

CLAS 203/303

Greek and Roman Drama



Medea by Anthony Frederick Augustus Sandys (painted 1866-68)

Course Outline
Trimester 2, 2016

**FACULTY OF HUMANITIES AND SOCIAL SCIENCES
SCHOOL OF ART HISTORY, CLASSICS AND RELIGIOUS STUDIES**

CLASSICS PROGRAMME

**CLAS 203/303
GREEK AND ROMAN DRAMA
20 POINTS**

Key dates

Trimester dates: 11 July to 13 November 2016

Teaching dates: 11 July to 16 October 2016

Mid-trimester break: 22 August to 4 September 2016

Study period: 17–20 October 2016

Examination/Assessment Period: 21 October to 12 November 2016

Note: students who enrol in courses with examinations must be able to attend an examination at the University at any time during the scheduled examination period.

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds.

If you cannot complete an assignment or sit a test in the last three weeks of teaching, or an examination, it may instead be possible to apply for an aegrotat (refer to www.victoria.ac.nz/students/study/exams/aegrotats).

Class times and locations

Lectures:	Tuesday	12 - 12:50pm	HU LT 119 (Hunter Building)
	Wednesday	12 - 12:50pm	SU MT228 (Student Union Building)
	Thursday	12 - 12:50pm	KK LT 301 (Kirk Building)

Tutorials: James Hugman (Wed 2.10 and 3.10 pm), Callum Aldiss (Tuesday 1.10 and 2.10 pm)

Names and contact details

Course Coordinator: Dr. Babette Puetz

Office: OK 513

Phone: 463 7407

Email: babette.puetz@vuw.ac.nz

Tutors: James Hugman, Callum Aldiss

Communication of additional information

Any additional information will be provided via announcements on Blackboard and, where necessary, notices by the entrance to the lecture theatre.

Prescription

A study of the Greek and Roman dramatists with special emphasis on the theatrical techniques of the authors and the means of production in the ancient theatre.

Course content

CLAS 203/303 covers the main ancient dramatic genres of Greek and Roman tragedy and comedy. We learn about how the ancient Greeks and Romans staged plays and investigate what these plays might mean for us thousands of years later.

Course learning objectives (CLOs)

Students who pass CLAS 203 should be able to:

1) describe the main formal elements of ancient drama;
2) discuss the development of the genres of Greek and Roman drama;
3) apply knowledge of ancient theatrical practices to specific examples from the set texts;
4) analyse theatrical, mythological, social, and other phenomena in the set texts.

Students who pass CLAS 303 should be able to:

1) describe and identify examples of the main formal elements of ancient drama;
2) discuss the development of the genres of Greek and Roman drama;
3) apply knowledge of ancient theatrical practices to specific examples from the set texts;
4) analyse theatrical, mythological, social, and other phenomena in the set texts;

Teaching format

Teaching will take place in lectures and tutorials. The practical part of the class will take place as a weekend workshop.

Weekend Workshop

Please come to the weekend workshop on **Saturday 24 September from 10 - 2**, level 5 Old Kirk Building (meet in the Classics Museum).

The weekend workshop is the practical and creative part of the course. You will have the opportunity to stage a scene from ancient drama with a small group of other students. At the end all the groups will perform their scenes to each other. You will also need to write a 1-2 page written rationale about your group's performance.

I will give you more detailed information about the workshop closer to the time.

Please bring your Greek and Roman drama text books, anything you have at home that might be useful to make costumes or props and some snacks. If you are unable to attend the workshop on account of other commitments, an alternative project is available, please see Assessment Requirements below.

Workload

Students should expect to spend on average fourteen hours per week on this course: two hours preparing for each lecture (more preparing for tutorials), three hours a week attending lectures and tutorials, and five hours a week in general reading, revision, and preparing written assignments. Your workload may vary from week to week. The estimated total workload for the course, all inclusive, is 200 hours.

Assessment

Assessment for CLAS 203 and 303 comprises **50% internal assessment** and **50% external assessment (final examination)**.

CLAS 203 assessment		%	CLO(s)	Due
1	Tutorial assignments (1–2pages): 2% each, score for best 5/6	10%	all	At the date of each relevant tutorial.
2	Essay (1200–1500 words)	20%	all	18 Aug
3	Performance and individual commentary on practical exercise (1-2 pages) [or, if you cannot come to the workshop: alternative essay (1200-1500 words)]	20%	all	24 Sept
4	Final examination (TWO HOURS)	50%	all	TBA

CLAS 303 assessment		%	CLO(s)	Due
1	Tutorial assignments (1–2pages): 2% each, score for best 5/6	10%	all	At the date of each relevant tutorial.
2	Essay (1500–2000 words)	20%	all	18 Aug
3	Performance and individual commentary on practical exercise (1-2 pages) [or, if you cannot come to the workshop: alternative essay (1500-2000 words)]	20%	all	24 Sept
4	Final examination (THREE HOURS)	50%	all	TBA

Tutorial assignments: (10% total)

Choose ONE of the tutorial preparation questions and write a brief (1–2pp) response to that question, focusing on your interpretation of the play or plays. Although these are not formal essays, you must write in proper sentences and paragraphs, and you must make a sensible, intelligible point or points. To receive credit for the tutorial assignment, you must stay for the tutorial. Tutorial assignments will be graded on the following scale: unsatisfactory = 0/satisfactory = 1.5/good = 2.5. Marking criteria are as follows: clarity of written expression; demonstrated preparation for the tutorial; evidence of independent thought about the question.

N.B.: The point of this assignment is to prepare you for the class discussion in the tutorial. For this reason you can only achieve any points for your written tutorial preparation if you attend the relevant tutorial. You will not receive any points if you hand in a written answer but do not attend the tutorial. In the case of illness or other valid excuses, please contact your tutor **before** the tutorial, who will decide on a case by case basis.

Practical weekend workshop & rationale/commentary: 24 Sept 2016

In a group of three or four students stage a scene you have selected from ancient drama. It should be 3-5 minutes long. This is your chance to put into action what you have learned in theory about the performance conditions of ancient drama. You can also produce a modified or modernized version of the scene, as long as the modernization makes a point. Your written commentary must address the rationale behind your changes.

At the end of the workshop all the groups will perform their scenes to each other. Each of you will also write (on the same day) a 1-2 page long rationale about what you were trying to express with the particular way in which you choose to perform the scene, especially which changes you have made to it and why.

N.B.: Every member of a group will receive the same mark for the performance. You will not be graded on your acting abilities but on the thought you put into your staging of the scene. The rationales will be graded individually. The group-performance counts 10% of the Grade and your individual 1-2 page rationale counts another 10% of the Grade.

Marking criteria for the commentary are as follows: clarity of written expression; evidence of deep reflection on the group exercise and its significance for understanding ancient drama; clear analysis of the source material; and demonstrated understanding of relevant ancient theatre practices.

alternative: If you cannot come to the workshop, you can write an essay of 1200-1500 words (counting 20% of the grade). It is due on **Monday 26 Sept 2016**.

Essay questions:

1. Write detailed staging notes for a scene of one of the plays we have read. Comment on what effects you are trying to achieve with your staging of the scene.
2. Please compare and contrast the use of stage props in two (or more) plays we have studied.

Essay: 18 August (203: 20%, 1200–1500 words, 303: 20%, 1500–2000 words)

This assessment tests your ability to synthesize readings and lectures about ancient drama into an argumentative essay which follows the conventions of academic writing. Essay topics will be distributed via Blackboard.

CLAS 203 Essay Questions:

- (1) Aeschylus' tragedy *Agamemnon* could just as easily have the title *Clytaemnestra*. *Discuss!*
- (2) Compare the function of prophecies in two plays we have studied.

- (3) To what extent do you think that Euripides' tragedy *Helen* is simply a playful exploration of the tension between illusion and reality?
- (4) Compare the depiction of female characters in two plays by Euripides we have studied in this class.

CLAS 303 Essay Questions:

- (1) In what sense or senses (if at all) does the *Eumenides* resolve the issues explored in Aeschylus' trilogy the *Oresteia*?
- (2) Analyse and compare the roles of family relationships in two of the plays we have studied in this class.
- (3) Analyse and compare the roles of the gods in one play each by Sophocles and Aeschylus.
- (4) Compare how "heroism" is explored in two of the plays we have studied in this class.

N.B.: You can also find your own essay question – both for CLAS 203 and 303. In that case, you need to discuss your proposed essay question with me at least 2 weeks before the due date of this essay.

Final examination: date TBA (50%; 203: TWO HOURS; 303: THREE HOURS)

The final examination will assess knowledge of the entire course, combining elements of the tutorials, practical exercise and commentary, and in-term essay.

Submission and return of work

Submit written work in hard copy, with a Classics coversheet attached; these are available from outside the Classics office, OK 508. Submit essays via the assignment box outside OK 508 on the due date. Tutors will collect CLAS 203 tutorial assignments at the start of the tutorial and return them in the following tutorial. Other work can be collected from the Classics office. We aim for a two-week turnaround, although the university standard is three.

Extensions and penalties

Extensions

In the event that you require an extension, you must apply to your tutor **in advance**. All reasonable consideration will be taken; you may be required to provide a medical certificate or other documentation. In particular, please tick the box denoting the granting of an extension on the Classics coversheet.

Penalties

In the absence of a formal extension, late written work will be penalised 2% per working day (that is, 2 marks of the overall grade out of 100 for that particular piece of work). Work that exceeds the set word limit may also receive a penalty, or may only be read and graded up to the set word limit.

Set texts

- Aeschylus, *Aeschylus II: Oresteia*, edd. Grene & Lattimore. (Chicago 2013)
- Aristophanes, *Aristophanes: Birds and Other Plays*, trans. Stephen Halliwell (Oxford 1998): contains *Birds*, *Lysistrata*, *Assembly-Women*, *Wealth*
- Euripides, *The Complete Euripides vol. 5: Medea and other plays*, edd. Burian & Shapiro (Oxford 2011)
- Menander, *Plays and Fragments*, trans. N. Miller, (Penguin 1987)

- Plautus, *Four Comedies*, trans. E. Segal (Oxford 1996): contains *Braggart Soldier*, *Brothers Menaechmus*, *Haunted House*, *The Pot of Gold*
- Sophocles, *Sophocles II*, edd. Grene & Lattimore (Chicago): contains *Ajax*, *Women of Trachis*, *Electra*, and *Philoctetes*

Available from Vic Books: www.vicbooks.co.nz.

Recommended reading

A reading list will be posted on Blackboard.

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course.

Student feedback

There has been no recent feedback in the last few years for this course but we will be inviting students towards the end to give feedback on how this course can be improved.

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Special passes: refer to the *Assessment Handbook*, at www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Terms and conditions: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz