

COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	AEFF142	SEMESTER	
COURSE TITLE	SOPHOCLES'S OEDIPUS REX		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, state the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in section (4).			
COURSE TYPE <i>general background, special background, specialization, general education, skills development</i>	Special background		
PREREQUISITE COURSES	None		
LANGUAGE OF INSTRUCTION AND OF ASSESSMENT	Greek		
MODE OF TEACHING <i>in-person (%)</i> <i>synchronous distance learning (%)</i> <i>asynchronous distance learning (%)</i> <i>(In the case of synchronous distance learning, the total weekly duration of teaching is recorded)</i>	In-person (100%)		
AVAILABILITY TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning Outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Brief Guide for drafting Learning Outcomes

The overall aim of the course is to provide students with a comprehensive introduction to ancient Greek dramatic poetry and, more specifically, to the dramatic art of Sophocles, as approached and critically assessed through the study of his most renowned tragedy, *Oedipus Rex*.

Upon successful completion of the course, students are expected to be able to:

1. Demonstrate knowledge and understanding of the historical and cultural contexts within which ancient Greek dramatic poetry developed, with particular emphasis on the dramatic art of Sophocles.
2. Identify, define, and appropriately employ the principal terms and concepts associated with the history of fifth-century BC Greek theatre, as well as those pertaining to the formal and structural features of ancient Greek tragedy, and Sophoclean tragedy in particular.
3. Apply the fundamental concepts of form and structure in ancient Greek tragedy to the analysis of Sophocles' *Oedipus Rex*.
4. Identify and analyse key morphological and syntactic features of the language of *Oedipus Rex*, demonstrate an understanding of its core vocabulary, and engage with fundamental textual and philological issues.
5. Comprehend and accurately translate selected key passages of the play into appropriate Modern Greek.
6. Demonstrate knowledge and critical understanding of the mythical framework underlying this particular Sophoclean tragedy.
7. Analyse key aspects of dramatic composition, characterization, and stagecraft in *Oedipus Rex*.
8. Critically evaluate, at an introductory level, selected examples of the modern reception of *Oedipus Rex*, including both theatrical performance and other forms of adaptation and interpretation.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and are stated below), at which of the following does the course aim?

Search, analysis and synthesis of data and information,
with the use of the necessary technology
Adaptability to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and
sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
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Other...
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- Searching for, analysing, and synthesising data and information through the use of appropriate technologies.
- Adapting to new situations and circumstances.
- Working independently and autonomously.

- Working effectively as part of a team.
- Demonstrating respect for diversity and multiculturalism.
- Demonstrating social and ethical responsibility and sensitivity to gender-related issues.
- Exercising critical and self-critical judgement.
- Promoting free, creative, and inductive thinking.

(3) COURSE SYLLABUS

I. Introduction to Ancient Greek Drama

II. Introduction to the Dramatic Poetry of Sophocles – *Oedipus Rex*: The Centre and Culmination of Sophocles' Poetic Achievement

Specific topics include: chronology, mythical background, and an outline of the plot.

III. Textual Study

a. Prologue of the play

b. Parodos of the Chorus

Additional topics: structure and metre of the lyric sections of tragedy

c. First Episode and First Stasimon

d. Second Episode: Part I

e. Second Episode: Part II

f. Second Stasimon

Additional topics: the role of the Chorus in tragedy, self-referentiality, and ritual

g. Third Episode and Third Stasimon

h. Fourth Episode and Fourth Stasimon

i. Exodos of the play

IV. The Reception of the Play in Antiquity and in the Modern Era

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(4) TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF TEACHING <i>Face-to-face, distance learning, etc.</i>	Face-to-face.				
MODE AND FREQUENCY OF COMMUNICATION WITH THE STUDENTS	Face-to-face during office hours and in class; remotely via institutional email and e-learn whenever desired.				
ENSURING THE MODE OF COMMUNICATION AMONG STUDENTS <i>Team assignments and discussions, collaborative learning platforms with the use of AI, video conference, QA sessions, κ.α.</i>	Group discussions, collaborative learning platform using AI.				
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, in laboratory training, in the communication with students</i>	1) Sources and databases: <i>Thesaurus Linguae Graecae</i> (TLL), Perseus Digital Library, Loeb Classical Library 2) Lectures using PowerPoint 3) e-Learn platform: teaching materials, announcements, communication 4) Communication with students via email				
TECHNOLOGICAL EQUIPMENT REQUIREMENTS	Personal computer (PC or Laptop). Knowledge of word processing software and internet applications				
PLAGIARISM POLICY/ PLAGIARISM DETECTION TOOLS	Check via Plag. Mandatory citation of sources and footnotes.				
ARTIFICIAL INTELLIGENCE POLICY <i>(1) The use of Artificial Intelligence is prohibited in all circumstances (2) The use of Artificial Intelligence is allowed only with the permission of the instructor (3) The use of Artificial Intelligence is allowed only with an explicit reference to the literature (4) Students are free to use Artificial Intelligence</i>	The use of AI is permitted with explicit citation in the bibliography, following discussion and permission from the instructor.				
ORGANISATION OF TEACHING <i>The mode and methods of teaching are described in detail.</i>	<table> <tr> <th>Activity</th><th>Semester workload</th></tr> <tr> <td></td><td></td></tr> </table>	Activity	Semester workload		
Activity	Semester workload				

Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, work placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artworks, etc. The student's study hours for each learning activity are stated, as well as the hours of independent study, according to the principles of the ECTS.	Interactive teaching and lectures	
	Autonomous study	
	Written final examination	
	Course total	
STUDENT ASSESSMENT Description of the assessment method Language of assessment, methods of assessment, formative or summative assessment, multiple choice questions test, short answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory assignment, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	Three-hour written examination in Greek, comprising the following: I. Questions on the history and development of ancient Greek literature. II. Language exercises, including morphological and syntactic analysis, vocabulary, and comprehension/interpretation of meaning. III. Exercises on metre and textual issues. IV. Interpretative questions focusing on the structure and content of Sophocles' <i>Oedipus Rex</i>.	

(5) RECOMMENDED BIBLIOGRAPHY

- Suggested bibliography:

Markantonatos, Andreas, ed. 2012. *Brill's companion to Sophocles*. Leiden and Boston: Brill.

Finglass, P.J. 2018. *Sophocles: Oedipus the King, Cambridge Classical Texts and Commentaries* 57. Cambridge University Press.

Karakantza, E.D. 2020. *Who Am I? (Mis)identity and the Polis in Oedipus Tyrannus*. Washington DC: Centre for Hellenic Studies and Harvard University Press.

Β. Π. Βερτουδάκης-Α. Παπαθωμάς. 2020. *Βασιλιάς και Φαρμακός, Η τραγωδία Οιδίπου Τύραννος του Σοφοκλή*, Αθήνα.

Μαρκαντωνάτος, Α. Γ., & Τσαγγάλης, Χ. Κ. (Επιμ.). 2019. *Σοφοκλής. Τριάντα δύο μελέτες, Brill's Companion to Sophocles*, μτφρ. Κ. Δημοπούλου, Θεσσαλονίκη.

- Related academic journals:

Kousoulis, A. A., Economopoulos, K. P., Poulakou-Rebelakou, E., Androutsos, G., & Tsiodras, S. 2012. The plague of Thebes, a historical epidemic in Sophocles' Oedipus Rex. *Emerging infectious diseases*, 18(1), 153.

Miller, P. L. 2006. Oedipus Rex Revisited. *Modern psychoanalysis*, 31(2), 229.

Koper, P. T. 2005. Myth and Investigation in Oedipus Rex. *Contagion: Journal of Violence, Mimesis, and Culture*, 12(1), 87-98.

Darbo-Peschanski, C. 2016. Multiple ways to access the past: The myth of Oedipus, Sophocles' Oedipus Rex and Herodotus' Histories. In *Truth and History in the Ancient World* (91-113). Routledge.