunst der griechischen Tragödie</i> [Munich 1988])</p> <p>-Kappel, L. 1998. <i>Die Konstruktion der Handlung in der Orestie des Aischylos</i>. Munich: Beck.</p>

-Goward, B.2005. *Aeschylus: Agamemnon* (Duckworth companions to Greek and Roman Tragedy). London : Duckworth

- Γκαστή, Ελένη 2009. *Αισχύλου Αγαμέμνων. Ζητήματα εσωτερικής ποιητικής*. Αθήνα: Gutenberg.

-Γκαστή, Ελένη 2021. *Αισχύλου Χοηφόροι. Πρόταση ανάγνωσης*. Αθήνα: Καρδαμίτσα.

Related academic journals

-Kambitsis, J. 1973. «Όμματα Πειθοῦς». *Ελληνικά* 26: 5-17.

- Zeitlin, F.I. 1978. The dynamics of misogyny in the *Oresteia*. *Arethusa* 11: 149-184.

-Rabel, R.J. 1979. "Pathei mathos; A Dramatic Ambiguity in the *Oresteia*", *RSC* 27: 181-184.

-Davies, M. 1987. Aeschylus' Clytemnestra: sword or axe? *Classical Quarterly* 37: 65-75.

- Crane, G. 1993. Politics of consumption and generosity in the carpet scene of the *Agamemnon*. *Classical Philology* 88: 117-136.

-Bowie, A. M. 1993. Religion and politics in Aeschylus' *Oresteia*. *Classical Quarterly* 43: 10-31.

-Bacon, H. H. 1999. The Furies' homecoming. *Classical Philology* 94: 48-59.