

Elective Course Descriptions

Spring Semester 2024

ENG 500

Introduction to Feminist Theory

Maria Margaroni

The aim of this course is to offer students the basic theoretical background required for the comprehension and analysis of issues relating to the wider fields of Feminism and Gender Studies. Given the multiplicity of methodologies and perspectives, the course is not designed to be comprehensive and will not cover systematically the history of women's movements. It will investigate, instead, key issues and debates in Feminist, Gender and Queer Theory. Through the study of selected texts (both classical and more recent contributions to feminist thought), the students will have the opportunity to discuss the major concerns and intellectual developments in the areas that constitute the primary focus of this course. They will also be encouraged to compare and evaluate different theoretical approaches by bringing them into dialogue and by considering each in light of specific literary texts or films.

ENG 501

Writing Coercive Confinement in Ireland

James Little

Modern Ireland has historically had high rates of coercive confinement (see O'Sullivan and O'Donnell 6–9). Reacting to this phenomenon, and drawing on a long tradition of writing about imprisonment, modern Irish writers have portrayed a wide range of carceral institutions in 20th- and 21st-century literature. This course analyses writing that deals with Ireland's history of coercive confinement – in prisons, asylums, mother-and-baby homes, Magdalene laundries, industrial schools, psychiatric hospitals and centres of direct provision. As well as engaging audiences' imaginations about these confined spaces, Irish literature has been seen as an “early-warning system” against instances of institutional abuse (Kiberd). Featuring authors who write about their own experiences of incarceration as well as those who represent coercive confinement from without, the course aims to give you a better understanding of the relationship between Irish literature and its carceral contexts. By the end of this course, you will have:

- an increased knowledge of how Irish culture has responded to the island's history of incarceration,
- a better understanding of how carceral institutions are represented across different literary forms (prose, poetry, theatre),
- discussed the ethical and aesthetic choices made by writers when representing coercive confinement,
- presented your scholarship in class, written a short, mid-term response paper and composed an extended essay on set reading of your choice.

ENG 505

Self, Truth & Language in Modern Autobiographical Texts (18th–19th century)

Evy Varsamopoulou

This course will investigate three major themes that are also pivotal generic features of modern autobiographical writing: self, truth, and language. The primary texts studied are autobiographical narratives by Jean-Jacques Rousseau, Thomas de

Quincey, Mary Prince, Frederick Douglass, Harriet Martineau and Oscar Wilde. We will first read (a section of) Rousseau's *Confessions*, a foundational text for modern (European) autobiography that foregrounds the aims and problems of the representation of the self in a literary/philosophical narrative. The course will consider the intervention an autobiography stages in the public sphere by raising questions of personal and social justice and offering the possibility for individuals to demand the attention and fair judgement of civil society. Other issues will include reading practices and the ethics of intimacy; concepts of identity, subjectivity, and representation; emotional truth versus factual truth; childhood; 'race', gender, class, and sexual orientation; trauma and confession; authority and authorship; self and community, legal and political issues and conditions of publication.

ENG 511

Postmodernism and the Aesthetic

Tziouanis Georgakis

In this course, we embark on a deep exploration of Western aesthetics, examining its intricate entanglement with postmodern theory and literature. The course aims to unravel how postmodernism reinterprets and challenges traditional conceptions of art, beauty, and subjective experience. We delve into the philosophical inquiries surrounding the nature of art and artwork, dissecting the experiences of pleasure and displeasure, and the cultivation of taste within aesthetic realms. Central to our discussions will be the re-examination and appropriation of these themes by postmodern thinkers and artists, bringing a fresh perspective to classical aesthetic questions. The course will critically engage with the aesthetic condition of the subject and subjectivity, exploring how postmodern thought reshapes our understanding of these concepts. We will analyze and discuss theoretical texts by seminal thinkers such as Immanuel Kant, Jean-François Lyotard, Ihab Hassan, Jacques Derrida, Paul Virilio, Jacques Lacan, and Julia Kristeva. Their insights will provide a foundational framework for our exploration of aesthetic philosophy in the postmodern context. Complementing our theoretical discussions, we will juxtapose these philosophical perspectives with practical analyses of artistic works. This includes fiction by Italo Calvino, drama by Jean Genet, and cinema by Andrei Tarkovsky. By engaging with these diverse mediums, students will develop a comprehensive understanding of how postmodernism influences and transforms the artistic expression and appreciation of aesthetics. The interdisciplinary nature of this course is designed to cultivate critical thinking and analytical skills. Students will learn to navigate and interpret the complex interplay between theoretical concepts and artistic expressions, enhancing their ability to engage with and critique the multifaceted nature of postmodern aesthetics. Through this exploration, the course aims to foster a nuanced understanding of the transformative impact of postmodern thought on Western aesthetics, encouraging students to critically analyze and appreciate the evolving landscape of art and beauty in contemporary society.

ENG 524

Science Fiction and Philosophy

Tziouanis Georgakis

This course delves into the intricate genre of science fiction, not merely as a form of literary escapism but as a critical medium that bridges and questions the ontological divide between humanity and technology. We will explore science fiction as a unique lens through which the often ambiguous and contradictory boundaries between human beings and technological entities are both delineated and blurred, revealing a complex interplay of organisms and mechanisms. Central to our inquiry will be themes such as computing and artificial intelligence, ontogenesis (the origin and development of an organism), the concept of technical mentality, and the philosophical notion of positionality (Gestell) in relation to technology. We will also examine the intersections of machines and machination with biological, sexual, and political identities, delving into notions of identity formation and transgression. The course offers a rich tapestry of theoretical insights, drawing upon seminal works by philosophers and theorists like Alan Turing, Martin Heidegger, Gilbert Simondon, Bernard Stiegler, and François Laruelle. These theoretical perspectives will be juxtaposed with an array of science fiction literature and cinema, featuring works by Stanislaw Lem, H.P. Lovecraft, Ridley Scott, and William Gibson. Through this interdisciplinary approach, we aim to foster a deep and nuanced understanding of science fiction not only as a narrative form but also as a critical tool for philosophical inquiry and technological critique. Engaging with these texts and ideas, students will develop a sophisticated

comprehension of the dynamic interplay between fiction and reality and the profound philosophical questions emerging at the nexus of human existence and technological advancement.

ENG 535

Seminar in American Studies I

Antonis Balasopoulos

For long, American literary history has been shaped by an emphasis on the newness, uniqueness and autonomy of American cultural experience. It was in this context that American literature was understood as both the product and the means of a pursuit of multiple kinds of metaphorical "emancipation": from prior literary models, influences and conventions, from the historical constraints of the past, from the religious oppression and social inequity plaguing the "Old World." More recently, writers and critics have attempted to interrogate these premises on a variety of levels. For one, they have reminded us that for all its emphasis on the spirit of a democratic ethos, traditional literary history has tended to downplay the haunting presence of social groups that have remained excluded from the emancipatory promise of universal human and political rights. In this respect, the historical experience and literary representation of black slavery, Native American dispossession and female disenfranchisement have become central means of understanding the implications and limits of the conventional tendency to found "freedom" upon the premises of individualistic autonomy and self-sufficiency. The aim of this course is to build upon such recent critical insights in order to explore late 18th and 19th century writing as the expression of complex, interrelated and uneven relations among individual and collective subjects. In the process of examining literary and cultural texts, we will be asking a series of questions; what varieties of unfreedom does the broader literary legacy of these two centuries render visible? Are freedom and unfreedom strictly antithetical terms, or are they in some ways complementary and interdependent? Is individualism an adequate synonym for human emancipation? Do freedom and unfreedom have a universal and generalizable meaning, irrespectively of the racial, gender or class positions of different subjects? Is every call against *unfreedom* an expression of a compatible system of political values? Are literary representations of freedom and unfreedom always compatible with "objective" historical circumstances? And, last but not least, what is the place of writing, literacy and literature within the context of a pursuit of emancipation? Under this set of questions, the course aims to bring into dialogue and contestation a series of voices that have all-too-often been treated as separate, and to argue for a model of American literary history beyond both monolithic homogeneity and irredeemable fragmentation.

ENG 540

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ENG 543

Multilingualism

Sviatlana Karpava

The focus of this course is on multilingualism and third language acquisition. It aims to familiarize students with the key concepts and emerging research topics in multilingualism: neurological and psychological aspects of L3/Ln acquisition, its relevance to L1 and L2 and heritage language acquisition, cross-linguistic interference and attrition; language use, knowledge, comprehension and production associated with memory, cognition and emotion. The students will be introduced to cognitive, sociolinguistic and educational theoretical approaches to multilingualism, acquisition, processing and transfer in multilingual lexicon, phonology and morpho-syntax. They will learn more about multilingual's repertoires and dominant language constellations, code-mixing, code-switching and communication accommodation; societal multilingualism and its effects, language contact, maintenance and endangerment. Global perspectives and challenges of multilingualism will be discussed during the lectures and seminars as well as its close connection with the media, education, literacy and the law. The students will be acquainted with the basic issues, problems and solutions involved in conducting research on third

language acquisition. A wide range of topics is going to be covered; such as research design, issues related to data collection and analysis. Students will also be able to design and conduct their own research project.

ENG 566

Issues in Bilingualism

Kleanthes Grohmann

From theoretical linguistics to bilingualism might be an appropriate sub-title for this course, which will take us straight into the more biologically oriented area of cognitive science with a fair bit of philosophy of language, Cartesian philosophy and the mind/brain distinction, and the like all the way up to the 21st century reappraisals of Darwin's evolutionary theory, evo-devo, and genetics—and in the midst of it all: language/grammar and generative approaches to it. The true focus of the course is thus an introduction to the challenge posed by interdisciplinarity: How can findings of theoretical linguistics be integrated with the rest of cognitive science—and indeed with biology, or the natural sciences at large? This course addresses all areas of language analysis with a focus on experimental research in the areas of developmental and clinical language study (psycho- and neurolinguistics).

ENG 570

Secondary Term Formation in Greek

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 575

Theatre Translation

Vasso Giannakopoulou

This course constitutes an introduction to the translation of dramatic texts. Although translation has been an indispensable part for the staging of plays across languages and cultures as early as classical Rome, the theoretical study of Theatre Translation has had a belated appearance in the 1980s. Recently, though, it has been attracting strong attention and vigorous debates. The aim of this course is to introduce basic theoretical approaches to the translation of dramatic texts for the page or the stage, as well as translation strategies and techniques to deal with particular aspects of drama translation, both through theoretical texts and through hands-on translation practice of plays from various genres, periods, and traditions.

ENG 584

Persuasion in Translation

Konstantinos Kritsis

Seeking mainly to provide their readers with information, non-fiction writings are conventionally characterised by clarity, simplicity, and directness. This is not to say, however, that they always bring forward balanced and informed arguments. By exploring the challenges of transferring between English and Greek information contained in texts within the areas of journalism, politics, marketing/advertising, and business, it is the aim of this course to straddle theory and practice in a) illustrating key discursive organisation and persuasive strategies used in writings whose aim is to alter the behaviour of their recipients and b) uncovering the way(s) in which translators may present information when attempting to elicit similar/equivalent response(s) in their implied TL addressees.

ENG 589

Translating War

Konstantinos Kritsis

With the exception of civil wars, the requirement for translation is inherent in warfare. Whether preparing for conflict, engaging with (non-)combatants or managing the transition to peace, every stage of warfare depends on the gathering and exchange of information that is intelligible to those who need to understand it. By exploring the challenges of transferring between English and Greek information contained in a variety of primary sources produced for different purposes prior, during, and after war(s), it is the aim of this course to straddle theory and practice in illustrating the role of translation/–ors in shaping the representation of different aspects of (armed) conflict while facilitating and safeguarding the passage of its experience to memory.