

Performing Antigones

CS3904G/TS3952G/ARTHUM3390G



Image Credit: Antigone in Ferguson, Theatre of War 2018

The University of Western Ontario

Department of Classical Studies

CS3904G/TS3952G/ARTHUM3390G

Performing Antigones: from Ancient Greece to the Contemporary World Stage Winter 2024

I acknowledge that Western University, and our classroom, is located on the traditional lands of the Anishinaabek (AUh-nish-in-ah-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ah-pay-wuk) and Attawandaron (Add-a-won-da-run). We acknowledge all the treaties that are specific to this area: the Two Row Wampum Belt Treaty of the Haudenosaunee Confederacy/Silver Covenant Chain; the Beaver Hunting Grounds of the Haudenosaunee NANFAN Treaty of 1701; the McKee Treaty of 1790, the London Township Treaty of 1796, the Huron Tract Treaty of 1827, with the Anishinaabeg, and the Dish with One Spoon Covenant Wampum of the Anishnaabek and Haudenosaunee.

With this, I respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.

This Land Acknowledgement is a first step towards reconciliation. It is the work of all citizens to steps towards decolonizing practices and bringing our awareness into action. We encourage everyone to be informed about the traditional lands, Treaties, history, and cultures of the Indigenous people local to their region.

Tentative Course Outline*

Course Description

Welcome to Performing Antigones! In this course we explore the story of Antigone from Sophocles production at the City Dionysia in fifth-century Athens to re-performances on the contemporary world stage. This course has two equally important goals. The first goal is to explore Sophocles' *Antigone* through a critical reading of the text. The second goal is to investigate the impact of the story of Antigone: why does it still resonate with so many people across the globe, how has it been re-told and performed, and how might we envision it continuing to be re-told and performed in our contemporary world.

A large component of this course focuses on weekly development. Students are expected to organize their time to complete the weekly assignments and readings in order to fully benefit from this course. Remember, it is up to you to do the work. That being said, my door is always open to discuss time management, reading and study strategies, and all content related questions.

Our classroom is an open space. There will be content and discussions in this course that touch on difficult topics including sexual abuse, gender-based violence, slavery, disenfranchisement, discrimination, and racism. I ask all students in this class to help me to create a classroom environment based on mutual respect and sensitivity towards the experiences of others (both in-person and in all other modes of communication regarding this class, for example on OWL).

Note: this course is cross-listed between Classics (CS3904G), Theatre Studies (TS3952G), and SASAH (ARTHUM3390G) to facilitate a diverse, creative, and collaborative experience.

Course Objectives and Learning Outcomes

The primary objectives of this course are:

- 1) To encourage critical dialogue about the use of language in performance through close reading completed both individually and collectively.
- 2) To explore a variety of reperformances of Antigone's story to consider how this story has and continues to impact different audiences.
- 3) To consider the role of performance in both historical and contemporary political discourse.

Through the content of this course students will learn to do the following:

- 1) To evaluate primary material and critically consider historical context to see how social norms and customs develop over time and are shaped by geography, people, and events.
- 2) To engage in a critical analysis of an ancient Greek play.
- 3) To articulate the capacity of a story to impact an audience.
- 4) To participate in dialogues about the past in an informed and critical manner.
- 5) To engage both critically and creatively with texts and performances.

Course Readings and Textbooks

1. Rayor, Diane. 2011. *Sophocles' Antigone: A New Translation*. ISBN 978-0521134781
2. Woodruff, Paul. 2001. *Sophocles Antigone*. ISBN 978-0-87220-571-0
3. Butler, Judith. 2002. *Antigone's Claim: Kinship Between Life and Death* ISBN: 9780231118958
4. Zupančič, Alenka. 2023. *Let Them Rot: Antigone's Parallax*. ISBN: 9781531501044
5. Carson, Anne. 2015. *Antigonick*. ISBN 978-0811222921 (on reserve for **2hr, in-library use only in the Music Library**, and I have a copy as well for in-class use).

You will also need:

A **blank notebook** to serve as your workbook (see below). The notebook should be large enough to for your notes for the entire course. Read the Syllabus in full before purchasing a notebook.

Course Website

Students are responsible for checking the course OWL site (<http://owl.uwo.ca>) on a regular basis for updates. This is the primary method by which information will be disseminated to all students in the class. All course material will be posted to OWL: <http://owl.uwo.ca>.

If students need assistance with the course OWL site, they can seek support on the OWL Help page. Alternatively, they can contact the Western Technology Services Helpdesk. They can be contacted by phone at 519-661-3800 or ext. 83800.

Using Electronics in the Classroom

The use of personal electronic devices including laptops, tablets, and phones will be limited in this class. We will be using our workbooks, engaging in discussion, and moving around the room. Bring your books to class.

Tentative Schedule of Readings/Topics

Week	Topics	Reading Assignments
Week 1	Introductions	
Jan.9	Introductions	Introductions from Rayor (xi-xxiv), Woodruff (vii-xxvii), Carsen (3-6, On Owl); Resources on OWL
Jan.11	Tragedy and the Antigone	<i>A Companion to Sophocles</i> , Ch.5 “Antigone” (on OWL); <i>Tragedy</i> , Ch.2 “Histories, Archaeologies, and Genealogies” (on OWL)
Week 2	Reading Sophocles' <i>Antigone</i>	
Jan.16	Scene 1 1-161 Scene 2 162-375	Rayor pp.3-18, 69-76; Woodruff pp.1-16, 59-60 Carsen pp.9-16
Jan.18	The Ode to man	Ode to Man 332-375 (Rayor 17-18, Woodruff 14-16, Carsen 15-16) Reading on OWL; Review Close Reading Assignment
Week 3	Reading Sophocles' <i>Antigone</i>	
Jan.23	Scene 3 376-625 Scene 4 626-800	Rayor pp.19-39, 76-83; Woodruff pp.16-35, 60-62 Carsen pp.17-28
Jan.25	The Arguments of Antigone and Creon	Reading ON OWL; Review Close Reading Assignment
Week 4	Reading Sophocles' <i>Antigone</i>	

Jan.30	Scene 5 801-987 Scene 6 988-1154	Rayor pp.39-54, 83-91; Woodruff pp.35-50, 62 Carsen pp.29-37
Feb.1	Lament First Workbook Check-in	A Companion to Sophocles, Ch.17 “Lament as Speech Act in Sophocles” (on Owl); Viewings and Additional Readings on OWL
Week 5	Reading Sophocles’ <i>Antigone</i>	
Feb.6	Scene 7 1155-1256 Scene 8 1257-1353 (end)	Rayor pp.54-63, 91-92; Woodruff pp.50-58 Carsen pp.38-44
Feb.8	Thoughts about Tragedy and Antigone Close Reading Assignment Due	<i>Tragedy</i> , Ch.6 “Gender, Politics, Aesthetics” (on OWL); <i>Tragedy</i> , Ch.4 “The Philosophy of Tragedy” Hegel and Nietzsche pp.80-84, 87-92 (on OWL); Woodruff Appendix pp.63-65
Week 6	Analysing Antigone: Judith Butler	
Feb.13	Judith Butler’s <i>Antigone’s Claim</i>	Judith Butler’s <i>Antigone’s Claim</i>
Feb.15	Judith Butler’s <i>Antigone’s Claim</i> Workbook Submission	Judith Butler’s <i>Antigone’s Claim</i>
Week 7	Reading Week	Reading Week
Week 8	Analysing Antigone: Alenka Zupančič	
Feb. 27	Alenka Zupančič’s <i>Let them Rot</i>	Alenka Zupančič’s <i>Let them Rot</i>
Feb.29	Mobilizing Antigone	ACWS Ch.1 “Mobilizing Antigone” p.1-47
Week 9	Performing Antigone: Jean Anouilh	
Mar.5	Jean Anouilh’s 1941 <i>Antigone</i> Discussion	Jean Anouilh’s 1941 <i>Antigone</i> Selections from ACWS Part VIII, Ch.19 & 20
Mar.7	Discussion	Selections from ACWS Part VIII, Ch.21 & 22
Week 10	Performing Antigone: Cultural & Political Freedom	
Mar.12	Discussion	Selections from ACWS Part III, Ch.5-8
Mar.14	TBD Second Workbook Check-in	TBD
Week 11	Performing Antigone: Human Rights	
Mar.19	Discussion	Selections from ACWS Part IV, Ch.9-11 & Ch.4
Mar.21	Antigone in Ferguson, Theatre of War	Day 2: Antigone in Ferguson Performance: Theater of War ENG
Week 12	Performing Antigone: Political Dissent & Individual vs. the Collective	
Mar.26	Discussion	Selections from ACWS Part V & VI, Ch.12-15
Mar.28	The Nurse Antigone, Theatre of War	The Nurse Antigone Finale
Week 13	Conclusions	
Apr.2	<i>Antigone</i> (2019) directed by Sophie Deraspe	Watching film in-class
Apr.4	Final Discussion Final Assignment Due Final Workbook Submission	

ACWS = Erin B. Mee and Helene P. Foley, 2011, *Antigone on the Contemporary World Stage*
https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991044812916405163

Course Assessment

<i>Assessment</i>	<i>Percentage</i>	<i>Due Date</i>
Course Engagement	30%	Ongoing
Workbook	30%	Ongoing
Close Reading Assignment	15%	Feb.8
Final Project	25%	Apr.4

Course Engagement (30%)

What do I mean by engagement?

By engagement, I mean the degree of attention, curiosity, interest, excitement, thoughtfulness, and passion that students show when they are learning. This extends to the motivation students have for the learning process in general. This is different from participation which is a measurement of how often a student speaks in the classroom and the quality of that contribution. One can participate in a seminar, for example, as a part of demonstrating they are engaging with the course material, but simply speaking does not define engagement.

You might be wondering; how do I engage? Everyone will likely do the labor for this class in different ways. My advice is to organize your time so that you can do the readings and think about them before each class. The weekly prompts are there to help you organize your thoughts and prepare your thoughts for discussion. Completing the weekly prompts and taking notes in class in your workbook will also count towards engagement as they demonstrate active engagement in the process of learning and the material. What I am looking for when I measure engagement is that you have been attentive to the material, have thought about it, brought curiosity and interest, and express that in the completion of your work, whether that be in participating in classroom discussions, being present and engaged in classroom activities and lectures, and showing interest in the material and the perspectives of others.

By organizing your time so you can read and think about the material before class, you will best position yourself to give and to get as much out of this class as possible.

Workbook (30%)

The workbook is a collection of your notes, reflections, prompt responses, and observations. It could include notes you take while reading and preparing for class, notes taken in class, reflections on the readings and discussions in class, etc. The Workbook represents your study of Antigone and should reflect your engagement with the material on a weekly basis.

There are three mandatory components of the workbook:

- 1) Responses to the weekly prompts (10%)
- 2) Notes from your individual reading of the course material (10%)
- 3) Additions/notes added in-class as we discuss the material (10%)

The workbook is an ongoing process, it will be evaluated regularly for completion. You will be asked to submit the workbook for closer examination **four times throughout the semester**, twice before reading week, and twice after reading week.

I encourage you to get a physical notebook to act as your workbook. This will be easier to transport, submit, and utilize in classroom discussion and exercises. You can be as creative as

you like, for example, you might choose a sketchbook so that you can doodle, draw, make infographics, or otherwise make notes. Alternatively, you might choose a lined notebook to keep things tidy and neat. The notebook should reflect your style, choose what works best for you.

Close Reading Assignment (15%)

For this assignment you will conduct a close reading of a passage of your choice from Sophocles' *Antigone*. The passage you select should not exceed one page of the text. I recommend 15-20 lines of verse. See OWL for further details.

Final Assignment (25%)

For the final assignment, students can choose from three options. All three options are substantial pieces of work. Students should speak to the instructor about their ideas and decide on an option **BEFORE** Reading Week. See OWL for further details.

1) *Performance Proposal*

As a final project the student will propose a performance of *Antigone*. The performance could be an art exhibition, film, orchestral or musical performance, protest, etc., but is not limited to these options.

2) *Creative Output*

As a final project the student will produce a creative output of their choosing (e.g., painting, poem, artistic piece, piece of music, sculptural element, etc.). In addition, the student will write a short description of the creative output that grounds the work in the course material.

3) *Close Reading Comparison*

As a final project the student will compare a scene or excerpt from EITHER Anne Carson's *Antigonick* or Jean Anouilh's *Antigone* with Sophocles' *Antigone*.

The student will answer the question: how does the author use Sophocles' play text as inspiration for their adaptation and to what effect?

Note: if you would like to compare Sophocles' Antigone with a different text or performance of Antigone, that is great, but discuss it with the instructor before proceeding.

Student Absences

Because a substantial portion of the overall grade in this course is derived from being present in class and engaging actively on a weekly basis with the content and your peers it is important to be present. If you are unable to meet a course requirement due to illness or other serious circumstances, because that happens, we are all human, please follow the procedures below.

Assessments worth less than 10% of the overall course grade:

In this course, there is some flexibility built into the assessment of Engagement and the Workbook which is evaluated on an ongoing basis.

- 1) Course Engagement: each student is permitted to miss 1 Tuesday and 1 Thursday class without it impacting on their grade. You do not need to inform me of your absence if you are within this window of absences.
- 2) Workbook: the best 10 out of 12 prompts will be used to calculate 10% of the workbook grade.
- 3) Workbook Checks: because the workbook is evaluated on an ongoing basis, there is always room to improve the content for the next submission. If something beyond your control (illness or other serious circumstances) prevents you from submitting your workbook for a scheduled check, reach out to the instructor within 48 hours of the submission date to discuss the possibility of an extension.
- 4) Workbook final submission: if you require an extension for the final submission of the workbook you must provide valid medical or supporting documentation to the Academic Counselling Office of your Faculty of Registration as soon as possible.

Assessments worth 10% or more of the overall course grade:

For work totaling 10% or more of the final course grade, you must provide valid medical or supporting documentation to the Academic Counselling Office of your Faculty of Registration as soon as possible. For further information, please consult the University's medical illness policy at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf.

The Student Medical Certificate is available at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

This means that you must provide valid medical or supporting documentation to the Academic Counselling Office of your Faculty of Registration in order to receive an extension for the Close Reading Assignment (10%) and the Final Assignment (25%). **There will be no re-weighting of grades in this course.**

There is a 2% a day late penalty for assignments in this course including Saturdays and Sundays.

Accommodation and Accessibility

Religious Accommodation

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request accommodation for their absence in writing at least two weeks prior to the holiday to the course instructor and/or the

Academic Counselling office of their Faculty of Registration. Please consult the University's list of recognized religious holidays (updated annually) at <https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>.

Accommodation Policies

Students with disabilities are encouraged to contact Accessible Education, which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found at: [https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic Accommodation disabilities.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Accommodation_disabilities.pdf).

Academic Policies

The website for Registrarial Services is <http://www.registrar.uwo.ca>.

In accordance with policy

(https://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp113.pdf), the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner.

Academic Offences

Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

In this course, I do not recommend students use AI tools. AI tools such as ChatGPT provide confident responses based on the specific prompts provided to them, but they do not discern between fact or fiction when collating data and responding. Additionally, ChatGPT will confidently fabricate information and does not cite its work. The use of this software to conduct research or produce academic writing not only borders on plagiarism, but it also robs students of certain learning experiences which are core to the university experience and necessary for success.

It is essential that students critically evaluate all information they obtain from any source, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives.

Assignments should reflect the students' own thoughts and independent written work. By adhering to these guidelines, students contribute to a responsible and ethical learning environment that promotes critical thinking, independent inquiry, and allows them to produce original written contributions.

Support Services

Academic Counselling

Your Home Faculty's Academic Counselling or Academic Advising Office will support or refer whenever you have an issue that is affecting your studies, including information on

adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters. Do not hesitate to reach out to them if you are struggling and unsure where to go for help. Contact info for all Faculties is here:

https://registrar.uwo.ca/faculty_academic_counselling.html

Mental Health Support

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://uwo.ca/health/>) for a complete list of options about how to obtain help.

Gender-based and Sexual Violence

Western University [is committed to reducing incidents of gender-based and sexual violence](#) and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced gender-based or sexual violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts, [here](#). To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Accessible Education

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. You may also wish to contact Accessible Education at http://academicsupport.uwo.ca/accessible_education/index.html if you have any questions regarding accommodations.

Learning Development and Success

Counsellors at the Learning Development and Success Centre (<https://learning.uwo.ca>) are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

Digital Student Experience

Western University is committed to a thriving campus as we deliver our courses in the mixed model of both virtual and face-to-face formats. We encourage you to check out the Digital Student Experience website to manage your academics and well-being:

<https://www.uwo.ca/se/digital/>.

USC

Additional student-run support services are offered by the USC, <https://westernusc.ca/services/>.