Descriptions of PhD lectures/courses
2015/2016

Prof. Arleta Adamska-Sałaciak

History of linguistic thought

The lecture deals with the history of linguistic thought in the West, from ancient Greece up to the end of the eighteenth century. Recurrent themes are examined, such as the origin of language, the relationship between language, thought, and the world, attempts at language classification, or the place of the study of language vis-a-vis other disciplines. The interests peculiar to each period are looked at with the view towards assessing the achievements of that period in its own terms, as well as establishing their relevance for the later development of linguistics. Wherever possible, the presentation is based not only on secondary literature and commentaries, but also on original primary sources (see the References section below).

References

SECONDARY SOURCES


PRIMARY SOURCES

Plato. 4th c. BC. Cratylus. Salus (ed.) 18-59 (excerpts).
The Syntax of Apollonius Dyscolus. 1981. Transl. and with commentary by Fred W. Householder. Amsterdam: John Benjamins
Varro, Marcus Terentius. 1st c. BC. De lingua latina. Salus (ed.) 64-78 (excerpts).
Dr hab. Jacek Fabiszak, prof. UAM
Shakespeare on television

The history of television is not so long as the history of cinema, yet equally exciting. Television, evolving out of radio, has been characterised by utter realism, reliance on both the word and image and live character. It is associated with reporting things as they are, with a minimum of imaginative editing and montage, with medium shots and close-ups. Naturally, it is an ideal of television which has never been (and cannot have been) implemented. Yet, it is to such challenges of the tube that Shakespeare productions have had to live up, what with the rather small screen (not true anymore!) posed a most difficult task. ‘Good Shakespeare on television’ is still the subject of scholarly and critical debate, a debate that is based on a variety of ways in which Shakespeare’s plays have been adapted to the screen. Some thought that ‘good Shakespeare’ is faithful, ‘archaeological’ Shakespeare; others, that TV Shakespeare should come as close to the theatrical experience as possible; yet others drew our attention to Shakespeare specifically fine-tuned to formal requirements of a televisual show; finally, there were critics who did not see much difference between a cinematic and televisual film, or for whom television was only a medium for either theatrical or filmic Shakespeare. More recently, slightly distancing from this debate, yet inevitably taking part in it, John Wyver (2014) suggested that we treat televisual Shakespeare as a ‘doubled adaptation’ – from page to stage/set and from stage/set to screen. Wyver’s idea shows the way in which the adapting process proceeds whereby a play (a written text, containing mainly dialogues, with a minimum of stage directions) composed for a specific, Elizabethan stage, with its own conventions, so different from modern theatre is ‘remounted’ (Wyver 2014: 112) in the conditions and conventions of either theatrical space (modern stage?) or televisual one (set: studio, but also location, one of which could be a theatre) to be finally processed via camera and microphone to the intimate reception in the space of one’s living room. The lecture will look at the ways in which Shakespeare has been adapted in terms of what and how his plays were televised in a historical perspective and provide speculations about the future of Shakespeare on TV and other electronic media. We will consider examples from British, Polish and American television.

Bibliography:
Wyver, John. 2014. “‘All the Trimmings?’: The Transfer of Theatre to Television in Adaptations of Shakespeare Stagings”, Adaptations vol. 7, No. 2 (2014), 104-120.
Prof. UAM dr hab. Agnieszka Kielkiewicz-Janowiak

Researching language in social context

The course gives an overview of approaches to studying language in the social context. Starting from classic studies in variationist sociolinguistics, we move on to presenting some contemporary accounts of language variation across social groups and contexts. However, the focus of the lecture is on the social meanings and evaluations attached to distributional patterns of the use of language in society. Thus, qualitative methods will be presented which are applied to examine interaction patterns, themes, narratives and ideologies in language data. Research ethics will also be discussed. Students will be encouraged to actively participate and share insights from their own projects.

Prof. UAM dr hab. Agnieszka Kielkiewicz-Janowiak

Qualitative methods in linguistics

Linguists use qualitative approaches to data and analyses in their concern with both language’s form and function, for example to explore the what as well as the how of communication with informants, the message as well as the interpreting processes. Social scientists use discourse analysis as a qualitative research method for investigating social phenomena. Both linguists and social scientists take into account the fact that speakers always use language in the process of self-construction. This part of the course will introduce a number of qualitative methods applied in linguistic research.

1. Qualitative research on ICT
2. Qualitative Corpus Analysis
3. Qualitative and mixed methods in sociolinguistics
4. Discourse analysis (incl. Critical Discourse Analysis)
5. Applied thematic analysis
6. Critical narrative analysis
7. Qualitative research in rhetoric and stylistics
8. Case study research

Selected reading

Manderson, Lenore, Elizabeth Bennett and Sari Andajani-Sutjahjo. 2006. “The social
dynamics of the interview: Age, class, and gender”, *Qualitative Health Research* 16:
1317-1334.
Macmillan.
Sage.

**Prof. UAM dr hab. Krystyna Drozdzial-Szelest**

*English Language Teaching today: prospects and problems.*

This course will introduce students to some current issues in English language teaching and learning
which are usually neglected/omitted in methodology courses but which are of paramount importance
for contemporary language education. Special attention will be given to such topics as teaching
English for specific purposes (ESP), content and language integrated instruction (CLIL), teaching
English as lingua franca, promoting learner autonomy in the classroom (including strategy training),
teaching English to different age groups (adults!), etc. Within each topic, possible areas for research
will be discussed.

**General reading list** (to be updated):

languages*. Cambridge: CUP.
Wydawnicza Łośgraf.
obcych*. Poznań – Kalisz: Wydział Pedagogiczno-Artystyczny UAM w Kaliszu; Uniwersytet
im. A. Mickiewicza w Poznaniu.
current practice*. Cambridge: CUP.

**Teaching English as a lingua franca (ELF) / an international language (EIL)**


**Teaching English for Specific Purposes / Content and Language Integrated Instruction**

Coyle, D., Hood, Ph. i Marsh, D. 2010. *Content and Language Integrated Learning*. Cambridge:
Cambridge University Press.
Cambridge: CUP.
Articles from ELT journals.

**Assessment:**

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

- one written assignment – topics/areas to be discussed/agreed upon (paper review?/research proposal).

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**Prof. UAM dr hab. Robert Lew**

**Analysing language data**

This course will focus on analysing language data. We will examine data representing a broad spectrum of areas of study concerned with language(s). The emphasis will be on efficient use of tools appropriate for the specific objectives. To that end, I plan to familiarise course participants with a choice of spreadsheets applications, database systems, and statistical software, comparing the alternatives in the course of actually using them on real or realistic datasets. Thus, we will cover: Excel, Calc, Google Sheets, Access, Statistica, SPSS, and R. At the same time, we will be reminded that data analysis should not be seen as a mechanical process, but rather it needs to build on sound methodological grounds, which we will try to question and examine. Although the course is primarily offered in lecture format, active participation will be encouraged and will count towards the final grade, as will a reasonable number of practical projects.

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**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.
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, rhetoric, 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 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)
- 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. Paweł Zajas, Prof. UAM
Kryzys i rewitalizacja humanistyki. Perspektywy badawcze

Humanistyka znajduje się w stanie permanentnego kryzysu. Tak przynajmniej głoszą przedstawiciele rozmaitych komitetów, protestujących przeciwko malejącej, ich zdaniem, roli nauk humanistycznych w akademickim krajobrazie oraz wadliwym mechanizmom finansowania. Owa krytyka dotyczy nie tylko czynników zewnętrznych, ale także wewnętrznych, w tym m.in. „otwarcia” tradycyjnych dyscyplin na szeroko pojętą „interdyscyplinarność”. I tak np. polska recepcja książki Stanleya Fisha, Professional Correctness: Literary Studies and Political Change (1999), daje się odczytać jako środowiskowy (polemiczny) głos w sprawie statusu i kondycji nauki o literaturze.

Prof. dr hab. Katarzyna Dziubalska-Kołaczyk
Multilingual speech.
Past sins, present trends, future challenges in research on language acquisition.

Interest in the acquisition of language had started among philosophers, psychologists, anthropologists, physiologists, and others, long before linguistics became a separate discipline. First came the fascination with child’s speech. The early linguistic accounts were provided, for example, by Baudouin de Courtenay (1870), Jakobson (1941) and Leopold (1939, 1947, 1949, 1952). Leopold’s study concerned his bilingual children. Baudouin’s children were multilingual.

Later, around the middle of the 20th century, the interest in second language acquisition by adults developed, originally mainly comparative and oriented on teaching and learning a foreign tongue. The studies dealt with foreign language transfer (starting with Lado 1957) or bilingual interference (initiated by Weinreich 1963). Today we deal with cross-linguistic influence in second and third language or in a multilingual setting.

This series of lectures will revolve around the issues connected with the acquisition of speech. The topics covered will include a historical perspective on monolingual and bilingual acquisition research, a discussion of selected theoretical approaches, an identification of some problematic concepts confusing the analysis (e.g. transfer or native speaker) and a proposal of some helpful extensions of the former (e.g. repair, a prototypical native speaker), and a presentation of several studies concerned with the acquisition of clusters.

Assessment
Participants will be required to prepare an outline of a project in which a hypothesis concerning acquisition of speech will be put to test by means of a carefully planned experiment or investigation of a corpus of data.
Dr hab. Joanna Pawelczyk, Prof. UAM

*Language, gender and sexuality: Current themes, debates and controversies*

This interactive lecture aims at exploring the most recent developments, debates and controversies in the field of language, gender and sexuality studies. The series of lectures will begin with an introduction to the field where the ‘traditional’ (deficit, dominance and cross-cultural) approaches to studying the relationship between language and gender will be critically approached and evaluated. The focus of the lecture will fall on the current methodological debate (performativity vs. ethnomethodology) in the field concerning the question whose categories (analysts’ or participants’) should inform data analysis. We will discuss various methodologies (e.g., conversation analysis, membership categorization analysis, feminist critical discourse analysis) that enable researchers to capture and examine the relevance of gender in a specific social context. The question that will be considered here is how to best study gender as an interactionally emergent phenomenon. Other focuses include:

- gender ideologies,
- performativity of gender: agency and constraints,
- queer linguistics,
- non-referential aspects of gender in interaction,
- practical applications and impact of research on language, gender and sexuality.

**Final grade:**
1. active participation and completion of the assigned readings;
2. presentation of an outline of an individual research project.

**Selected bibliography**


Dr hab. Bogusława Whyatt, prof. UAM

Linguistic mediation

In this series of interactive lectures we will discuss a range of issues concerning a broad concept of linguistic mediation which occurs when communication requires a mediator, for example a translator/interpreter. We will look at the role of linguistic mediators throughout history and at how their roles have evolved to the present times. We will look at the products of linguistic mediation and their significance for intercultural communication in the globalized world that we are living in today. Finally, but predominantly, we will analyse the process of selected forms of linguistic mediation (translation and interpreting) and the challenges imposed on those who provide language services. Critical reading and critical thinking about linguistic mediation will give us grounds to assess the academic achievements in our understanding of the human ability to mediate meaning across linguistic, cultural and conceptual barriers. It will also allow us to acknowledge a wide scope of communicative events which involve linguistic mediation and to re-assess the relationship between the two disciplines with viable interest in linguistic mediation, i.e. Linguistics and Translation Studies.

Assessment: based on active participation; final grade dependent on the preparation of a research project to investigate a selected aspect of linguistic mediation.

Suggested reading:
Dr hab. Agnieszka Rzepa, Prof. UAM  
*Life-writing theory and Canadian life-writing: texts, contexts, issues*

**Course format:** lecture-and-discussion meetings

**Course description**

The aim of the meetings is to introduce students to aspects of contemporary life-writing theory as applied to a variety of Canadian texts belonging to this broadly defined genre or inhabiting the liminal space between life-writing and other genres. We will talk, among others, about the terminological and generic entanglements of the texts; the link between specific features of life-writing and gender (is there any?); the intercultural and multicultural dimensions of the texts in the Canadian context; the role of visual aids (pictures, maps, etc.) and other reproduced documents as well as typography in life writing. Each meeting will include an expository part (a lecture) and a discussion based on assigned texts or fragments of texts (both primary and secondary).

**Assessment:**

Assessment will be based on participation in in-class discussions (20 %), results of two brief in-class tests (30 %) and the final essay exam (50 %).

**Sources**

Primary and secondary sources will be made available to students as xerox copies or in the electronic version on Moodle; some are also available in the Novum library and reading room.
Selected References


Dr hab. Paulina Ambroży, prof. UAM

Literary Theory

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:
- Introduction: Theoretical Turn or the End of Theory? The Aesthetic of Mimesis
- New Criticism and Russian Formalism
- Psychoanalytical Criticism and Ideology: From Freud to Žižek.
- Sociological Criticism: Postmodern feminisms
- Deconstruction: Derrida and American deconstruction
- Reader-response criticism: Ingarden, Iser, Jauss and Fish
- Postcolonial studies
- Culture Studies

Selected bibliography: