

## **Phonotactics and morphonotactics or why consonant clusters matter.**

Phonotactics describes clusters of sounds which are allowed to occur in a given language. They occur in different positions, i.e. word initially, word medially or word finally. Morphonotactics studies ways in which morphological operations influence cluster composition. Phonotactic clusters are subject to phonological conditions and therefore occur within morphemes (or mono-morphemic words). Morphologically conditioned clusters arise across morpheme boundaries. Sometimes the same cluster may be both phonotactic and morphonotactic; others may be exclusively phonologically or morphologically conditioned.

In this lecture I will present a theoretical approach to (mor)phonotactics developed over the years by myself and colleagues. Examples will be drawn from English, Polish, German, and numerous other languages. The relevance of clusters in L1 acquisition, SLA, history of language and other areas will be discussed. The Phonotactic Calculator will be demonstrated.

Students will be encouraged to investigate the consonantal phonotactics of a language of their choice and adapt it for the calculator. Alternatively, they could find an interesting relationship between morphology and clusters in a selected language.

### **References**

- Dressler, Wolfgang U. and Katarzyna Dziubalska-Kołodziej. 2007. Proposing morphonotactics. *Rivista di Linguistica* 18.2 (2006), 249-266.
- Dressler, Wolfgang U., Dziubalska-Kołodziej, Katarzyna and Lina Pestal. Change and Variation w Morphonotactics. 2010. *Folia Linguistica* 31. 51-67.
- Dziubalska-Kołodziej, Katarzyna. 2014. Explaining phonotactics using NAD. Special Issue *Language Sciences* 46. 6-17.
- Dziubalska-Kołodziej, Katarzyna. 2015. Are frequent, early and easy clusters also unmarked? *Italian Journal of Linguistics* 27(1): 29-44.
- Dziubalska-Kołodziej, Katarzyna. In press. On the structure, survival and change of consonant clusters. *Folia Linguistica Historica*.
- Marecka, Marta and Katarzyna Dziubalska-Kołodziej. 2014. Evaluating the models of phonotactic constraints on the basis of the sC cluster acquisition data. Special Issue *Language Sciences* 46. 37-47.
- Zygorowicz Paulina and Katarzyna Dziubalska-Kołodziej, 2014. The Production of High-Frequency Clusters by Native and Non-Native Users of Polish. *Proceedings of the International Symposium on the Acquisition of Second Language Speech Concordia Working Papers in Applied Linguistics*. Vol. 5. COPAL, 130-144.
- Zygorowicz, Paulina, Paula Orzechowska, Michał Jankowski, Katarzyna Dziubalska-Kołodziej, Piotr Wierchoń, Dawid Pietrala. 2016. *Phonotactics and morphonotactics of Polish and English. Theory, description, tools and applications*. Poznań: Adam Mickiewicz University Press.
- Zygorowicz, Paulina and Dziubalska-Kołodziej, K. 2017. The dynamics of marked consonant clusters in Polish. In E. Babatsouli (ed.), *Proceedings of the International Symposium on Monolingual and Bilingual Speech 2017* (pp. 318-324). ISBN: 978-618-82351-1-3. URL: <http://ismbs.eu/publications-2017>

Prof. UAM, dr hab. Krystyna Drozdziak-Szelest

### ***Issues, options and challenges in (English) language education***

#### Course description:

“The field of language teaching is subject to rapid changes, both as the profession responds to new educational paradigms and trends and as institutions face new challenges as a result of changes in curriculum, national tests and student needs” (Richards and Farrell, 2005: vii).

Hence, the goal of the course is to provide a comprehensive overview of the field with a particular focus on key aspects related to/shaping the design and delivery of language teaching. It has to be emphasized that the approaches to teaching that are followed in different countries/parts of the world reflect contextual factors, current understanding of the nature of foreign/second language learning, educational trends and practices, as well as the principles the profession adheres to. In other words, their effectiveness can be considered only with relation to the teaching context and a variety of contextual factors which together have an impact on teachers' choices as far as ***language teaching objectives, content options***, as well as ***methodology options*** are concerned.

As it is impossible to find sure answers and easy solutions to what happens when teachers and learners meet in a language classroom, the course focuses on options that teachers/educators have available at their disposal to make their teaching so efficient that it would promote only genuine and successful learning experiences, bearing in mind that none of the teaching options in existence/available is pedagogically superior to or more effective than the others.

#### ***Topics to be discussed (examples):***

1. Language teaching/learning objectives – e.g. linguistic vs. communicative vs. intercultural competence.
2. Content options: the general language education syllabus vs. the language syllabus vs. the communicative syllabus vs. the cultural syllabus.
3. Teaching strategies options: the intralingua-crosslingual dimension, the analytic-experiential dimension, the explicit-implicit dimension.
4. The teacher and options in the classroom.

#### Assessment:

- by course work (preparation for class, participation in class discussions);

- one written assignment; topics/areas to be discussed/agreed upon during the first meeting (research paper review?; research proposal?)

Reading list:

- Carter, R. and Nunan, D. (eds). 2001. ***The Cambridge Guide to teaching English to speakers of other languages***. Cambridge: CUP.
- Cottrell, S. 2011. ***Critical thinking skills***. (2<sup>nd</sup> edition). London: Palgrave Macmillan.
- Drożdżał-Szelest, K. and Pawlak, M. (eds). 2013. ***Psycholinguistic and sociolinguistic perspectives on second language learning and teaching***. Heidelberg: Springer.
- Komorowska, H. (red.). 2011. ***Nauka języka obcego w perspektywie ucznia***. Warszawa: Oficyna Wydawnicza Łośgraf.
- Komorowska, H. (ed.). 2011. ***Issues in promoting multilingualism: teaching – learning – assessment***. Warsaw: Foundation for the Development of the Education System.
- Kumaravadivelu, B. 2006. ***Understanding language teaching***. London: Lawrence Erlbaum Associates, Publishers.
- Marton, W. 1988. ***Methods in English language teaching. Frameworks and options***. Hemel Hempstead: Prentice Hall International.
- McKay, S.L. 2002. ***Teaching English as an international language***. Oxford: OUP.
- Pawlak, M. (ed.) 2011. ***Extending the boundaries of research on second language learning and teaching***. Berlin: Springer.
- Pawlak, M. and Aronin, L. (eds) 2014. ***Essential topics in applied linguistics and multilingualism***. Berlin: Springer.
- Pawlak, M. and Mystkowska-Wiertelak, A. (eds) 2017. ***Challenges of second and foreign language education in the globalized world***. Berlin: Springer.
- Róg, T. 2017. ***Kreatywność w dydaktyce języków obcych***. Piła: Wydawnictwo PWSZ im. Stanisława Staszica w Pile.
- Stern, H.H. 1992. ***Issues and options in language teaching***. Oxford: OUP.
- Williams, M. and Burden, R.L. 1997. ***Psychology for language teachers***. Cambridge: CUP.

Articles from ELT and SLLT journals (to be updated upon request).

Dr hab. Marcin Krygier

**Against inaccuracy: A short history of English prescriptivism**

From the birth of civilisation humans had their own ideas about their language and how it should be used. While the currently dominant, observationist and descriptive approach is a product of the late 19th century, for hundreds of years language has been

treated as all social activities, to be shaped and moulded according to perceived principles of perfection, utility, superiority, or fairness. This lecture series will offer an overview of prescriptive tradition in the history of English from the earliest times till the present day.

Prof UAM dr hab. Paulina Ambroży

### ***Literature and Media: Interdisciplinary Methodologies***

#### General description

The value of multidisciplinary research has been recognized in all areas of research. The lecture is intended to address the increasingly multimedial nature of contemporary cultural production. The discussions and readings will center on interdisciplinary comparative approaches and include painterly, photographic, cinematic, musical as well as digital cultural forms and practices which impact contemporary literature, culture and artistic expression. The course's aim is to investigate the functions of diverse media in relation to literary representation. We shall look at the specificity of various forms of technical media, with a special focus on relationships between text, image, and sound. Students will be also introduced to the new critical methodologies facilitating our understanding of media's role and power in our culture and society. We will investigate the challenges that multimedia forms pose to existing models of literary analysis and learn to engage with critical debates in the field of intermedial studies. The aim is also to explore selected theories on hybridity, multimediality and transmediality. In the written assignment which forms the basis of the course grade, students will be expected to appropriate relevant theoretical positions and strategies for their own research.

Requirements: regular attendance, active participation in discussions based on assigned reading; a graded written assignment: an essay of approx. 6-10 pages, or, alternatively, a publishable journal article, using intermedial methodologies discussed in class (or other). The essay should be formatted according to the WA stylesheet or, in the article option, according to the format required by the target journal and uploaded on the Moodle site of the course by June 15, 2019.

1. Introduction: Syllabus and requirements. Theorizing the field: Major concepts and methodologies: Medium, Intermediality, Multimediality, Transmediality, Hypermediality

Suggested reading: Marshall McLuhan *Understanding Media* (Chapter 1 and 2: Medium is the Message; Media Hot and Cold)

Guy Debord "The Society of the Spectacle" (excerpts). In *The Visual Culture Reader*, edited by Nicolas Mirzoeff, Routledge, 2002. Pp. 142-144.

W. J. T. Mitchell "Showing Seeing: The Critique of Visual Culture". In *The Visual Culture Reader*, edited by Nicolas Mirzoeff, Routledge, 2002. pp. 87-101.

2. What do pictures want? Ekphrasis: General introduction and major ekphrastic theories.

Suggested theoretical reading: W. J. T. Mitchell "What do pictures want? From *What Do Pictures Want: The Lives and Loves of Images*, Chicago: University of Chicago Press, pp. 28-56.

3. Literature and document: Photography

Suggested reading: Susan Sontag *On Photography* Rosetta's Books, 2007, Chapter 1: In Plato's Cave, pp. 2-19, Roland Barthes *Camera Lucida* (excerpts, pp. 9-37, Chapters 1-16).

Literary text: Mark Nowak *Coal Mountain Elementary*

4. History, Trauma and the (In)Visible in the Graphic Novel

Suggested theoretical reading: Thierry Groensteen *The System of Comics* (exerpts)

Literary texts: Joe Sacco *Palestine* and Art Spiegelman's *Maus*.

5. Literature and Music: Musicalized Fictions

Suggested reading: Part I: The novel based on a musical genre: Jazz novels pp. 49-69. In: Petermann, Emily. *The Musical Novel: Imitation of Musical Structure, Performance, and Reception in Contemporary Fiction*. Rochester, New York: Camden House. 2014

Literary text: Michael Ondaatje's *Coming Through Slaughter* or Tony Morrison's *Jazz*

6. Cinema and philosophy: The rise of cinematic consciousness and Gilles Deleuze's transsemiotic theories

Suggested reading: Gilles Deleuze *Cinema 1: The Movement-Image*. Trans. Hugh Tomlinson and Barbara Habberjam, London and New York: Continuum, [1992] 2004 (excerpts; Chapter 1 and Chapter 4), and *Cinema 2: The Time-Image* Trans. Hugh Tomlinson and Robert Galeta, Minneapolis: University of Minnesota Press. 1989. (excerpts, Chapter 1; ).

7. Literature in the Digital Age Part I: The New Media: Hypertext Fiction and Insta Poetry

Literary text: Power Point Chapter from Jeniffer's Egan *A Visit from the Goon Squad*

<http://jenniferegan.com/excerpt/a-visit-from-the-goon-squad/>

Poetry: Rubi Kaur:

[https://www.instagram.com/rupikaur/?utm\\_source=ig\\_embed](https://www.instagram.com/rupikaur/?utm_source=ig_embed)

8. Literature in the Digital Age Part II: Digital Humanities, or Literature as Data

Suggested critical reading: Stephen Marche „Literature Is Not Data: Against Digital Humanities”, *Los Angeles Review of Books*, October 28, 2012,

<https://lareviewofbooks.org/article/literature-is-not-data-against-digital-humanities/#!>

Murray, Janet. "Restructuring Space, Time, Story and Text in Advanced Multimedia Environments." In *Sociomedia: Multimedia, Hypermedia and the Social Construction of Knowledge*. Cambridge: MIT Press, 1992. Pp. 319-345.

Selected literature:

Hall, Stuart. "Encoding/Decoding." In *Culture, Media, Language*. Edited by Stuart Hall, et al.

London: Hutchinson. 1980.

Barthes, Roland. *Camera Lucida: Reflections on Photography*, Trans. Richard Howard. New

York: Hill and Wang. 1981.

Deleuze, Gilles. *Cinema 1: The Movement-Image*. Trans. Hugh Tomlinson and Barbara Habberjam, London and New York: Continuum, [1992] 2004.

Deleuze, Gilles. *Cinema 2: The Time-Image*. Trans. Hugh Tomlinson and Robert Galeta. Minneapolis: University of Minnesota Press. 1989.

Adam Hammond *Literature in the Digital Age: A Critical Introduction*. Cambridge University Press. 2016.

Landow, George. "Reconfiguring Narrative." In *Hypertext*. Baltimore: John Hopkins, 1992.

Manovich, Lev. *The Language of New Media*. Cambridge, MA: MIT Press. 2002.

McLuhan, Marshall. *Understanding Media: The Extensions of Man*. Introduction by Lewis Lapham. Cambridge: MIT Press, 1999.

Mitchell, W. J. T. *Seeing Through Race*, Cambridge, MA: Harvard University Press, 2012.

Mitchell, W. J. T. *Iconology, Image, Text*. Chicago: The University of Chicago Press, 1987.

Mitchell, W. J. T. *Picture Theory*. Chicago: The University of Chicago Press.

Mitchell, W. J. T. *What Do Pictures Want: The Lives and Loves of Images*, Chicago: University of Chicago Press. 2005.

Mirzoeff, Nicolas. *The Visual Culture Reader*. Routledge, 2002

Murray, Janet. "Restructuring Space, Time, Story and Text in Advanced Multimedia Environments." In *Sociomedia: Multimedia, Hypermedia and the Social Construction of Knowledge*. Cambridge: MIT Press, 1992. Pp. 319-345.

Kellner, Douglas. "Cultural Studies, Multiculturalism and Media Culture." In *Gender, Race and Class in Media*. Edited by Gail Dines, and Jean Humez. Thousand Oaks, Ca.: Sage, 1995. Pp. 5-17.

Petermann, Emily. *The Musical Novel: Imitation of Musical Structure, Performance, and Reception in Contemporary Fiction*. Rochester, New York: Camden House. 2014.

Debord, Guy. "The Commodity as Spectacle." In *Society of the Spectacle*. Detroit: Black and Red Books, 1977. Pp. 1-18 and 42.

Williams, Raymond. "Culture." In *Keywords: A Vocabulary of Culture and Society*. Oxford: Oxford University Press, 1985.

Radway, Janice. "Interpretive Communities and Variable Literacies: The Functions of Romance Reading." In *Daedalus, Journal of the American Academy of Arts and Sciences* 113, no. 3 (Summer 1974). Reprinted in Jessica Munns and Gita Rajan. *A Cultural Studies Reader: History, Theory, Practice*. London: Longman (1995): 334-350.

Prof. UAM dr hab. Małgorzata Fabiszak  
**Metaphor in Discourse Analysis**

The aim of this course is two-fold. (1) to show how Conceptual Metaphor Theory has developed into a model of conceptual processing (understanding and producing) of metaphorical expressions in verbal and non-verbal modes that can be tested in corpus analyses and psycholinguistic experiments; (2) to provide students with methods of metaphor analysis appropriate for different types of discourse (conversations, focus groups, TV shows, political speeches, newspaper articles).

To achieve this goal we will take a quick overview of the theory development, its critique and response to the critique. We will also conduct in-class hands-on analyses of provided texts.

Course themes

1. Linguistic expressions as evidence for conceptual processes.

Key terms: conceptual metaphor, conceptual metonymy, image schemata, the nature of conceptual mappings, invariance hypothesis, embodiment, primary metaphors.

Reading:

Lakoff, G. (1993). The contemporary theory of metaphor. In A. Ortony (Ed.), *Metaphor and Thought* (pp. 202-51). Cambridge: Cambridge University Press.

2. Universality and cultural specificity of metaphors.

Key terms: embodiment, cultural context, emotion metaphors, time metaphors.

Reading:

Boroditsky, Lera. 2000. "Metaphoric Structuring: Understanding time through spatial metaphors", *Cognition* 75(1): 1-28.

Boroditsky, Lera. 2001. "Does language shape thought? English and Mandarin speakers' conceptions of time", *Cognitive Psychology* 43(1): 1-22.

3. Metaphors in discourse

Key terms: metaphorical scenarios, discourse metaphors.

Reading:

Musolff, A. 25 May 2012 The study of metaphor as part of Critical Discourse Analysis In : *Critical Discourse Studies*. 9, 3, p. 301-310

Zinken, Jörg and Andreas Musolff. 2009. A discourse-centred perspective on metaphorical meaning and understanding. In: Andreas Musolff and Jörg Zinken (eds.) *Metaphor and Discourse*. Basingstoke: Palgrave-Macmillan, pp. 1-8.

Zinken, Jörg, Hellsten, Ina and Brigitte Nerlich. 2008. Discourse metaphors. In Dirven, Rene, Rosa Frank, Tom Ziemke and Jordan Zlatev. (Eds.), *Body, Language and Mind*. (Vol. 2 Sociocultural Situatedness). Berlin / New York: Mouton de Gruyter. 363-285.

4. Metaphor in discourse: Case studies

Reading:

Charteris-Black, Jonathan. 2012. "Shattering the bell jar: Metaphor, gender and depression", *Metaphor and Symbol* 27 (3): 199-216.

Musolff, Andreas. 2017. "Truth, lies and figurative scenarios: Metaphors at the heart of Brexit", *Journal of Language and Politics* 16(5): 641 – 657.

5. Methods of metaphor analysis

Key terms: metaphor-led discourse analysis, metaphor pattern identification, metaphor identification procedure

Reading:

Cameron, Lynne; Maslen, Robert; Todd, Zazie; Maule, John; Stratton, Peter and Stanley, Neil. 2009. "The discourse dynamics approach to metaphor and metaphor-led discourse analysis", *Metaphor and Symbol* 24(2): 63–89.

Stefanowitsch, Anatol. 2006. "Words and their metaphors. A corpus based approach", (in:) Stefanowitsch, Anatol and Stefan Th. Gries (eds.). *Corpus-based approaches to metaphor and metonymy*. Berlin / New York: Mouton de Gruyter. 63-105.

the Pragglejaz Group (2007). "MIP: A method for identifying metaphorically used words in discourse", *Metaphor and Symbol* 22(1): 1-39.

#### 6. Deliberate metaphor

Reading:

Steen, Gerard. 2017. "Deliberate Metaphor Theory: Basic assumptions, main tenets, urgent issues", *Intercultural Pragmatics* 14(1), 1-24. doi: 10.1515/ip-2017-0001

#### 7. The critique and defence of conceptual metaphor theory

Reading:

Reading list

Kövecses, Zoltán. 2008. "Conceptual metaphor theory Some criticisms and alternative proposals", *Annual Review of Cognitive Linguistics* 6(1):168-184

Kövecses, Zoltán. 2017. "Levels of metaphor", *Cognitive Linguistics* 28(2): p.321-347.

The requirements for passing the course:

Active participation in the classroom discussions and analyses.

Reading and understanding the assigned material.

Writing an assignment.

Prof. Agnieszka Kiełkiewicz-Janowiak

Dr Karolina Rataj

### **Analyzing language data: quantitative and qualitative approaches**

The first part of the course focuses on analyzing quantitative data in linguistic research. The major emphasis will be on proper stimulus selection in linguistic studies, and on analyzing reaction time and accuracy data. Sample datasets will be provided, but participants are encouraged to work on data collected in the course of individual projects. Selected aspects of exploratory data analysis, parametric and non-parametric statistics, statistical significance, and data interpretation will be discussed and implemented during hands-on practice sessions. The second part of the course will be

devoted to qualitative data and analysis. Different approaches to interpretive data analysis (discourse analysis, narrative analysis, thematic analysis) will be introduced via notable examples of linguistics research. We will collect data samples (or use participants' own datasets) to engage in the practice qualitative analysis (also by means of dedicated software). The course will close with a concluding reflection on how the qualitative and quantitative approaches are complementary in bearing valid research results. Assessment will be based on active participation and practical tasks.

Prof. Agnieszka Kiełkiewicz-Janowiak

Dr Karolina Rataj

### **Methodology of linguistic research**

The course, divided into two parts, is meant to provide the basis for doing empirical research in linguistics. Part I will introduce students to the philosophical basis of research methodology. Against this epistemological background qualitative and quantitative paradigms will be contrasted, yet ultimately presented as complementary. Then, the principles of designing research projects will be introduced. These principles will next be illustrated by selected aspects of ethnographic, sociolinguistic and discourse analytic research (sampling, data collection, analysis). Part II of the course will cover basic concepts related to experimental research methods in linguistics and provide practice in designing experiments. Participants will learn how to define and operationalize variables, identify levels of measurement, identify confounds, understand reliability and validity, formulate and test hypotheses, or identify bias. Special attention will be devoted to ethics in research with human participants. We will discuss potential ethical issues in selected paradigms and individual projects. Participants will be provided with guidance on how to complete the ethics committee application form.

**Dr hab. Anna Dziemianko, prof. UAM**  
***Fundamentals of academic presentation***

The aim of the lecture is to acquaint students with the principles of academic presentation. The basics of content structure, organization and evaluation will be discussed. The language of academic presentation will be dealt with, including a number of rhetorical devices which serve to enhance clarity. Another point raised in the lecture will concern the technical side of making audio-visual presentations. Students will be given useful tips on the preparation of visual support, signposts and slides. While conventional presentation software will be used (and referred to) on a regular basis, alternative software tools will be introduced. Apart from an insight into presentation development, attention will be paid to the technicalities of delivery. Handling questions, interacting with the audience, presentation etiquette, body language and mind blanks are just some aspects of delivery which will be addressed. Issues related to content development and delivery will be illustrated with good (and bad) examples to offer a deep insight into the fundamentals of academic presentation.

**Dr hab. Paweł Stachura**

***Research methodology in literary studies***

- Course description:

The course consists of reading and writing exercises and is strictly designed as an aid for

writing of a thesis, a grant application or research proposal, or an article. Exercises are

based on real abstracts, research proposals, reviews, articles, and presentations.

- Goals:

1. Acquiring and practicing the conventions and style of academic writing.
2. Improvement of language skills.
3. Acquiring skills and materials for writing.
4. Practical coaching on how to use literary theory.

- Course completion requirements:

Active participation in classes; occasional classroom tasks and writing tasks.

- Classroom activities and tasks:

1. Practical tasks (gist reading, reconstruction, translation)
2. Short in-class writing tasks
3. Discussion of homework assignments

Reference:

There is no coursebook, and choice of materials will be based on individual research projects.

## General outline:

- Abstract, research proposal, review. Bad and good abstract. Typical reporting phrases. In-class abstract of an article successful presentation. Conference presentations and discussions. Presentation of projects and of results. Submitting an article. General strategy for participation, submissions, publication, and popularization.
- How to choose method and theory. Centers of gravity in a project: imagery/theme, rhetorics, literary history and sources, readership.
- Imagery-based theories. They explain imagery as insincere or unconscious (or, more rarely, open and thoughtful) expression of a hidden thought or emotion. Specific themes (shoes etc.) are in fact variations of more abstract ones, which are few.
- Comparison. Comparison as framework for an academic project. What to compare in literary texts: motifs, rhetorical devices, themes. Background for comparison: periodisation and topology. Typical comparison approaches (model reconstruction).
  - comparison of images, themes in two works (same or different authors).
  - comparison between text and genre (definitions, sample standard works)
  - comparison between text and period (definition, sample standard works)
- Rhetorics: criticism as a process analysis. Construction of plot, character, setting, statement. Means: action, narration, monologue, dialogue, description. In class setting: Ernest Hemingway's "Killers."
- How to handle thematic criticism. Linkup between theme and its representation. Detecting an argument in text: direct statement (telling), indirect presentation (showing), irony (meaning the opposite). Linking argument and quotations (reconstruction). Library visit (optional). Homework: bibliographical essay. The "IN" title: (X in Y).
- How to handle genre criticism. How applicable and easy it is. Gothic, comic, action, science fiction etc. Theoretical sources: epic, tragedy, types of novel (realism, naturalism, modernism, postmodernism, historiographic metafiction), types of poetry. Identification procedure on various levels of imagery and structure. The "AS" titles ("X as a Y novel").

**Dr hab. Wojciech Sowa**

### ***Kryzys humanistyki?. Perspektywy badawcze***

Zajęcia stawiają sobie za cel przegląd najistotniejszych problemów światowej humanistyki, ze zwróceniem uwagi na powtarzające się z różnych stron głosy o jej kryzysie. Punkt wyjścia stanowić będzie próba diagnozy owego kryzysu (czynniki zewnętrzne, czynniki wewnętrzne w obrębie poszczególnych dyscyplin), poczyniona na szerszym planie funkcjonowania polityki naukowej, w aspekcie europejskim/globalnym, na podstawie lektury tekstów krytycznych (np. Bolecki, Nycz, Markowski). Ta

perspektywa zostanie następnie zderzona z trzema najważniejszymi problemami funkcjonowania nauk humanistycznych we współczesnym świecie:

- *metodologie* (prądy filozoficzno-teoretyczne a nowe metody, kryzys metodologiczny a fenomen nowych dyscyplin, „modne” paradygmaty)

- *interdyscyplinarność* badań (co to znaczy *interdyscyplinarny*?, czy wychodzenie poza ramy własnej dyscypliny może być wartością dodaną?, czy istnieją granice między dyscyplinami? jeśli tak, to po co? *interdyscyplinarność* a *międzyobszarowość*, *inter-* / *trans-* / *cross-disciplinarity*?, kierunki rozwoju współczesnej humanistyki)

- *innowacyjność* i tzw. *impact* (różne definicje innowacyjności w dyskursie o nauce, co to jest *impact*? *societal impact* a tzw. misja kulturotwórcza humanistyki, jak mierzyć *impact* w dyscyplinach humanistycznych?, organizacja własnych badań, strategie publikacyjne).

Zajęcia będą miały formę konwersatorium: w części teoretycznej prowadzący przybliży najważniejsze zagadnienia, a następnie zaprosi słuchaczy do analizy własnych pomysłów badawczych pod kątem wspomnianych problemów. Końcowym zadaniem słuchaczy będzie takie sformułowanie tematów, by spełniały przynajmniej dwa z trzech wskazanych kryteriów, wraz ze zwróceniem uwagi na potencjalnych odbiorców (refleksja nad sposobem publikacji badań).

## **Bibliografia**

Bolecki, W. 2011. O humanistyce inaczej. Teksty Drugie 6 (2011), 6-11.

Crosswick, G. – Kaszynska, P. 2016. Understanding the Value of Arts and Humanities. Swindon (AHRC).

Januszkiewicz, M. 2009. Czy mamy dziś kryzys humanistyki? Znak, 653.

<http://www.miesiecznik.znak.com.pl/6532009michal-januszkiewiczzy-mamy-dzis-kryzys-humanistyki/>

Markowski, M.P. 2011. Humanistyka: niedokończony projekt. Teksty Drugie 6 (2011), 13-28.

Nycz, R. 2014. Humanistyka przyszłości. Teksty Drugie 5 (2014), 7-11.

The Human World. The Arts and Humanities in our Times. AHRC Strategy 2013-2018. <http://www.ahrc.ac.uk/documents/publications/the-human-world-the-arts-and-humanities-in-our-times-ahrc-strategy-2013-2018/>

## **Prof UAM dr hab. Paulina Ambroży**

### ***Theory Matters: Literary Theory for Ph.D. Students (2017/2018)***

As proven by the long history of literary theory, every age has its own theoretical discourse which serves as a basis for literary analysis. Our age is characterized by an increased awareness that there is no theory-free reading and that all our interpretations of literature and culture have been informed by various theoretical paradigms and their revisions. The purpose of the lecture is to introduce Ph.D. students

to the most influential contemporary developments and methodologies in critical and theoretical approaches to literature. The questions to be considered in our discussions include expressive, pragmatic and mimetic concerns of a literary text, the influence of historical, social and cultural contexts on our understanding of literature, the ethical stance in literary studies, discursive nature of language and interpretation, the role of the reader in the text. To explore those concerns, the lecture covers major critical modes such as mimetic theories, formalism, deconstruction, psychoanalysis, sociological criticism, reader-response theories and postcolonial perspectives. The selection includes especially those theories which reflect important cultural processes of our age and productively challenge received ideas and more traditional criticisms and thus revitalize our engagement with literary texts. The lectures is also meant to show how to make informed theoretical choices and take critical stances towards the theories we encounter.

Syllabus:

**1. Introduction: Theoretical Turn or the End of Theory? The Aesthetic of Mimesis**

Texts: Plato *Ion*, from *Dialogues*, *Republic*, Book II and X, Aristotle, *Poetics*, Roland Barthes, *Mythologies*.

**2. Psychoanalytical Criticism: Freud, Jung and Lacan**

Texts: Sigmund Freud *The Interpretation of Dreams*, Chapter V: The Material and Sources of Dreams. *Norton Anthology of Literary Theory And Criticism*, pp. 919-929.

Jacques Lacan “The Mirror Stage as Formative”, “The Agency of the Letter in the Unconscious” *Norton Anthology of Literary Theory And Criticism*, pp. 1285-1302.

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