

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF PHILOSOPHY		
DEPARTMENT	DEPARTMENT OF PHILOLOGY		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	MNEF067	SEMESTER	
COURSE TITLE	The Enduring Legacy of Longinus in the 18th and 19th Centuries		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures of the instructor and oral presentations of the students		3	15
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific discipline		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in Greek)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The overall aim of this course is to familiarize students with the European response to Longinus' *On the Sublime* from the 18th to the 20th centuries. More specifically, upon completion of the course, students will be able to:

- To be familiar with the transformation of the concept of the sublime from a rhetorical term associated with writing style to a quality of aesthetics.
- To be able to analyze the concept of the sublime in literature.
- To understand how the sublime inspired Greek authors and shaped their poetic innovations.
- To be familiar with and utilize relevant literature.

Students should also be able to write a research paper on a topic related to the issues described

above.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking

Production of new research ideas

Working independently

Production of free, creative and inductive thinking Criticism and self-criticism

Respect for difference and multiculturalism

(3) SYLLABUS

The first part of the course will consist of lectures by the instructor covering the following topics:

The evolution of the sublime: theoretical trajectories and transformations: Longinos, N. Boileau, J. Dennis, J. Addison, R. Lowth, G. Vico

Sublime: literary essays and studies [A. Pope, H. Blair (Ossian), V. Alfieri, A. Kalvos, D. Solomos, G. Seferis]

In the second part of the course, each student will orally present a paper on the specific topic chosen by herself/himself.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In Class	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> Class notes, announcements & communication via ClassWeb Communication via email 	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>	Activity	Semester workload
	Lectures of the instructor and oral presentations of the students	39
	Preparation for oral presentation	50
	Final written essay	286
	Total (25 working hours per credit)	375

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	
<p>STUDENT PERFORMANCE EVALUATION</p> <p>Description of the evaluation procedure</p> <p>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>1. Oral presentation in class (20%)</p> <p>2. Final written essay (60%)</p> <p>3. Participation in seminar discussion (20%)</p>

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

ABRAMS M. H., *Ο καθρέφτης και το φως*, Κριτική, μτφρ. Άρης Μπερλής, 2001.

ASHFIELD ANDREW & PETER DE BOLLA (επιμ.), *The Sublime. A Reader in British Eighteenth-Century Aesthetic Theory*, Cambridge University Press, 1996.

AUERBACH ERICH, *Ο Τζανμπατίστα Βίκο και η ιδέα της φιλολογίας. Φιλολογία της παγκόσμιας λογοτεχνίας*, μτφρ. Γ. Ανδρουλιδάκης, Κ. Σπαθαράκης, επιμ. Δ. Καψάλης, ΜΙΕΤ, 2016.

AUERBACH ERICH, «Vico and Aesthetic Historism», *Journal of Aesthetics and Art Criticism*, 8: 2 (1949) 110-118.

BLAIR HUGH, «A Critical Dissertation on the Poems of Ossian», H. Gaskill (επιμ.), *The Poems of Ossian*, Edinburgh University Press, 1996, 345-408.

ΓΙΩΤΗ ΑΓΓΕΛΑ, *Ο Κάλβος στα ίχνη του «Λογγίνου»: ένας άνθρωπος των γραμμάτων στην Ευρώπη του 19ου αι.*, Αθήνα, Αντίποδες, 2019.

ΓΙΩΤΗ ΑΓΓΕΛΑ, «Περί βάθους ή στους αντίποδες του ύψους. Αλεξάντερ Πόουπ: ένας αναγνώστης του Λογγίνου στην Αγγλία του 18ου αι.», επίμετρο στο Αλεξάντερ Πόουπ, *Περί βάθους. Μια πραγματεία του Μαρτίνους Σκρίμπλερους για την τέχνη της βύθισης στην ποίηση*, μτφρ. Θ. Δρίτσας & Κ. Σπαθαράκης, Αθήνα, Αντίποδες, 2015, 105-156.

DORAN ROBERT, *The theory of the sublime from Longinus to Kant*, University of Rochester, 2015.

FUHRMANN MANFRED, *Αρχαία Λογοτεχνική Θεωρία. Εισαγωγή στον Αριστοτέλη, τον Οράτιο και τον «Λογγίνο»*, μτφρ. Μαρία Καίσαρ, επιμ. Δανιήλ Ι. Ιακώβ, Αθήνα, Εκδόσεις Παπαδήμα, 2007.

ΚΑΛΤΑΜΠΙΑΝΟΣ ΝΙΚΟΣ, Η στιγμή του αποκαλυπτικού υψίστου στον "Κρητικό" του Σολωμού, *Λόγον Χάριν*, 1 (1990) 95-126.

ΚΑΛΟΣΓΟΥΡΟΣ Γ., «Πρόλογος», στο Αλφιέρι Β., *Σαούλ*, Αθήνα 1921, 95-174.

LAMB JONATHAN, «The sublime», H. B. Nisbet & Claude Rawson (επιμ.), *The Cambridge History of Literary Criticism*, τ. 4: The Eighteenth Century, Cambridge University Press, 2005, 394-416.

ΛΟΓΓΙΝΟΣ ΔΙΟΝΥΣΙΟΣ, *Περί ύψους*, ερμηνευτική έκδοση Μ. Ζ. Κοπιδάκης, Ηράκλειο 1990.

MANNING SUSAN, «Literature and philosophy», H. B. Nisbet & Claude Rawson (επιμ.), ό.π., 587-613.

MONK SAMUEL HOLT, *The sublime: A study of critical theories in XVIII-century England*, Νέα Υόρκη, 1935.

MORRIS DAVID, *The Religious Sublime: Christian Poetry and Critical Tradition in 18th-century England*, University Press of Kentucky, 1972.

PHILLIPS ADAM, «Introduction», *A Philosophical Enquiry into the Origin of our Ideas of the Sublime and Beautiful*, Oxford University Press, 1990, ix-xxiii.

ΠΟΛΥΛΑΣ ΙΑΚΩΒΟΣ, «Προοίμιον στην μετάφρασην του Αμλέτου», Πολυλάς, *Άπαντα*, επιμ. Γ. Βαλέτας, Αθήνα, 1950, 205-246.

ΠΟΛΥΧΡΟΝΑΚΗΣ Δ. «Η μεταφραστική ηθική του Ιάκωβου Πολυλά», στο *Αμλέτος. Τραγωδία Σαικσπέιρου*, έμμετρος μετάφρασις Ι. Πολυλά, Ιδεόγραμμα, 2000, 11-61.

ΣΟΛΩΜΟΣ ΔΙΟΝΥΣΙΟΣ, *Στοχασμοί*, μτφρ. Στυλιανός Αλεξίου, επιμ. Massimo Peri & Κώστας Ανδρουλιδάκης, Αθήνα, Στιγμή, 1999.

VICO GIAMBATTISTA, «Discovery of the true Homer», *New Science*, μτφρ. D. Marsh, Penguin, 2001, 355-392.