







# CURRICULUM PLANNER

INTRODUCING DSC-2: EUROPEAN CLASSICAL LITERATURE (ECL)





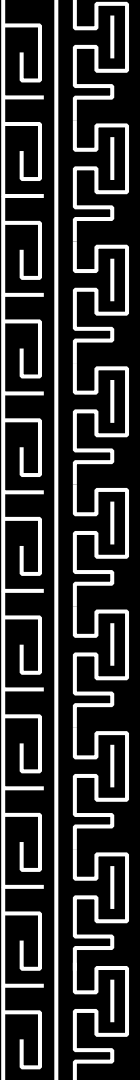
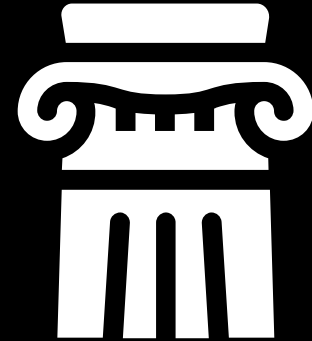
Name of the Teacher	Dr. Abhishek Sharma & Dr. Priyanka Srivastava
Paper No .	DSC-02
Paper Title	European Classical Literature
Marks	Continuous Assessment (CA): Attendance (5) + Test/ Discussion (35) = 40 Internal Assessment (IA): Attendance (6) + Assignment (12) + Class Test (12) = 30 Final Examination: 90 Marks <b>Total = 160</b>
Contact Hours (L+T)	3+1 Per Week (3 Lecture Classes + 1 Tutorial)

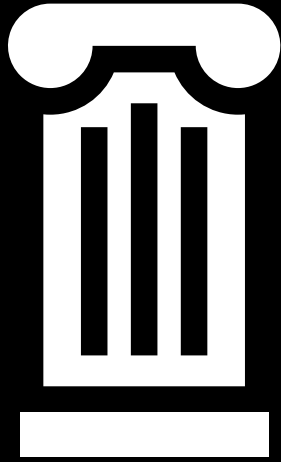


# LEARNING OUTCOMES OF Undergraduate Curriculum Framework (UGCF) PROGRAMME

KEYWORDS: *WIDE VARIETY, GLOBAL CONTEXT, CULTURAL DIVERSITY, CRITICAL READING, GENRES*

- The programme aims to introduce a wide variety of literatures from all over the world – translated or original works in English Language – that cut across multiple epochs. It would provide a global context to Indian culture and promote our sense of place within modern world as a lifelong learner.
- Primarily, the program aims to offer learners opportunities to critically read and creatively respond to a spectrum across different genres – novels, plays, poetry, biographies, travel writing, graphic novels, literary criticism – and learn what goes into the making of these genres.
- Learners are exposed to wider socio-cultural and political issues in relation to contemporary state of their own society through the world literature written in English.
- The rigor of the course takes into cognizance such components of study as literary analyses, cultural diversity in literature, and written and oral communication skills through a multidisciplinary curriculum of literature, composition, language and linguistics, and communication studies.





# LEARNING OUTCOMES OF HONOURS IN ENGLISH

KEYWORDS: *EPIC, TRAGEDY, COMEDY, SATIRE, LYRIC, MYTH, DIALOGUE, BIBLE, POETICS, WAR, HEROISM*

This Honours Programme:

- Offers students a basic understanding of the humanist mode of thought and understanding beginning from Classical Europe and its displacement in our postmodern world.
- Contextualizes our times within all the classical and popular texts of World Literature, in English and translated in English from their originals like Greek, Latin, Hindi, or Sanskrit, within literary studies.
- Traces the impact and influence of humanist thought on literature from the period of the Renaissance to 20th Century literature within academic setting.
- Aims to understand historically constructed wide-ranging perspectives on the aesthetic, philosophical, and social concerns of literature.
- Introduces students to some of the basic genres of the epic, tragedy, comedy, lyric, ode, dialogue, satire, novel, prose, short story, and films through main curriculum and suggested readings.

# COURSE OUTCOMES

This course aims to:

- Explore the historical, cultural, and philosophical origins of tragedy and comedy;
- Engage with both tragedy and comedy in their distinctive form, style, and characterization, including their representation of human aspirations, foibles, grandeur, and vulnerability;
- Examine debates over tragic fate and human suffering, and to locate its enduring influence over subsequent humanist writings;
- Juxtapose humanist ideas of compassion with the Greek idea of arete in suffering;
- Study the history of ideas pertaining to the human-social-divine interface in theorisations on form, narrative, social organization, and aesthetics in the writings of Plato, and Aristotle;
- Study gendered explorations of human relations in classical literature in multiple genres, and to examine a woman writer's standpoint on love, war and the primacy of the gendered self.



# COURSE CONTENT

Unit 1: Homer – *The Odyssey*, (Tr.) E.V. Rieu, Harmondsworth: Penguin, 1985.

Unit 2a: Aristotle – *Poetics*, (Tr.) Introduction & Notes by Malcolm Heath, London: Penguin, 1996. Chapters 6–17, 23, 24, and 26.

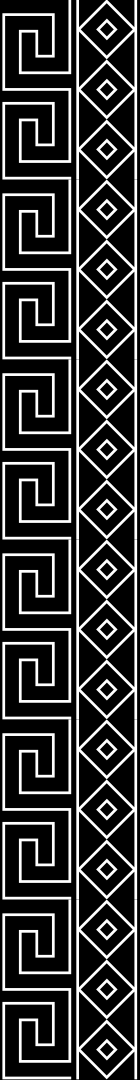
Unit 2b: Sophocles – *Antigone*, (Tr.) Robert Fagles in *Three Theban Plays*, Revised Reprint, Penguin Classics, 1984.

Unit 3a: Aristophanes – *Lysistrata*, (Tr.) E.R. Walting, Penguin Classics, 1965.

## *Suggested Readings:*

Plato – “Theory of Art” from Book 10 of *The Republic*, Penguin Classics, 2007.  
pp. 240-48; 335-53.

Horace – ‘Ars Poetica’ (Tr.) H. Rushton Fairclough, Harvard University Press,  
1929. pp 451-73.





# Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups, initiating discussion topics, participation in discussions
2	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests



# Academic Calendar

Dates	Activity	
16th August 2023	Commencement of Classes	16 weeks for teaching
6th Dec 2023 - 12th Dec 2023	Preparatory Break	48 Lectures + 16 Tutorial classes
13th Dec 2023	Examinations	
1st Jan 2024	Semester Break	





# Lesson Plan

## Background topics introducing the Greek and Roman Theatre:

(2-4 Lectures)

- History of Greece: An overview
- Historical Context of Greek world-view beginning with the Battle of Thermopylae in 480 B.C. and ending with the beginning of Peloponnesian Wars in 432 B.C.
- Cultural and political significance of Athens in the rise of city-state ('polis')
- Role of myths in the cultural life of Greeks and various forms of appropriation of myths by polis
- Important Greek gods and festivals along with their roles in the everyday life of Ancient Greece
- Major Greek philosophers and tragedians: Plato's theory of mimesis; Aristotelian Poetics; Aeschylus, Sophocles and Euripides
- History of Rome: An overview
- Historical evolution of Rome from monarchy to Republic and finally to Imperial Rome
- Importance of classes in Roman society
- Cultural appropriation of Greek myths and gods by the Romans and their use in Festivals
- Major ages of literature in Roman world

# Lesson Plan

## Unit 2a: *Poetics* by Aristotle:

(10-12 Lectures)

- Ancient Greek Philosophy and Context for Aristotle (1-2 lectures)
  - Greek philosophers and Biographical context for Aristotle
  - Plato vs. Aristotle: Differences in their philosophical approach using Raphael's 'School of Athens' fresco
  - Introduce *Poetics* as a response to Plato
- Poetry and Mimesis in *Poetics* (5-6 lectures)
  - Poetry as *mimesis* or the imitation of nature
  - Mimesis as natural/instinctual to humans
- Tragedy (4-5 lectures)
  - Definition and characteristics of Tragedy
  - Recognition (*anagnorisis*), Reversal (*peripeteia*), and Suffering in the plot of Tragedy, and the purging/purification of the emotions of pity and fear evoked thereby (*Katharsis*)

# Lesson Plan

## Unit 2b: *Antigone* by Sophocles:

(10-12 Lectures)

- Contexts of Greek Tragedy: (1-2 Lectures)
  - Festival of Dionysius and background of theatre – stagecraft and the use of masks in the trilogy-plays.
  - Biographical context of Sophocles as one the most prominent citizen and playwright of Ancient Greece.
  - Innovations brought about by Sophocles to the practice of drama
  - Aristotle’s assessment of the impact of Sophocles by introducing complex plots
- Origin and Structure of Greek Tragedy: (3-4 Lectures)
  - Nietzsche’s views on the origin of tragedy in *The Birth of Tragedy*.
  - Structure of tragedy as discussed by Aristotle with primacy to plot and characters: unity of time and place and concepts of *Anagnorisis* and *Peripeteia* discussed along with *Hubris* and *Harmartia*.
  - Dithyramb’s development into the full-fledged tragic experience.
- Text: Themes and Characters: (6-7 Lectures)
  - The *Oedipus Trilogy* and context for *Antigone*

# Lesson Plan

## Unit 1: *Odyssey* by Homer:

(10-12 Lectures)

- Epic and its Context: (2-3 Lectures)
  - Definition of Epic.
  - Stylistic Features.
  - Homeric plot and the use of myths in his narrative.
  - Time-frame of *Odyssey*.
- Text: Themes and Characters: (8-10 Lectures)
  - *Odysseia*: Song of Odysseus's Adventures v/s *Penelopeia*: Song of Domestic Life at Home v/s *Telemecheia*: Song of Growing up
  - Homecoming/homelessness
  - Cultural, social values & religious beliefs and practices
  - Gender roles, family, lineage, revenge
  - Human *Arête* through *Xenia* (hospitality)
  - Human *Arête* through craftiness: theme of disguise
  - Human v/s Divine: Faith v/s Destiny; Agency v/s Identity
  - Fantasy/fairytale to reality of class & status

# Lesson Plan

## Unit 3: *Lysistrata* by Aristophanes:

(8-10 Lectures)

- Contexts of Greek Comedy: (1-2 Lectures)
  - Biographical context of Aristophanes
- Origin and Structure of Roman Comedy: (2-3 Lectures)
  - Influence of Greek new-comedy, especially playwright Menander, in non-political nature of Roman comedy.
  - Comedy of manners rather than satire on political establishment: paradigmatic presence of state in everyday life and culture.
  - Northrop Frye's theory of comic archetypes and Freudian theory of opposition between death-principle ('*Thanatos*') and pleasure-principle ('*Eros*').
- Text: Themes and Characters: (5-6 Lectures)



# THANKS!

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