



ELECTIVE COURSES OFFERED IN THE SPRING SEMESTER OF 2018-19

ENG 503 – T. S. Eliot: Poet, Critic, Playwright

Instructor: Christos Hadjiyiannis

This elective course will introduce you to the work of T. S. Eliot – one of the most influential (certainly the most recognised) Anglophone modernists. You will get a chance to read, discuss, present, and write on his poetry: from his earliest notebook poems to *Prufrock and Other Observations* (1917), *The Waste Land* (1922), *The Hollow Men* (1925), ‘Ash Wednesday’ (1930) and, finally, the beautiful, moving, and philosophical *Four Quartets* (1942). We will consider some of his least known poems and his influential critical essays. Eliot may be best known as a poet and a critic, but he was also a playwright. So alongside his poetry and criticism, we will read one of his plays – *Murder in the Cathedral*. Eliot’s work will be studied against its social, political, and philosophical backdrop, and we will not shy away from confronting his problematic politics. Throughout, you will be expected to participate and share views and ideas freely, and challenge received interpretations – and yourselves.

ENG 504 – English Literature and Culture at the *Fin-de-Ciècle*

Instructor: Antonis Balasopoulos

This course aims to explore the complex relationships between literature, society and culture in the transitional context of the late nineteenth century. Viewing the period as one shaped by the crisis of the belief in a stable, normative and self-evident “nature,” the course will examine the ways in which *fin-de-siècle* literary and cultural texts revise, reinforce or deconstruct the Victorian legacy of naturalized class, gender and sexual boundaries and hierarchies. We will begin by briefly discussing the cultural, historical, and political implications (and contradictions) of turn-of-the century “decadence,” while focusing on the decadent movement’s crucial emphasis on artifice, construction, malleability and transgression. We will continue our investigation by discussing the late nineteenth-century conjunction of aesthetic decadence and nervous/biological “degeneration,” particularly as regards their implications for (pseudo)scientific and literary constructions of urban crime, deviance and delinquency. We will then concentrate on the import for popular literature of the confluence between late British imperialism and the rise of national anxieties of invasion and reverse colonization. The course will subsequently address the deployments of Orientalism in the development of a continental decadent aesthetics and in the construction of both misogynist and feminist visions of “transgressive” white femininity. Next, we will attempt to map the relations between *fin-de-siècle* fiction and the exploration of “unnatural” or “deviant” sexualities, focusing on the emerging grammar and poetics of a distinct male homoerotic desire in an era synonymous with the modern medical, psychoanalytic and legal

definition of “homosexuality.” Finally, we will think through the implications of the crisis of nature and the natural from the perspective of visions of radical political transformation, as these expressed themselves in utopian speculation concerning the possibilities of a socialist future.

ENG 514 – Early Modern Women and Writing

Instructor: Stella Achilleos

The aim of this course is to examine early modern women’s writing, concentrating especially on women’s contribution to the literary culture of England from the early years of the seventeenth century till its final decades when women gradually emerged as professional authors. Material selected for this course covers the generic diversity of women’s writing during this period (ranging from poetry, prose fiction and drama to auto-biography and prophecy). Focusing on selected readings, students are invited to: situate early modern women’s writing within the social, cultural, and political contexts within which the authors wrote; examine how texts under study interrogate the intersections between gender, class and/or race; explore how female authors of the period revised and refashioned male literary traditions; consider such important topics as the representation of female friendship and the female body; explore the major theoretical questions that arise from early modern women’s literary production and to reflect on the continuing significance of these questions for the reader nowadays. By the end of the course, students are expected to: be able to demonstrate their familiarity with texts under study; develop the ability to analyse the texts within the social, political and historical context of the early modern period; be able to engage critically with the wide range of issues raised by the texts.

ENG 517 – CONCEPTS OF EUROPE IN CONTEMPORARY FICTION AND FILM

Instructor: Tziovanis Georgakis

This course focuses on contemporary representations of Europe in fiction and film. However, the term “Europe” is not simply employed as the living space of European people (and others) or the idea of a European humanity and its complex unfolding in time. Rather, the course treats Europe as space of discourse through which the order of representation in general is accomplished. In particular, it investigates Europe as the peculiar and unique space in which objective representation in its entirety is suspended, revealing, thus, all the unquestioned presuppositions that underlie objectivity in general. In a similar fashion, students in the course investigate Europe as an ultimately in-between and evasive space in which contradictions such as inside/outside, line/convolution, integrity/division, identity/difference, certainty/ambiguity, original/simulation are constructed and then immediately dismantled by the same ambivalent ground that firstly effected their fragile constitution. Discussion are centred around selected works of art by China Miéville, Italo Calvino, Julian Barnes, Jean-Luc Godard, and Lars von *Trier*, and that will be brought in dialogue with some seminal thinkers such as Edmund Husserl, Gaston Bachelard, Jean Baudrillard, and Herbert Marcuse. The overall goal here is to treat “Europe” as the

incalculable order of the spectre that evades the trapping lasso of both philosophers and artists.

ENG 522 – Film as Cultural Translation

Instructor: Evi Haggipavlu

World Cinema in its early years finds itself occupying a peculiar, *in the midst*, position as it dwells between Darkness and Light, Silence and Sound, Stillness and Motion but ultimately Science and Art. The aim of this course is to explore the enigmatic allure of this silent, strange world of moving images in order to thoughtfully reflect on the challenges early World Cinema, encounters in its attempts to translate that silent newness into a Cinematic Culture--the differential world of films, that is, in all its manifold complexity. To that end, ours will be an attempt to hear World Cinema's indecipherable self-reflexive (silent) utterings at its inception, through a close examination of (a) theoretical/critical texts reflecting the concerns of the time; (b) Cinema's efforts to sever its attachments to other art forms and assert itself as something new; (c) Individual Films; (d) Cinematic Movements; and (e) the contributions of some of the most important people involved in World Cinema's first years. For the purposes of this course, Cultural Translation is both the method or interpretive lens used to read the Silent Era in World Cinema (1880's-1927) but also the way to think about films themselves, as Cultural Translations in their own right. Our approach is interdisciplinary bringing together texts from Philosophy, Film History, Theory and Criticism, Cultural Studies, Translation Theory, Film and Literature.

ENG 531 – Seminar in Ecocriticism & EcoPoetics

Instructor: Evi Varsamopoulou

This course introduces students to two of the most recent discourses of literary theory and criticism: ecocriticism and ecoPoetics. Both terms emerged in the last decades of the twentieth century and are still subject to conceptual transformation and evolution. They have developed from the earlier critical category of 'green writing', which subsumed environmentally-oriented literature and art from its modern origins in the (Romantic) eighteenth-century reaction to urbanisation and industrialisation. The main focus is on Anglophone literature, especially poetry, and the recent critical theorisations of ecoPoetics and ecocriticism that go beyond 'green writing' to encompass and explore questions of non-human entities and rights, ecocritical concepts of the human, the 'oikos', the animal-human-vegetal-mineral world, sustainable futures, ecological disasters, gender and economic inequalities, post- and neo-colonialisms, and intercultural relations. This is a comparative, multidisciplinary course that includes texts, images, theories and narratives from different media and discourses.

ENG 554 – English Language in Use

Instructor: Natalia Pavlou

This course will explore core issues in pragmatics and those aspects of the meaning of utterances which cannot necessarily be accounted for by straightforward reference to the truth conditions of sentences. Sentences uttered in a particular context usually convey more than what their truth conditions reveal and as part of linguistic theory, pragmatics studies these cases. When some aspect of meaning has a contextual effect, the constraints on context-sensitive expressions strongly suggest that linguists should abolish the idea of a 'pragmatic wastebasket' and accounts that can't explain grammar in a scientifically interesting way. This course will provide an introduction to central topics in pragmatics by reading and discussing in depth original texts in these areas. Students will benefit by sharing their observations, finding counterexamples and raising criticism tied to the specific readings

ENG 565 – Second Language Morphosyntax

Instructor: Kleantes Grohmann

This course reviews some of the key concepts and findings from research on the acquisition of the grammar—morphology and syntax—of a second language (L2), that is, the study of second language acquisition (SLA). The study of L2 grammatical development proceeds from a core assumption shared by nearly all formal acquisitionists that an understanding of exactly what is to be acquired and how it is mentally represented is necessary in order to understand how it could come to be acquired. For this reason, most researchers who study L2 grammatical development in depth rely at least to some extent on highly articulated theoretical models of language form and its relation to meaning. This means that along the way, we will consider the architecture of the grammar, the Principles and Parameters framework, basic notions of first language acquisition and some advanced topics on the interfaces and processing along the way. The theoretical framework will help students appreciate the linguistic basis for much of the work done in L2 morphosyntax over the past three decades.

Required textbook (essential for the course):

Slabakova, Roumyana. 2016. *Second Language Acquisition*. Oxford: Oxford University Press.

ENG 568 – Issues in English Phonology

Instructor: Spyros Armostis

The aim of this course is to provide students with a deeper understanding of concepts relating to phonological description and analysis in the context of current phonological analyses of English varieties. Through readings and problem solving, the students will be introduced to the major research questions, findings, and analytical techniques. English phonology will be examined at the segmental level (phonemic contrasts and processes), but also at the supra-segmental level (phonological organisation of segments into syllables, feet, words, and

phrases) and at the sub-segmental level (feature geometry). In addition, the interfaces of phonology with morphology, syntax, and the lexicon will be examined. Themes that will be covered include the following: English syllable structure and syllabification, syllable weight, English word stress and rhythmical organisation, rule ordering, rules vs. constraints, and variation in English varieties. By the end of the course, students will develop the ability to apply their knowledge of phonology to analyse the various native pronunciations of English as well as English pronunciations of ESL/EFL learners.

ENG 583 – Terminology for Translation

Instructor: Olga Kanelli

This course will explore the close relationship among terminology, translation and knowledge transfer. The aim will be to highlight the importance of terminology in many aspects of modern life. We will discuss basic terminology issues, analyze differences between lexicography and terminology and learn to organize terminological work in the course of a translation process. The ability to identify solutions to translation problems will be intensified as well as the skill to evaluate existing terminological sources for specific purposes.

ENG 596 – Translating Scientific and Medical Texts

Instructor: Olga Kanelli

Scientific and medical translation demands not simply for a literal translation but for an accurate and reliable translation. In this course, we will focus on the nature and style of special languages in specialized texts. Emphasis will be given on the acquisition of specialized knowledge, both linguistic and extra-linguistic, and the delivery of professional documents in real-market conditions. By the end of this course, students will be expected to be able to evaluate existing sources for specific purposes and to deliver specialized translations in a professional manner. Knowledge of both Greek and English is necessary.

ENG 598 – Legal and Economic Translation

Instructor: Olga Kanelli

This course aims to acquaint students with issues involved in translating legal and economic texts. We will examine basic legal and economics texts (SL & TL) and focus on integrating textual, thematic, strategic, sociolinguistic and technological skills with strategies which can be applied to legal and economic translation areas. Emphasis is placed on the development of the translation techniques required to resolve translation difficulties, including terminology research, quality assessment and the selection and management of reliable information resources. Excellent knowledge of both Greek and English is indispensable.