



ELECTIVE COURSES OFFERED IN THE SPRING SEMESTER OF 2020-21

ENG 517 – CONCEPTS OF EUROPE IN CONTEMPORARY FICTION

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 518 – THE FORMATION OF MODERN EUROPEAN IDENTITY

Instructor: Tziovanis Georgakis

This course examines the possibility for the formation of a modern European identity, which is specifically interpreted as a cluster of distinct and persisting ideas that not only have a European origin but also determine modern European thinking as such. In particular, students in the course will investigate and eventually question the conceptualization and reification process of the following notions: geography, history, cosmopolitanism, rationalism, the West, Western humanism, ontology and metaphysics, the polis and the political, response and responsibility, Self and Other, democracy and communism, clarity and ambiguity, conformism and revolution. With a direct view of the civilizing dimension of European philosophy, deeply rooted in the movement of European Enlightenment, the course considers the advent of the profound designation called European philosophy and the way this identification conceals and alters not only the conditions of its own emergence but also the effects of its own unfolding. In-class discussions will focus on philosophical texts by Immanuel Kant, Friedrich Nietzsche, Martin Heidegger, Jacques Derrida, Karl Marx, and

Alain Badiou which will be discussed in relation with works of fiction by Montesquieu, Julia Kristeva, and China Miéville and the film *V for Vendetta*.

ENG 520 – LITERATURE AND THE CARE FOR THE SELF

Instructor: Anastasia Nikolopoulou

The Stoic tradition in the Nuclear Age

The course will explore how philosophical writings of the Stoic tradition have influenced filmmakers and theatre playwrights in the way they represent the threat of nuclear holocaust. Drawing upon Montaigne's essays and Roman philosophy, we will explore how themes such as self-knowledge, ignorance, and courage are interwoven with popular representations of nuclear technology as threatening the survival of humankind.

Following the bombing of Hiroshima and Nagasaki in 1945, the fear of an impending nuclear war between Russia and the United States gave rise to black comedy, such as Kubrick's *Dr. Strangelove* (1964) and dramas such as the *Fail Safe* (1964). In the 1980s, environmentalists raised the alarm over nuclear accidents with *China Syndrome*. In the 1990s, faulty computers were blamed for starting a nuclear war in *War Games* (1983). Finally, in Michael Frayn's play *Copenhagen* (1998), and Heinar Kipphardt's play *In the Matter of J. Robert Oppenheimer* (1964), leading nuclear scientists such as Niels Bohr, Werner Heisenberg, and Robert Oppenheimer engage the audiences in Stoic dialogues about the need to recognize the limitations of human understanding and scientific and technological knowledge.

A study of these films and plays from the perspective of the Stoic tradition will enable us to see how, despite the continuing threat of nuclear war among world powers (e.g, USA, Russia, China, India, Pakistan, Israel, North Korea) the Stoic principle of realizing the limits of human understanding so as to lead a "happy and free life" (Montaigne) was and remains strong in popular culture.

In addition to the films and plays listed above, readings will include Montaigne's essays "Of Experience" and "Of the Inconsistency of our Actions," Seneca's essay "On Anger" and excerpts from Sarah Bakewell's *How to Live. A Life of Montaigne*.

ENG 521 – CONTEMPORARY ANTIGONES: INTERFACES BETWEEN THEATRE AND THEORIA

Instructor: Maria Margaroni

This course focuses on the contemporary fascination with the Sophoclean figure of Antigone. It sets out to investigate some of the new theoretical, cultural and theatrical contexts that have reinvested her act of defiance and her fidelity to what (on different occasions) is seen as an unwritten ethical law; a politics of civil disobedience; an impossible, death-driven desire; or the memory of a long-lost intimacy. The first part of the course examines key feminist re-readings of *Antigone* that are (more or less) critical responses to two seminal interpretations of the play, namely G. W. F. Hegel's in *The Phenomenology of Mind* and Jacques Lacan's in *The Ethics of Psychoanalysis*. The second part of the course

turns to contemporary rewritings and re-stagings of *Antigone*, taking as its starting point two theatrical interpretations of the play which have come down to us as authoritative: i.e. Jean Anouilh's 1944 production of *Antigone* in Nazi-occupied France and Bertolt Brecht's 1948 pacifist adaptation of the Sophoclean play. Given the constraints of a 13-week course, class-discussion will inevitably focus on selected cultural and theatrical recontextualizations of *Antigone*, though students will be encouraged to look up and consult additional sources.

ENG 529 – BLACK FEMINISM

Instructor: Evi Haggipavlu

This course focuses on Black Feminist thought and examines the meaning(s) of Black Feminism, its main tenets, as well as its history. Our objective will be to thoughtfully engage with the works of scholars, writers, activists and artists whose collective wisdom, passion, insightful analyses, sheer talent and committed work gave rise to a movement with a global reach that has radically changed the ways in which we understand Feminist History, Ethics, Politics, Theory, Criticism and Activism. Our ultimate aim will be to hear the many voices of Black Feminism in the 20th century, and allow their transformative energy to change us.

ENG 531 – SEMINAR IN ECOCITICISM AND ECOPOETICS

Instructor: Evy 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 course is comparative, multidisciplinary and intermedial in its approach to the so-called Anthropocene.

ENG 533 – ENGLISH LITERATURE AND CULTURE AT THE FIN-DE-SIÈCLE

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. Finally, 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.”

ENG 547 – THE GRAMMAR AND ACQUISITION OF HERITAGE LANGUAGES

Instructor: Natalia Pavlou

During the course of our lives, we meet speakers whose multilingual background is defined by a number of different factors: ethnicity, the place where they grew up and their parents' language. Some of them are exposed to a certain language in their childhood, but then switched to another language, the dominant language of their society, later in their childhood. Multilingual contexts can often be closely defined in theory, but always rely on substantial or subtle differences in the acquisition path characterizing a person's linguistic development. This path has direct consequences in the creation of linguistic variation in the grammar of speakers with different levels of competence in various grammatical phenomena compared to other speakers in the community. Heritage speakers constitute a unique testbed for issues in acquisition, change and transfer within linguistic theory since they do not seem to exhibit native-like mastery of their first language in adulthood. In this class, we will examine the existent literature on the specifics of this attainment trajectory of these speakers, which can be characterized anything but clear.

ENG 552 – TOPICS IN DP SYNTAX

Instructor: Mohammed Shormani

This course is comparative in nature, studying the Determiner Phrase or DP and drawing on several typologically different languages including English, Arabic, Hebrew, Greek, etc. It also involves some articleless languages such as Russian, Bengali, Hindi, etc. The study of DP

syntax has received much research and investigation in linguistic inquiry, and thus several and various approaches have emerged. In this course, we will explore these approaches with data from across languages, examining the development the DP syntax has undergone, beginning with the DP-Hypothesis and ending in phase approaches. Students will thus be introduced to the key concepts and notions of syntactic theorization concerning DP syntax, focusing on (in)definiteness, (in)definiteness spreading, nominal Construct States, Free States, adjectival constructs, agreement inside DP, N-to-D movement, N-to-Spec movement, etc., and advanced issues such as relativization, nominal and clausal parallelism, vocativization in DP and DPs as phases. The course builds heavily on hands-on discussion and argumentation in class.

ENG 558 – LANGUAGE ASSESSMENT: PRINCIPLES AND CLASSROOM PRACTICES

Instructor: Constantina Fotiou

The course focuses on the principles and practical aspects of language assessment as well as the current developments in the study of this field. From a theoretical point of view, the course examines the fundamental principles, various types, and value of language assessment. From a practical point of view, the course explores how grammar, lexis, and the four language skills—speaking, listening, writing, and speaking—can be assessed, before it examines and evaluates alternative forms of assessment (e.g., portfolios, peer and self-assessment, and teacher observation). Further, attention is given to good practices of assessing students with Specific Learning Differences (SpLDs). Finally, the course discusses the washback effect on both teaching and learning.

The course will use a variety of instructional formats: lectures, group discussions, student presentations, and hands-on tasks which will be completed in class and at home.

ENG 560 – TOPICS IN SECOND LANGUAGE ACQUISITION

Instructor: Sviatlana Karpava

The focus of this course is on second language acquisition (SLA). It aims to familiarize students with the main theories of SLA from multiple theoretical perspectives and the very latest developments in SLA research in recent years. The students will be introduced to formalist, functionalist and emergentist models of language; generative, psycholinguistic, cognitive, functional, sociocultural and sociolinguistic perspectives of SLA. They will learn more about cross-linguistic interference, cognitive processes involved in SLA, psycholinguistic and neurocognitive underpinnings of language processing; different language acquisition contexts and conditions, child and adult L2 acquisition, heritage language acquisition and language attrition; acquisition of L2 morpho-syntax, phonology, lexicon, semantics and pragmatics. The students will be acquainted with the key issues, problems and solutions involved in conducting research on SLA. A wide range of topics is going to be covered; such as research design, methods and techniques, issues related to data collection and analysis. Students will also be able to design and conduct their own research project.

ENG 570 – SECONDARY TERM FORMATION IN GREEK

Instructor: George Floros

While primary term formation concerns the first coining of terms for new concepts (objects or notions), secondary term formation focuses on the particularities of coining designations for already existing terms in other languages. Secondary term formation is an equally important process to primary term formation within the study of terminology, as it aims at aligning terminology across languages and making knowledge accessible to local contexts, and thus global, to the benefit of not only the international scientific community, but also to scientific communication and language itself. Secondary term formation is particularly important for contexts of lesser-spoken languages, such as Greek, given that scientific and technological advances mainly happen in contexts of wider-spoken, global languages such as English.

In this framework, specific issues arise, which need special attention on the part of individuals and institutions that create already existing terms in other languages. Such issues include, but are not limited to, the linguistic and terminological principles of term creation (primary or secondary), sociological aspects such as term variation, acceptance, accessibility of terms, and language variation and varieties, as well as issues regarding the interplay between terminology and translation. At the end of the course students will have gained a thorough idea of the variety of terminological and linguistic issues involved (especially) in secondary term creation, and of the most important approaches to the sociological concerns arising, particularly for the Greek-speaking context. They will also have acquired the skills to carry out the task of secondary term formation by following concrete examples from a variety of conceptual fields.

ENG 573 – STYLE IN TRANSLATION

Instructor: Vasso Giannakopoulou

This course will explore the notion of style, and particularly literary style, and will attempt to investigate how stylistic features may be dealt with when crossing linguistic and cultural boundaries in translation. Special attention will be given to genre, figurative language, rhetorical devices, register, dialect, wordplay, and humor. During the semester, students will be offered introductory theoretical texts on the various features of literary style, as well as possible approaches to deal with style in translation and then, through a hands-on approach, they will attempt to apply those approaches in the translation of literary texts from different times, places, genres, schools, and writers. Excellent knowledge of both Greek and English is necessary. By the end of the course, students will be expected to be able to analyze literary texts stylistically and to opt for techniques to deal with stylistic devices in translation.

ENG 577 – TEXT EDITING FOR TRANSLATION

Instructor: Konstantinos Kritsis

Hard as they might try to avoid them, translators, as all writers, cannot but make mistakes; often big ones. Editing and revising are activities resting on carefully reading a written work and checking not only its linguistic correctness, but also the suitability of its style for its prospective recipients. Through activities and exercises based on national and international revision/editing standards, the course will seek to familiarise students with the role and practices of editing and, revising in translation and/or original writings and improve their ability to check and amend original and translated written works.

ENG 597 – HYBRID TEXTS AND TRANSLATION

Instructor: Konstantinos Kritsis

Within Translation Studies, the notion of hybridity has been discussed in terms of three main contexts: a) linguistic phenomena (e.g. code-switching, creolization, heteroglossia), b) the “in-between” or “Third” space that results from a translation process where source and target culture meet, and, finally, c) the dynamic mixing of discourse types. Building on its perception as more than a conglomerate of differences within a single semiotic space, the course will accordingly use hybridity as a unique conceptual framework for revisiting the communicative intentions of specific text types as well as exploring the ways in which authorial and/or translatorial decisions (may) affect the rhetorical purpose(s) served by hybrid texts.