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Spring 2-1-2020

### CLAS 252L.01: Greek Drama - Politics on Stage Classics

Megan E. Bowen

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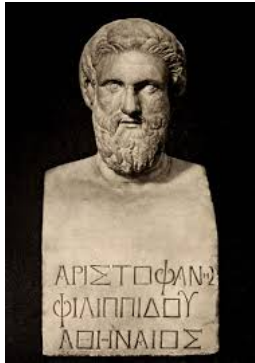
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## Ancient Greek Drama: Politics on Stage, CLAS 252, Spring 2020



### Course Information

- Tuesdays and Thursdays 9:30 – 10:50 am
- Location: Liberal Arts 202

### Contact Information

- Instructor: Dr. Megan Bowen
- Office Hours: Mon. 5:30 – 6:30 pm, Tues. 11:00 am – 12:00 pm, and by appointment
- Pronouns: she/her/hers
- Office: Liberal Arts 439
- Email: [megan.bowen@mso.umt.edu](mailto:megan.bowen@mso.umt.edu)

### Course Description

Since its origins in ancient Athens, theater has played an important role in mediating a community's engagement with contemporary political, ethical, and social issues. In this course we will read a selection of tragedies and comedies, from the heart-wrenching to the hilarious, and consider how they reflect the political, social, and religious concerns of ancient Athens. Through these powerful ancient works we will explore timeless issues such as tyranny and democracy, gender and power, and familial, religious, and civic obligations. We will focus on close reading, text analysis, and writing.

### Course Outcomes

- Use writing to learn and synthesize new concepts
- Formulate and express opinions and ideas in writing
- Compose written documents that are appropriate for a given audience or purpose
- Revise written work based on constructive feedback
- Find, evaluate, and use information effectively
- Begin to use Classics-specific writing conventions

- Demonstrate appropriate English language usage

### Required Texts

- Lefkowitz, Mary and James Romm, editors. 2016. *The Greek Plays: Sixteen Plays by Aeschylus, Sophocles, and Euripides*. New York. [abbreviation in syllabus = GP]
- Halliwell, Stephen, editor. 2016. *Aristophanes: Frogs and Other Plays: A new verse translation, with introduction and notes*. Oxford. [abbreviation in syllabus = Aristophanes]
- \*Note that additional resources and assignments will be provided online via Moodle

### Course Requirements

#### Attendance (10%)

Attendance in class is mandatory. It is imperative to be present, engaged, and respectful for every class. Each class you will be assigned an attendance grade out of 10. Being physically present earns you 10 points. If you must miss class for a legitimate reason (e.g. illness, family emergency, or approved athletic travel), please contact me within 24 hours. Please also note that the homework schedule is subject to change. If you must be absent be sure to contact me or a classmate in order to ensure you complete the proper homework assignment.

#### Engaged Participation (15%)

15 % of your grade can be earned through participating in class. Each class you will be assigned a participation grade out of 10. Engaged participation includes **not using phones/social media during class**, sharing ideas, asking thoughtful /specific questions, actively and respectfully listening to your peers, and **bringing a copy of the text to class**. If I see you using technology (phone, computers, etc.) for anything unrelated to class, you will receive a zero for the day. Cell phone use and laptop multitasking in class hurt not only you, but also your peers ([laptop multitasking in the classroom](#)).

#### Quizzes, Worksheets, and Informal Writing Assignments (25%)

Throughout the semester there will be weekly quizzes, worksheets, and/or informal writing assignments to encourage better class discussions, comprehension of the material, improved text analysis, and improved writing. Please complete all of these in moodle **before class**, but also be prepared to discuss your answers in class. If discussion lags and it seems that readings have not been completed, **there may be unannounced reading quizzes** in class.

#### Short Papers (25%)

There will be three formal short papers (3-5 pages) that will focus on close textual analysis. Your papers should have one-inch margins, be double spaced, and written in Times New Roman, Garamond, or Calibri size 12 font. Papers must be submitted electronically in moodle **before class**. I prefer word documents, but will also accept PDF format. Further directions and a grading rubric will be distributed in advance of each paper.

### Final Paper (25%)

For your final paper you will revise one of your three short papers into a longer, final paper that incorporates previous feedback (5-7 pages). Your paper should have one-inch margins, be double spaced, and written in Times New Roman, Garamond, or Calibri size 12 font. Papers must be submitted electronically in moodle **before class**. I prefer word documents, but will also accept PDF format. Further directions and grading rubric will be distributed in class.

### Grading Scale

A	94–100%
A-	90–93%
B+	87–89%
B	83–86%
B-	80–82%
C+	77–79%
C	73–76%
C-	70–72%
D+	67–69%
D	63–66%
D-	60–62%
F	59% or Below

### Other Information

#### Late Quizzes, Assignments, and Absences

If you expect to miss a class, quiz, or assignment, arrangements must be made ahead of time to make it up. If there is an unexpected emergency that results in your absence or non-completion of an assignment, you must email me within 24 hours to avoid penalties. Otherwise, a **letter grade per day** will be deducted your score. If you are absent from class it is your responsibility to make sure you understand that day's material (i.e. by consulting a classmate or attending office hours). For all papers you may have **an automatic 48-hour extension** (i.e. I do not want to know the reason for extension), provided you **email me in advance** of the due date. Otherwise a letter grade will be deducted from the paper for each overdue day.

#### Classics-specific Resources

In addition to support for academic needs, there is also monetary support for students studying ancient Greece and Rome who are struggling to purchase materials. If you are struggling financially, The Sportula: Microgrants for Classics Students can help. You can contact them @ <https://thesportula.wordpress.com/>

[The Asian and Asian American Classical Caucus](#) supports, connects, mentors, and encourages Asian and Asian American scholars of Classics and the ancient Mediterranean.

[The Classics and Social Justice Group](#) is made up of scholars in the field who are working in various ways on social justice, using Classics.

[The Lambda Classical Caucus](#) is a coalition of queer Classicists, and their friends and supporters.

[Pharos](#) is a platform where you can learn about and respond to appropriations of Greco-Roman antiquity by hate groups online.

### Writing and Public Speaking Center

The [writing and public speaking center](#) is an excellent resource for help with writing assignments. Please consider booking an appointment for feedback on class papers. They offer:

- one-to-one writing and public speaking tutoring (available on a by-appointment and drop-in basis)
- Guidance interpreting assignments
- Reader feedback on any communication task, including research proposals and papers, response papers, reports, literature reviews, speeches, scholarship applications, graduate school applications, thesis projects, presentations, etc.
- Help developing strategies for revision at any stage of a writing or presentation planning process
- Workshops on specific types of writing and on the various parts of a writing process

### Academic Honesty

All written work submitted for this course must be your own in both content and expression. Students are responsible for complying with the UM Student Conduct Code. Possible sanctions for misconduct range from failure on an assignment to expulsion from the university. The complete code can be found on the Student Affairs webpage at [UM Student Conduct Code](#).

### Accommodations

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction for students with disabilities in collaboration with instructors and Disability Services for Students, which is located in Lommasson Center 154. The University does not permit fundamental alterations of academic standards or retroactive modifications.

**Tentative Course Schedule (subject to change as necessary) \*All readings and assignments due on the day listed\***

### Week 1

*Tuesday January 14: Welcome to Greek Drama!*

*Thursday January 16: Intro to Conventions of Greek Tragedy*

- Read: David Roselli (2014) "The Idea of the Audience and Its Role in the Theater" in Theater of the People: Spectators and Society in Ancient Athens (Moodle)
- Watch: Intro to Greek Tragedy Video & **complete quiz** (Moodle)

## Week 2

### *Tuesday January 21: Intro to Greek Historical Context*

- Read "Saving the City: Tragedy in Its Civic Context" (GP 789-98)
- Complete Worksheet on Moodle
- [Watch](#) "Democrats" BBC Ancient Greece: The Greatest Show on Earth (Moodle)
- **Syllabus Quiz Due on Moodle by end of day**

### *Thursday January 23: Intro to Critical Reading Method*

- Watch Video on the Critical Reading Method (Moodle)
- Watch Video on Writing With Sources and **complete quiz** (Moodle)
- Watch Video on Plagiarism and **complete quiz** (Moodle)
- "Aeschylus" (GP 3)
- General Introduction to Aeschylus' *Oresteia* & Aeschylus' *Agamemnon* (GP 45-50)

## Week 3

### *Tuesday January 28: Aeschylus' Agamemnon*

- [Listen](#) to BBC in our Time, "Oresteia" (Moodle)
- Read lines 1-680 (GP 51-71)

### *Thursday January 30: Aeschylus' Agamemnon*

- Lines 681-1673 (GP 71-99)
- Complete Moodle Assignment

## Week 4

### *Tuesday February 4: Aeschylus' Libation Bearers*

- Introduction to Libation Bearers (GP 101-4)
- Lines 1-478 (GP 105-121)
- Complete Moodle Assignment

### *Thursday February 6: Aeschylus' Libation Bearers*

- Lines 479-1076 (GP 121- 138)
- Complete Moodle Assignment

## Week 5

### *Tuesday February 11: Aeschylus' Eumenides*

- **Paper # 1 due**
- Read Introduction to Aeschylus' *Eumenides* (GP 139-142)
- We will begin reading play together in class

### *Thursday February 13: Aeschylus' Eumenides*

- Finish play
- Complete Moodle Assignment

## Week 6

### *Tuesday February 18: Aeschylus' Persians*

- All (Introduction & lines 1-1077) (GP 5-43)
- [Listen](#) to "The Persian Wars w/Ian Morris"
- Extra Credit: Read and complete assignment on "A Tale of Two Kings: Competing Aspects of Power in Aeschylus' *Persians*," Rebecca Kennedy (Moodle)

### *Thursday February 20: Sophocles' Oedipus the King*

- Read "Aristotle's *Poetics* and Greek Tragedy," Gregory Hays (GP 809-14)
- Introduction to Sophocles & Oedipus the King (GP 218-24)
- Lines 1-512 (GP 225-43)
- Complete Moodle Assignment

## Week 7

### *Tuesday February 25: Sophocles' Oedipus the King*

- Lines 513-1530 (GP 243-74)
- Complete Moodle Assignment

### *Thursday February 27: Writing Workshop Day*

## Week 8

### *Tuesday March 3: Sophocles' Antigone*

- **Paper # 2 due**
- Read introduction to Sophocles' *Antigone* (GP 275-78)
- Begin *Antigone* in class

### *Thursday March 5: Sophocles' Antigone*

- Finish play & appendix (GP 324-25)
- Read Blundell, "Antigone and Philia" (Moodle)
- [Read](#) NY review of *Home Fire* (Moodle)
- Complete Moodle Assignment

## Week 9

### *Tuesday March 10: Sophocles' Electra*

- Introduction to Sophocles' *Electra* (GP 327-29)
- Lines 1-822 (GP 331-56)
- Complete Moodle Assignment

### *Thursday March 12: Sophocles' Electra*

- Lines 823-1510 (GP 356-75)
- Complete Moodle Assignment

## Spring Break

*Tuesday March 17: No class*

*Thursday March 19: No class*

## Week 10

*Tuesday March 24: Euripides' Medea*

- Introduction to Euripides & Euripides' *Medea* (GP 437-38 & 483-86)
- Lines 1-626 (GP 487-508)
- "Slaves with Slaves: Women and Class in Euripidean Tragedy," Nancy Rabinowitz (Moodle)
- Complete Moodle Assignment

*Thursday March 26: No class*

- Work on paper

## Week 11

*Tuesday March 31: Euripides' Medea*

- **Paper # 3 due**
- Lines 629-1417 (GP 508-532)

*Thursday April 2: Euripides' Bacchae*

- Introduction to Euripides' *Bacchae* (GP 737-40)
- Lines 1-575 (GP 741-61)
- Complete Moodle Assignment

## Week 12

*Tuesday April 7: Euripides' Bacchae*

- Lines 576-1392 (GP 761-740)
- Complete Moodle Assignment

*Thursday April 9: Euripides' Herakles*

- All (Moodle)
- Kaufman, "The Construction of Masculinity" (Moodle)
- Complete Moodle Assignment

## Week 13

*Tuesday April 14: Aristophanes' Frogs*

- [Listen](#) to BBC in Our Time "Comedy in Ancient Greek Theater"
- Introduction (Aristophanes pages 153-70)
- Lines 1-673 (Aristophanes pages 171-200)

- Complete Moodle Assignment

**Thursday April 16: Aristophanes' Frogs**

- Lines 674-1533 (Aristophanes pages 200-234)
- Complete Moodle Assignment

**Week 14**

**Tuesday April 21: Aristophanes' Women at the Thesmophoria**

- Introduction (Aristophanes pages 87-101)
- Lines 1-432 (Aristophanes pages 102-118)
- Complete Moodle Assignment

**Thursday April 23: Aristophanes' Women at the Thesmophoria**

- Lines 433-1231 (Aristophanes pages 118-50)
- Complete Moodle Assignment

**Week 15**

**Tuesday April 28: Final Papers Due**

- Begin Lysistrata in class

**Thursday April 30: Aristophanes' Lysistrata**

- Finish play (Moodle)
- Complete Moodle Assignment

**Finals Week**

**Thursday May 7: Final Exam Period 8:00 am–10:00 am**

- Read "Seductive Movements in *Lysistrata* and Spike Lee's *Chi-Raq*: Activism, Adaptation, and Immersive Theatre in Film," Emily Klein (Moodle)
- [Read](#) "(Sex) Striking Out: Spike Lee's *Chi-raq*," Helen Morales (Moodle)
- Answer Questions on Moodle
- Watch *Chi-raq* in class