Wykłady 2017/2018
Wydziałowe Studium Doktoranckie WA

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
Bloomington and London: Indiana University Press.
Oxford: Blackwell.
Amsterdam: Benjamins.

PRIMARY SOURCES

Donatus, Aelius. 4th c. AD. Ars minor. Salus (ed.) 92-103.
Plato. 4th c. BC. Cratylus. Salus (ed.) 18-59 (excerpts).
Varro, Marcus Terentius. 1st c. BC. De lingua latina. Salus (ed.) 64-78 (excerpts).
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.

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**


**Dr hab. Pawel 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 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. 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 (prąd filozoficzno-teoretyczne a nowe metody, kryzys metodologiczny a fenomen nowych dyscyplin, „modne” paradygmaty)
- interdyscyplinarność badań (co to znaczy interdyscyplinarne?, czy wychodzenie poza ramy własnej dyscypliny może być wartością dodaną?, czy istnieją granice między dyscyplinami? a
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

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


3. **New Criticism**


4. **Structuralism**


5. **Deconstruction**: Jacques Derrida


6. **Reader-response criticism**: Ingarden, Iser, Jauss and Fish


7. **Cultural Theories and Sociological Theories I: Gender Studies**


Judith Butler from *Gender Trouble, Norton Anthology of Literary Theory And Criticism*, pp. 2490-2501.

8. **Cultural and Sociological Theories II: Postcolonial studies**

Homi K. Bhabha “The Commitment to Theory” (Norton Anthology of Literary Theory And Criticism, pp. 2379-2397;


Selected bibliography:

Dr hab. Marcin Krygier

Teaching in the academia

Description

This course is NOT intended as part of formal teacher training programme, nor is it centred around TEFL. Its main aim is to encourage reflective thinking about teaching goals and practice in the academia. As such, it will cover a wide range of topics and sometimes require participants to leave their comfort zone and critically evaluate their teaching. Some of the topics discussed may be:

- teacher development

- course design and evaluation

- assessment and grading

- course materials

- classroom management
- Jedi mind tricks
- the human factor

though the actual syllabus may vary depending on the dynamics of the course.

**Signature requirements**

Negotiable.

**Course materials**

Provided by the teacher depending on the final shape of the syllabus.

**Dr Dawid Pietrala**  
*Information Technology in Research, Pedagogy and Productivity*

During the course, we are going to try to tame the newest technological achievements in both software and hardware areas. The goal is to analyze and find the tools which are going to be helpful in research, pedagogy and daily productivity. In the beginning of the course, we are going to learn more about computer hardware so that we know what machine you actually need for your specific purposes. Then, we are going to discuss operating systems in order to choose the one that is going to be the most appropriate for your work. After that, we are going to discuss mobile, computer and cloud software which you may find helpful in professional life, no matter if it is research, teaching or office work.

No specific knowledge about computers is necessary. There is going to be 1 test and I am going to ask you to prepare short presentations on the software that you use every day.
Dr Joanna Maciulewicz
*The evolution of literary criticism*

Literary criticism is an inherently flexible and ever-evolving discipline and it is the aim of the course to look at its most recent developments from the historical perspective and in the broader political, social and technological context. The course will begin with a brief analysis of the origin, consolidation and institutionalisation of literary criticism but its main subject will be an overview of its most recent directions. We will discuss the impact of the modernisation of the world: digital revolution, globalisation, devolution on literature and the methods of its study, and the new paradigms of criticism which are emerging in the twenty-first century, such as distant reading founded by Franco Moretti, hailed by John Sutherland as “a great iconoclast of literary criticism”, actor-network theory created by Bruno Latour whose theory of network modified various subdisciplines of literary criticism and “postcritical reading” introduced by Rita Felski.

**Selected bibliography**


Prof. UAM dr hab. Marcin Kilarski

Working with linguistic data: A quick guide how (not) to deceive the readers

In this course we will consider issues concerning the epistemological status of linguistic data. The basic question that we will try to answer is to what degree the data discussed in publications written by ourselves and others is an adequate representation of the “state of affairs”. In order to answer this question we will consider methodological, theoretical and ideological foundations of descriptions of language study, focusing in particular on the role that language ideologies play in the interpretation of data. We will consider data drawn from several components of language structure (phonology, morphosyntax, lexicon), and, in order to avoid areal bias, from both warmer and colder areas, including Polynesia (Polynesian languages), Australia and Tasmania (Tasmanian languages), southern Africa (Khoesan languages) and North America (Eskimo-Aleut, Iroquoian and Algonquian languages). Based on overviews of the interpretations of such examples, we will examine their common features, focusing on the lack of concern with truth. This ambiguous attitude is a definitional property of statements which are distinct from truth and lies, and which have been referred to variously as post-truth, humbug or bullshit. In this sense, a substantial number of phonetic or lexical examples discussed in contemporary and earlier works assume the status of loose discursive constructs comparable to the forms of post-truth prevalent in contemporary media.

Sample references:


Dr Karolina Rataj

Experimental research methods in linguistics

This course covers basic concepts related to experimental research methods in linguistics and provides practice in designing experiments. Participants will learn how to define and operationalise 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 for a selected empirical study. In the second part of the course, we will discuss a range of methods applied in linguistic research, such as normative studies (stimulus selection criteria), reaction time methods, or electrophysiological methods (event-related potentials). Assessment will be based on small-scale practical projects devoted to planning an experiment and applying for research approval to an ethics committee.

Dr Karolina Rataj

Analysing language data: quantitative approaches

The course will focus on analysing quantitative data in linguistic research. The major emphasis will be on proper stimulus selection in linguistic studies, and on analysing 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. Assessment will be based on active participation and two small-scale practical projects.
Prof. Guillaume Thierry

*Neuroscientific approaches to language: From idea to manuscript*

1. General introduction - Why study language?
2. Methodology in psycholinguistics - part 1 - theory, models and questions
3. Methodology in psycholinguistics - part 2 - stimuli and experimental design
4. Methodology in neurolinguistics - part 1 - principles of event-related potentials (ERPs)
5. Methodology in neurolinguistics - part 2 - examples of useful ERP markers
6. How to build an experiment - bridging psycho- and neurolinguistics
7. Writing a paper - part 1 - why, when to, what to publish?
8. Writing a paper - part 2 - how to publish?