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Nota di contenuto	Frontmatter -- Contents -- I. Introduction -- 1. Poetics as Field of Knowledge -- 2. Text Types and Periods -- 3. Methodology -- II. Aesthetics and Academic Poetics in Germany -- 1. Eclectic Poetics: Popular Philosophy (1770 - 1790) -- 2. Transcendental Poetics and Beyond: Immanuel Kant's Critical Successors (1790 - 1800) -- 3. Historical and Genetic Poetics: Johann Justus Herwig (1774), August Wilhelm Schlegel (1801 - 1803/1809 -1811) and Johann Gottfried Herder's Heritage -- 4. Logos theological Poetics Beyond Friedrich Wilhelm Joseph Schelling: Friedrich Ast (1805), Joseph Loreye (1801/1802, 1820) and Johann Jakob Wagner (1839, 1840) -- 5. Post-Idealist Poetics -- 6. Pre-Empirical and Empirical Poetics since 1820 -- 7. Comprehensive Poetics -- 8. Poetics and "Geisteswissenschaft" -- 9. The Turn Towards Language: Theodor A. Meyer (1901) -- 10. Phenomenological and Ontological Poetics: Edmund Husserl and Roman In garden (1931) -- 11. Anthropology, Existentialism and Hermeneutics: the Influence of Søren Kierkegaard and Martin Heidegger -- 12. The After-Life of the 'Artwork of Language' ("Sprachkunstwerk")

-- 13. Poetics under the Fascist Regime -- 14. New Approaches in a Reproductive Era -- 15. Conclusion: Tendencies, Trends and Sunken Ideas -- Backmatter

Sommario/riassunto

Since the 1990's, following the end of postmodernism, literary theory has lost much of its dynamics. This book aims at revitalising literary theory exploring two of its historical bases: German poetics and aesthetics. Beginning in the 1770's and ending in the 1950's, the book examines nearly 200 years of this history, thereby providing the reader with a first history of poetics as well as with bibliographies of the subject. Particular attention is paid to the aesthetics and poetics of popular philosophy, of the Hegel-school, empirical and psychological tendencies in the field since the 1860's, the first steps towards a plurality of methods (1890-1930), theoretical confrontations during the Nazi-period as well as the rise of formalist and anthropological approaches from the 1930's onwards. All approaches are evaluated regarding their relevance for academia as well as for the general history of education. If possible, international references and contexts of the relevant theories are taken into account. In sum, the analysis not only shows how differentiated historical accounts in the field were but also reflects how current literary theory could move forward through the rediscovery of sunken ideas.
