In this class we will have the opportunity to seriously delve into, define, and understand one of the most important elements and genres of theater—tragedy. We will think about tragedy’s historical origins in Ancient Greece, its re-visioning and recreation in Shakespeare’s London, and its continuing relevance in the theater, drama, and life of our contemporary world.

Week 1       Jan  28     Introduction/Introductions
             30     Background to the Greeks and their theater

Week 2       Feb  4       Agamemnon
             6       Agamemnon

Week 3       11       Agamemnon
             13   Agamemnon/Oedipus

Week 4       18       Oedipus
             20       Oedipus

Week 5       25   Oedipus
             27   Oedipus/ Poetics

Week 6       Mar  4     Poetics/ Medea
             6     Medea

Week 7       11     Medea
             13     Medea

Week 8
             18     Spring Break
             20     Spring Break

Week 9       25   Discussion on meaning of tragedy
             Introduction to Elizabethan England/
             Shakespearean theater

PAPER DUE
Introduction Cont’d/ Julius Caesar

Week 10  Apr  1  Julius Caesar
          3  JC

Week 11  8  JC
          10  JC / Othello

Week 12  15  Othello
          17  Othello

Week 13  22  Othello
          24  Othello / Macbeth

Week 14  29  Macbeth
          May  1  Macbeth  PAPER DUE

Week 15  6  Macbeth
          8  Macbeth

Required Texts:

The Poetics, Aristotle, (Hill and Wang), Plato on theater, Classes
Greek Tragedies Vol. 1 eds. Grene and Lattimore, (Univ. of
Chicago Press)
Euripides I, eds. Grene and Lattimore, (Univ of Chicago)
Julius Ceasar, Othello, Macbeth, (Pelican)
See materials posted on Classes

Requirements:

Written Responses
For each text we are reading, on the first day of discussion, come to class prepared with a brief, written response, of no more than one to two pages, typed, double spaced. Please give me a hard copy.

These should be in the form of 5 short paragraphs with questions/observations. The responses should come from your experience reading the text and the ideas and thoughts inspired by reading, not from outside sources. Believe in your own insights and thoughts and write them down. If you do consult an outside text, you must cite the source.

All responses need to be handed in to receive a final grade.
**Performance of a scene** from one of the plays.

Each student will participate in the presentation of one scene from one of our plays. I will hand out a list of possible scenes from which to choose. Since the performance of the scene is a very important part of the class, you need to *practice* your lines, and work together to make the scene as dramatic as possible. I would like to see everyone memorize lines, only using the book as a prompt when necessary; please also consider set and costume. In any event you want to make every effort to make the scene as realistic and dramatic as possible—and have fun doing it.

**Two analytical essays**

You will each write two critical papers, **5 full pages in length** which are to be typed, double-spaced, and handed in on the due dates. See explanation below.

**Class discussion**

Discussing the readings and materials is crucial to the success of the class.

**Museum Visit**

Greek Collection, Metropolitan Museum of Art, Friday, March 7. Amy Pizzella

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**Essays**

Each student will write two essays—one based on the scene in which they participate and the other on another play of choice.

**Essay One:** One of these essays is a critical analytical paper **based on the scene** and the play in which you have taken part and is due on the day of the presentation of the scene.

***Attached to this essay is a *one-page report* on how you prepared for the scene, including your goals, your "take" on your character, how you see the importance of the scene, the group process, what other jobs you performed in preparing for the scene, and anything else you see as relevant.***

**Essay Two:** The other is a critical essay on any **topic of your choice** as long as you discuss at least **one of the plays from our readings**. Please do not bring in other plays from other periods.

For both essays, **you need to discuss your paper topics with me before.**

If you do choose to refer to outside critical texts in an essay, the sources must be **properly documented**. I cannot emphasize this more strongly, and I cannot accept any paper that has used sources that does not have footnotes and a bibliography. In fact, any research—for an essay, presentation, scene-- needs to be properly documented; this is true for **everything** you find on the Internet as well. With so much information readily available, we need to be very careful to properly give the sources we have used.

If you choose to do research, you must use valid ACADEMIC sources such as Project
Muse or JSTOR to find articles on the subject of your interest. Of course, the Library is filled with books and I encourage you to use that resource!

Please use gender neutral terms like “humans,” “humankind,” “people” in your essays and responses and avoid “man,” and “mankind.”

You are able to revise your essays, but you will have only 2 weeks to do so after we have discussed the revision. Remember also that a grade can change only if the essay has been revised in a substantial way. See Guidelines for Revision

NOTE: the different due dates for papers depend on what scene you are in. Everyone has a paper due when they present their scene. Folks who participate in a Greek play have their second essay due May 8. Folks who participate in a scene from Shakespeare have their first paper due March. This is to insure that your papers are spread out over the term.

Documentation

With all your work, you must be scrupulous about documenting all your sources—this means any research conducted for papers or for responses. Please consult an appropriate guide for proper documentation form. Complete honesty with regard to the presentation of your work is crucial. Plagiarism is not only a foolish action, it also violates the bond we all form as members of this class. The following is Gallatin’s statement on academic integrity.

Gallatin Academic Integrity Statement

Academic Integrity

As a Gallatin student you belong to an interdisciplinary community of artists and scholars who value honest and open intellectual inquiry. This relationship depends on mutual respect, responsibility, and integrity. Failure to uphold these values will be subject to severe sanction, which may include dismissal from the University. Examples of behaviors that compromise the academic integrity of the Gallatin School include plagiarism, illicit collaboration, doubling or recycling coursework, and cheating. Please consult the Gallatin Bulletin or Gallatin website (www.gallatin.nyu.edu/academics/policies/policy/integrity.html) for a full description of the academic integrity policy.

Grades

Only the essays receive a formal grade, but all the work is calculated in your final grade. The essays make up 60% of the grade; the rest of the work constitutes the remaining 40%. A student cannot pass the course unless all the work is submitted—including response/questions, discussion questions, and scene presentation. Class participation is crucial.

Attendance

Since participation is such a crucial part of the class, more than two absences can jeopardize a student’s grade.
Please do not come to class late or leave early. If this becomes necessary, please see me first.

Please always come to class with **book in hand**.

**Computers and Cell Phones**

Please do not bring computers to class, and do not check cell phones. If you are using electronic versions of your texts, a tablet is best. If you have special needs and/or must use a computer to take notes, please discuss this with me.

**Attending a Performance**

We will go to see a play, most likely by Shakespeare during the term.

**Finally and Most Importantly**

Please come to speak to me about any problem or issue at any time, and I will do my best to help you. If you are having a problem with anything, we can always work together to find a solution and help you complete the work of the term. If you have writing problems or any learning disabilities, please come to see me immediately, so that I can know how best to help you.

My approach to teaching assumes that we are all part of a learning community. This means that we are all teachers and students. Therefore, the success of the class is everyone's responsibility. This requires of students not only the desire to engage in discourse but an ability to respect the ideas of others and to try to learn in a cooperative manner and in the spirit of a community. I look forward to an enjoyable semester together in which we learn a good deal and have as much fun as possible.