Description of PhD lectures

Prof. Arleta Adamska-Sałaciak

HISTORY OF LINGUISTIC THOUGHT

(Part I)

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**


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). 5


The topic of the lecture grows out of the general interest in media discourses, accompanied by a conviction about an effect that media have on communication and social life in general. Strategies of identity construction and social networking will be discussed along with mechanisms of manipulating content.

The aim of this course is to introduce media discourses and the specific features of communicating via new technologies, with a distinction between ‘old’ and ‘new’ media considered (and questioned), the basic terms related to media communication (e.g. non-sequentiality, interactivity, synchronicity, multimodality). Students will learn about the common practices of media use, as well as about the production and reception of media discourses in the context of other discourses. Drawing from their personal experience students will be required to design (but not conduct) individual study projects involving relevant data collection and conducting empirical analyses.

The final grade will include the evaluation of (1) student’s class participation (attendance, active participation) and (2) short presentation of an outline of an individual research project as well as the result of the final (written) examination.

Recommended reading


Tagg, Caroline. 2010 “*Wot did he say or could u not c him 4 dust?* Written and spoken creativity in text messaging”, in: C. Ho et al. (eds). *Transforming literacies and language: Innovative technologies, integrated experiences*. Continuum. 223-236.

This lecture course will focus on the work of Henry James, particularly the later, short fiction such as “The Beast in the Jungle”, “The Altar of the Dead”, “The Figure in the Carpet”, and *The Turn of the Screw*. It will look at some of the more recent critical responses to this work and the discovery by some critics of “the other Henry James”, a James of the margins and of the unspoken.

The course will begin by trying to establish a sense of the older understanding of James as a novelist of manners and as the most eminent American representative of “European” realism in nineteenth-century fiction (Lionel Trilling’s seminal essay on *The Princess Casamassima* exemplifies such an approach). It will then attempt to examine the Henry James of recent critical theory, who occupies a more decentred, spectral and melodramatic place than that embodied in this classic understanding of James as “the Master”.

A central aspect of the later work of James – and one to which the course will devote some attention – is that of his dramatization of the secret, both as a figure of the final inaccessibility of the text in such stories as “The Figure in the Carpet” and as a pervasive hermetic quality that is evident in the characters and predicaments of such stories as “The Beast in the Jungle” and “The Jolly Corner”. Two Jamesian critics who are especially relevant with regard to these questions are J. Hillis Miller and Eve Kosofsky Sedgwick. In addition Jacques Derrida’s book *The Gift of Death* will provide a wider theoretical perspective for an understanding of the Jamesian secret. The course will also examine James’s development of the Gothic tale, most notably in *The Turn of the Screw*, and there will be some discussion of the work of Shoshana Felman and T.J. Lustig on the ghostly. The course will try, in connection with James’s “unrealistic” preoccupation with the daemonic and the sacred, to come to some theoretical understanding of James’s use of quasi-religious structures and images in such works as “The Altar of the Dead” and *The Wings of the Dove*.

In these late works, it might be concluded, James was moving beyond nineteenth-century literary discourses of realism, naturalism and the romance into the more self-reflexive domain of modernist representation. It is this shift that seems to motivate the elusiveness, the aporias and the spectrality of his late writing.
Dr hab. Marcin Krygier

SELECTED ISSUES IN ENGLISH HISTORICAL LINGUISTICS (2012/2013)

Course format

Lectures: 8 meetings 1.5h each, 4 per semester.

Course description

The focal point of this lecture series is the construction of the history of English and its relation to the world of linguistic data. It will explore issues of ideology, preconceived notions of history and linguistic development, as well as consequences of composing an artefactual narrative about linguistic history. Each meeting will be devoted to a different facet of linguistic history of English and its story as recreated by mainstream publications.

Course contents

<table>
<thead>
<tr>
<th>MEETING</th>
<th>SUBJECT</th>
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<tbody>
<tr>
<td>Meeting 1</td>
<td>Anything beyond the limits and grasp of the human mind is either illusion or futility &lt;br&gt;Periodisation of the history of language</td>
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<tr>
<td>Meeting 2</td>
<td>Gallia est omnis divisa in partes tres &lt;br&gt;The triadic organisation of linguistic histories</td>
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<tr>
<td>Meeting 3</td>
<td>The intervention of history can only falsify his judgement &lt;br&gt;Diachronic perspective on language</td>
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<tr>
<td>Meeting 4</td>
<td>God’s just vengeance for the crimes of the people &lt;br&gt;Celtic influence on English</td>
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<td>Meeting 5</td>
<td>Their light was not dim, but glowed beautifully &lt;br&gt; Collapse and death of Old English in the 12th century</td>
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<tr>
<td>Meeting 6</td>
<td>Their names sound uncouth and give off a bad smell &lt;br&gt;The dominance of French in Middle English</td>
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<tr>
<td>Meeting 7</td>
<td>The fayr &amp; straunge termes &lt;br&gt;The printer’s revolution</td>
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<tr>
<td>Meeting 8</td>
<td>Listen now to the great treachery by that woman &lt;br&gt;The feminine and the feminine gender in the history of English</td>
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Textbook

There is no one single textbook for this course. A text which is strongly recommended as a volume is:


Available in digital form from the BUAM website. Suggested reading for individual meetings will be listed on the WA/Moodle course site.
Homework

Before each meeting introductory reading material will be posted on the WA/Moodle course site. Students will be expected to have read it before the meeting in order to be able to participate in in-class discussion.

After each meeting a task will be posted on the WA/Moodle course site; it will involve interaction with an authentic text or a commentary to one, in form of a short essay to be submitted before the next meeting via the WA/Moodle course site.

Students will also be required to participate in post-class discussion on-line on the WA/Moodle course site.

Grading

Grading will be based on the following weighting:

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<th>Activities</th>
<th>PERCENTAGES</th>
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<tr>
<td>In-class participation</td>
<td>10%</td>
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<td>Post-class discussions</td>
<td>10%</td>
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<td>Essays</td>
<td>80%</td>
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**Dr Brent Miles**

**NATION, POETRY AND PROTEST: TOPICS IN CELTIC LITERATURE**

The lectures in this series will introduce students to the literatures of medieval and modern Wales and Ireland written in the native, Celtic languages. With the earliest texts to be dated to the late sixth century, Welsh and Irish boast the oldest vernacular literatures in Western Europe. Today all the Celtic languages continue to serve as vehicles for a sophisticated modern literature, and in addition thrive in journalism, cinema and television. The approach of the lectures will be to introduce students to Celtic literature through consideration of representative classic works from the Welsh and Irish canon. The course will begin with the sixth-century Welsh heroic elegy *The Gododdin*, and the ninth-century heroic Irish prose epic *Táin Bó Cúailnge* ‘The Cattle-Raid of Cooley’. The High Middle Ages will be represented by the Welsh prose collection *The Mabinogion* and the poetry of Dafydd ap Gwilym. The early modern period will be represented by poetry of protest in Irish written in the wake of the English conquest and Brian Merriman’s bawdy social critique *Cúirt an Mheán Oíche* ‘The Midnight Court’. Lectures on the modern period will consider the Irish Revival, Máirtín Ó Cadhain and Flann O’Brien’s parodic *An Béal Bocht* ‘The Poor Mouth’.

All texts will be read in English translation.

**SELECTED BIBLIOGRAPHY:**
Bromwich, Rachel, *Dafydd ap Gwilym: A Selection of Poems* (Llandysul, 1982)
Kiberd, Declan, *Irish Classics* (Granta, 2001)
O’Brien, Flann, (as Myles na gCopaleen), *The Poor Mouth*, tr. Power, Patrick C. (London, 1988)

**Prof. Włodzimierz Sobkowiak**

**CRITICAL THINKING IN RESEARCH**

The main issues are: the nature of scientific knowledge, the process of locating and reading sources, the problems of defining and describing, the differences between observation and experimentation, the logic of hypothesizing and inferring, the nature of explanation, the conduct of scientific criticism, and the practicalities of thesis research and writing. The seminar relies on students’ reading of assigned and recommended literature, their questioning attitude and active participation in classroom discussion. All three elements count towards credit. Passing final test is required for course completion.

**Selected bibliography (library call numbers in brackets)**

Agre,P. 1994. *Networking on the network*
Bell,J.1996. *Doing your research project: a guide for first time researchers in education and social science*. Buckingham: Open University Press. [Lm,Bel 1,2]
Brown, J.D. 1990. *Understanding research in second language learning*. Cambridge: The University Press. [Lm,Bro 1,2,4,6]


The Critical Thinking Community.


Horn, R.E. Traps of traditional logic & dialectics: what they are and how to avoid them.


Łobocki, M. 1999. Wprowadzenie do metodologii badań pedagogicznych. Kraków: Impuls. [Lm, Lob 1]


Schopenhauer, A. 1976[1864]. *Erystyka czyli sztuka prowadzenia sporów*. Kraków: Wydawnictwo Literackie. [also on-line as *Die Kunst, Recht zu behalten - The Art Of Controversy*]
Wegener, D. 2009. "10 Things New Scholars should do to get published".
CURRENT ISSUES IN SYNTACTIC THEORY

The course aims at the presentation of the recent developments of the Minimalist Program. The lectures focus on the range of issues central for the minimalist explorations, such as: locality and economy of derivation, narrow syntax and the interfaces, phrase structure and linearization, sentence cartography and the structure of the left periphery, etc. The course is directed to all PhD students majoring in linguistics, also to those in linguistic domains other than syntax, for whom it is an opportunity to update on the recent endeavors in generative syntactic theory.

Lecture Topics:

1. A generative view of Language. The overview of the Minimalist Program
2. Levels of representation
3. Theta and Case domains
4. Phrase structure. Linearization
5. Binding Theory. Features and feature checking
6. Economy of Derivation
7. Information structure. A minimalist view
8. Information structure. A minimalist view

Selected bibliography

Cambridge: CUP
Chomsky, N. 2006. “Biobilingual explorations: design, development, evolution. Ms. MIT.
Chomsky, N. 2007. “Approaching UG from below”. Ms. MIT.
Cinque, G. 2002 (a cura di) Functional Structure in DP and IP. The Cartography of Syntactic Structures Vol 1, OUP.


Prof. Zdzisław Wąsik

**HISTORY OF LINGUISTICS. Part Two**

Selected bibliography

The aim of these lectures is to show the doctoral students that the disciplines oriented towards the study of language and its manifestation forms in utterances, are mutually concatenated. It will be stressed that in opposition to the principles of structuralism, in which language has been abstracted from man as its user, post-structuralist approaches expose language in relation to environmental conditionings of individuals and collectivities who communicate for realizing their personal needs and social requirements in concrete communicative situations. The subject matter of discussion constitute the modern directions of study that have been developed in the 20th century. The emphasis will be put in particular on the philosophy of language in the era of post-modernism, textlinguistics, pragmatics, discursivism, cognitivism and contact linguistics. A separate attention is devoted to the problems of meaning with special reference to the semantics of possible worlds.

Eight lectures (2 X 45 minutes)
dr hab. Paweł Zajas, prof. UAM

POMIĘDZY „PRAWDĄ” A FIJKCJĄ. WSPÓŁCZESNE PROBLEMY LITERATURY FAKTU

Zajęcia mają na celu zaznajomienie studentów z problematyką współczesnej literatury faktu, która zdobywa obecnie coraz silniejszą pozycję na rynku książki. Analizie zostaną poddane strategie, którymi posługują się pisarze oraz ich wydawcy w celu promowania literatury faktu. Kluczowym tematem rozważań będzie pytanie o miejsce „prawdy” w nie-fikcji, która nierazko dryfuje w kierunku powieści.


Literatura:


Wybrane fragmenty prozy (analiza podczas zajęć). Wszystkie pozycje zostaną studentom udostępnione w formie plików PDF.

Forma zaliczenia:

Aktywność podczas zajęć, esej zaliczeniowy.