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. We will focus on the philosophical, political, social, cultural, and gendered issues in each of the plays, while also paying special attention to theater practice, performance, and acting.

Our learning objectives are to strengthen our analytical and critical thinking, reading, and discussion skills, as well as our ability to write clear, well-argued, responses and essays.

Week 1       Jan  26       Introduction/Introductions
28       Background to the Greeks and their theater

Week 2       Feb  2       Agamemnon
4       Agamemnon

Week 3  9       Agamemnon
11       Agamemnon/Oedipus

Week 4  16       Oedipus
18       Oedipus

Week 5  23       Oedipus
25       Oedipus/ Poetics, Plato on theater in Classes
         --Discussion of paper topics--

*Friday  26       Visit to Metropolitan Museum of Art

Week 6       Mar  1       Poetics/ Medea
3       Medea

Week 7  8       Medea
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<td><em>Julius Caesar</em></td>
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**Required Texts:**

*The Poetics*, Aristotle, (Hill and Wang), Plato on theater, Classes
*Euripides I*, eds. Grene and Lattimore, (Univ of Chicago)
*Julius Ceasar, Hamlet, Macbeth*, (Pelican)
See other selected readings and materials posted on Classes
Requirements:

Readings

It is necessary that you read the entire text on the first day we begin to discuss it and come to class with book in hand, prepared to discuss the text.

Written Responses

On the first day that we begin to discuss a text, come to class prepared with a brief, written response, of two pages with five (5) extended comments in five (5) short paragraphs. Please give me a hard copy.

It is necessary that you follow this format of 5 separate ideas from each text that inspired, interested, or puzzled you. Each response will look like a collection of five paragraphs.

The ideal way to write the response is to read the books on your own and write down your own observations, without consulting outside sources. The responses are a way to engage with the text so that you are prepared for our discussions. The responses are not a test. If you consult any outside sources while preparing your responses, you must cite them. I do not see your consulting these sources as a flaw—it is fine to consult them, if you need help with the story line—but I do want any source to be documented.

The responses must cover the entire reading or I cannot accept them.

All responses need to be handed in to receive a final grade.

Performance of a scene from one of the plays and written reflection

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.

Each student needs to write up a one-page reflection on the planning and preparation of the scene; this is handed in with the paper. In the reflection, you will want to include a brief discussion of what you see as the main focus and purpose of the scene with regard to the play; the purpose of your character, how you planned to portray the character and why, and any other pertinent information you perceive about the scene. Please also include a description of how your group worked together to prepare the scene and what your objectives were.

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 and being fully engaged is crucial to the success of the class.

**Museum Visit**
We have movies of Shakespeare’s plays, which can help us imagine the period, but since we do not have the same kind of resources for the Greeks, we will take advantage of the Metropolitan Museum to see artifacts, sculptor, and other visual sources from Ancient Greece to help us imagine and understand a bit of that culture,

Greek Collection, Metropolitan Museum of Art, Friday, February 26

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

**Essay based on a scene:** This essay 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/reflection 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 not based on a scene:** The other essay is a critical, analytical paper on any topic of your choice as long as you discuss at least one of the plays from our readings. Each student will write one paper on a Greek tragedy and one on a Shakespearean tragedy. For example, if you have performed a Greek play, your second critical essay must be on a Shakespeare play. Please do not bring in other plays from other periods.

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

**NOTE:** the different due dates for papers depend on what scene you are in. Everyone has a paper due when they present their scene. For everyone else, essays are due on March 10 and April 28, depending on when you have performed the scene. This is to insure that your papers are spread out over the term.

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

Revision
You are able to revise your essays, but you will have only 1 week 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.

Documentation
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 without footnotes and a bibliography. In fact, any research—for an essay, response, or 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 cite the sources we have used.

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 and unethical act, 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.

Research Sources
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! Wikipedia is useful and we all consult it, but as Jimmy Wales, the founder of Wikipedia, advises, we should use the resource for questions, not answers; use other sources by using the footnotes at the bottom of any Wikipedia article. So Wikipedia is only a beginning, not an end. You also want to avoid other websites unless they are scholarly. It is always best to seek out scholarly articles and books as sources.
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—including class participation, attending the museum visit, scene participation, and all written work—constitutes the remaining 40%. A student cannot pass the course unless all the work is submitted—including response/questions, essays, scene presentation, and scene reflection.

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
There are no electronic devices of any kind allowed in class. Please do not check cell phones, and please turn them off before class begins. If you have special needs, please discuss this with me.

Disabilities
If you have a disability of any kind, and need support, please contact The Henry and Lucy Moses Center for Students with Disabilities, and please do let me know how best I can help you.

Attending a Performance
We will go to see a play 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.