COURSE OUTLINE

**(1)** GENERAL

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| SCHOOL | School of Philosophy |
| ACADEMIC UNIT | Department of Philology |
| LEVEL OF STUDIES | Graduate |
| COURSE CODE | ΜΚΛΦ057      SEMESTER |
| COURSE TITLE | Royal couples on the 5$^{th}$ century Athenian tragic stage |

| INDEPENDENT TEACHING ACTIVITIES *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* | WEEKLY TEACHING HOURS | CREDITS |
|---|---|---|
| | 3 | 15 |
| | | |
| | | |
| *Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).* | | |

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| COURSE TYPE *general background, special background, specialised general knowledge, skills development* | Seminar, special background |
| PREREQUISITE COURSES: | |
| LANGUAGE OF INSTRUCTION and EXAMINATIONS: | Greek (and English in the case of foreign students) |
| IS THE COURSE OFFERED | Yes – Erasmus students can speak and write in |

| TO ERASMUS STUDENTS | English if they wish |
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| COURSE WEBSITE (URL) | https://classweb.cc.uoc.gr/classes.asp |

**(2)** LEARNING OUTCOMES

Learning outcomes

*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.*

*Consult Appendix A*

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

In depth research and analysis of the subject, reinforcement of basic research skills, i.e. bibliographical research, familiarization with data bases (*TLG, APh*, etc.). Each student will be asked to deliver an oral presentation of (a) a scholarly article, (b) of a research topic, (c) to participate in the dialogue following all presentations and (d) to write a short essay on the research topic (see b) which must have the approval of the instructor.

Upon successful completion of the course students are expected:

     (a) To have developed their critical abilities

     (b) To have researched thoroughly their assigned research topics

     (c) To be able to present their topic clearly and eloquently and to answer questions

     (d) To prove that they can argue cogently (orally and in writing) and that they can write in fluent Greek or English

     (e) To be able to find the appropriate bibliography through the *APh* (or other data bases) and take it into account in the written version of their essay

     (f) To have composed a clear and cogently argued scholarly essay.

Collection, analysis and synthesis of data and information with the help of the appropriate conventional or digital tools

Independent research, development of initiative

Adjustment to new environments

Work in interdisciplinary environment

Criticism of both others' ideas and one's own

Formulation of new ideas

Creativity and cogent argumentation

**(3)** Content-Syllabus

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| Syllabus |
| Week 1: Introduction by the instructor |
| Week 2: Bibliographical exercise and assignment of scholarly articles |
| Week 3-7: Oral Presentation of scholarly articles and assignment of research topics |
| Week 7-13: Oral presentations of research topics |
| Content |
| In depth study of representations of royal couples in Greek drama (in terms of origin, status, characterization) and the impact of their acts on society |
| Requirements: two oral presentations (of an article and a research topic) followed by a question-answer period, active weekly participation in class and a final written essay (max. 8000 words including bibliography). |

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

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| Type of interaction<br>*Face-to-face, Distance learning, etc.* | Face to face in class |
| USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY<br>*Use of ICT in teaching, laboratory education, communication with students* | • Use of data bases<br>• Powerpoint presentation<br>• Use of the classweb platform for information relating to this course (bibliographies, announcements, directions, etc.)<br>• Email correspondence |

| TEACHING METHODS<br>*The manner and methods of teaching are described in detail.*<br>*Lectures, seminars, laboratory* | Activity | Semester workload |
|---|---|---|
| | Tutorials | 39 |
| | Independed study and | 200 |

| | | |
|---|---|---|
| *practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* <br><br> *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* | preparation for the oral presentation | |
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| | Written final essay | 136 |
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| | Course total | 375 |

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| STUDENT PERFORMANCE EVALUATION <br> *Description of the evaluation procedure* <br><br> *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* | Students will be evaluated on the basis of their performance throughout the semester, specifically: Independent research, motivation, oral presentations, ability to answer to questions, active participation in class (70% or 7/10) <br><br> Written essay (30% or 3/10) |

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| *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.* | |

**(5)** ATTACHED BIBLIOGRAPHY

*- Suggested bibliography:*

Part of the seminar training is to teach students how to find specialized bibliography. Students are therefore expected to find their bibliography by searching bibliographical data bases, but all will profit from the bibliography that follows:

ATHANASSAKI L., R. P. MARTIN, J. F. MILLER, 2009. [edd.] *Apolline Politics and Poetics*. Athens.

ATHANASSAKI, Lucia 2010: 'Performing Myth through Word, Deed, and Image: The Gigantomachy in Euripides' *Ion*'. In Gonzalez de Tobia (ed.), p. 199-242.

ATHANASSAKI, Lucia 2012: 'A Magnificent Birthday Party in an Artful Pavilion: Lifestyle and Leadership in Euripides' *Ion* (on and offstage)'. In Bers, Elmer, Frame and Muellner (eds,), online:chs.harvard.edu/CHS/article/display/4680

ATHANASSAKI, L. 2018. 'Talking Thalassocracy in 5th-century Athens: From Bacchylides 17th and Cimonian Monuments to Euripides'. In R. Andujar, T. Coward, Th. Hadjimichael), *Troades*', edd., *Paths of Song: The Lyric Dimension of Greek Tragedy* De Gruyter (Trends in Classics) Berlin. 87-116.

ATHANASSAKI, L. 2018. 'The Cult of Peace on the Athenian Theatre during the Peloponnesian War : from Euripides' *Cresphontes* to Aristophanes' *Peace* and Beyond', *Illinois Classical Studies* 43.1, 2018, 1-24.

ATHANASSAKI, L. 2019. Λατρεία, τέχνη και πολιτική στον Ερεχθέα του Ευριπίδη'. In E. Papadodima, *Αρχαίο δράμα και λαϊκή ηθική* [=Ancient Drama and Popular Ethics], Athens: Κέντρον Ερεύνης της Ελληνικής και Λατινικής Γραμματείας της Ακαδημίας Αθηνών, 2019, 85-108.

ATHANASSAKI, L. 2019. 'Euripides' Athens: Art, Cult, and Leadership.' *CHS Research Bulletin* 7 (2019).
http://nrs.harvard.edu/urn_3:hlnc.essay:AthanassakiL.Euripides_Athens.2019

ATHANASSAKI, L. 2022. 'The Politics of Intervisuality: Euripides' *Erechtheus*, The West Pediment of the Parthenon, the Erechtheion, and the Temple of Athena Nike'. In Andrea Capra and Lucia Floridi, edd. *Intervisuality*, Berlin: De Gruyter, 171-93.

ATHANASSAKI, L. 2022. 'Charms of autocracy, charms of democracy: Euripides' Athenian leaders in the light of civic iconography'. In E. Csapo, J.R. Green, H. R. Goette, B. Le Guen, E. Paillard, J. Stoop and P. Wilson*,* edd. *Theatre and Autocracy in the Ancient World*, Berlin: De Gruyter, 2022, 183-98.

CARTER, David M. (ed.) 2011:  *Why Athens? A Re-appraisal of Tragic Politics*, Oxford: Oxford University Press

CARTER, David M. 2008. *The Politics of Greek Tragedy*. Bristol: Phoenix Press.

CSAPO, E. GREEN, J.R. , GOETTE, H. R., LE GUEN, B., PAILLARD, E., STOOP, J. AND WILSON*,* P. edd. 2022. *Theatre and Autocracy in the Ancient World*, Berlin: De Gruyter.

GOLDHILL, Simon 1987: 'The Great Dionysia and civic ideology', *JHS*, 107, p. 58-76 [reprinted with corrections in Winkler and Zeitlin (eds.) p. 97-129].

GOLDHILL, Simon and OSBORNE, Robin (eds.) 1994.  *Art and Text in Ancient Greek Culture*. Cambridge: Cambridge University Press.

HESK, Jon 2000: *Deception and Democracy in Classical Athens*. Cambridge: Cambridge University Press.

LORAUX N., *Τα τέκνα της Αθηνάς*, Αθήνα 1992 [*The Children of Athena: Athenian Ideas About Citizenship and the Division Between the Sexes*, 1994]

MENDELSOHN, Daniel 2002: *Gender and the city in Euripides' political plays*. Oxford: Oxford University Press.

RHODES, Peter J. 2003. 'Nothing to Do with Democracy: Athenian Drama and the Polis', *JHS* 123, p. 104-119.

ΤΣΑΓΓΑΛΗΣ, Χ. & ΜΑΡΚΑΝΤΩΝΑΤΟΣ, Α. 2008. *Αρχαία Ελληνική Τραγωδία. Θεωρία και Πράξη*. Αθήνα

TZANETOU, Angeliki 2012: *City of Suppliants. Athens and the Athenian Empire*. Austin, Texas: University of Texas Press.

WINKLER, John J. and ZEITLIN, Froma I. (eds.) 1990: *Nothing to do with Dionysos? Athenian Drama in its Social Context*, Princeton NJ.: Princeton University Press.