

ENG 521 World Poetry – Spring 2016

Class: Tuesday and Friday 3.00-4.30. Office Hours: Tuesday and Friday 1.00-3.00.

Seminar leader: Professor Stephanos Stephanides

This is a teacher-led research course in which students will be approaching methodologies of critical inquiry into poetry, beginning with questioning the terms used in the title of the course itself. The course will be taught as a seminar/workshop exploring issues of poetics, *theoria*, and *praxis* drawing on different disciplines e.g. philosophy, history, anthropology, and linguistics. The formation of world literature involves a process of transfer across time and space. How do poems travel in the world and what are the processes of production, circulation, and reception diachronically and synchronically? To answer this question, further questions will be raised about different levels and functions of language (vernacular, national, cosmopolitan, mythical, and spiritual) and how these relate to aesthetics and ideology, and the notion of literary capital in world literature. Through a practical criticism approach, students will be asked to engage in their own process of critical inquiry and research by raising pertinent questions, seeking answers using a variety of sources, and writing a final essay. Evaluation will be based on the process of inquiry as well as the final product. Each seminar will focus on close discussion of a poem or a comparison of poems. Poems will include the following authors: Sappho, Catullus, Kalidas, Callimachus, Ibn Arabi, Li Bai, Hafez, Petrarch, Shakespeare, Basho, Baudelaire, Cavafy, Montale, Pessoa, Ezra Pound, Derek Walcott. Poems will be explored in relation to the original language regardless of whether these are known, partially known, or unknown to the student so as to consider issues of cross-cultural and linguistic transfer in world literature and the epistemological and hermeneutic issues that the processes of mediation involve.

Knowledge, skills and competences students will develop in the course:

1. Knowledge and understanding of a range of critical and methodological approaches to texts, with a special focus on poetic texts, in a range of social, cultural, historical, and interdisciplinary contexts;
2. Skills to identify and evaluate relevant primary and secondary sources of information and to use them properly in the process of developing knowledge and interpretation;
3. Competence and ability to communicate ideas with a view to contributing to the development of knowledge in accordance with professional standards of academic writing and engagement in academic discourse in English;
4. Ability to be critical and self-reflective independent learners, who demonstrate autonomy and responsibility in the delivery of work.