Descriptions of PhD lectures/courses
2014/2015

Prof. Arleta Adamska-Salaciak
PhD Lecture:
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
Bynon, Theodora and Frank R. Palmer (eds.) 1986. Studies in the history of Western
linguistics. Cambridge: Cambridge University Press.
Robins, R. H. 1957. “Dionysius Thrax and the Western grammatical tradition”. Transactions 
of the Philological Society 67-106. [Repr. in Robins 1970. 113-154]. 
Press. 
1970. Diversions of Bloomsbury: Selected writings on general linguistics. Amsterdam: 
North-Holland. 
Salmon, Paul B. 1995. “Origin of language debate in the eighteenth century”. Koerner and 
Asher (eds.) 184-188. 
Linguistica V:1/2. 15-43. 
Koerner and Asher (eds.) 174-179. 
Taylor, Daniel J. 1995a. “Classical linguistics: An overview”. Koerner and Asher (eds.) 83- 
90. 
1995c. “Roman language science in the early empire”. Koerner and Asher (eds.) 107- 
111. 
Taylor, Talbot J. and Roy Harris (eds.) 1996. Landmarks in linguistic thought I: The Western 
123-148. 
346. 
169-174. 

PRIMARY SOURCES 

Dinneen, Francis P. (ed.) 1990. Peter of Spain: Language in dispute. Amsterdam: 
Benjamins. 
Donatus, Aelius. 4th c. AD. Ars minor. Salus (ed.) 92-103. 
London: Longman. 
Harris, James. 1968 [1751]. Hermes, or a philosophical inquiry concerning universal 
(excerpts). 
Jones, William Sir. 1786. The third anniversary discourse of the President of the Asiatick 
Plato. 4th c. BC, Cratylus. Salus (ed.) 18-59 (excerpts). 
(excerpts).
The Syntax of Apollonius Dyscolus. 1981. Transl. and with commentary by Fred W. 
Householder. Amsterdam: John Benjamins 
Thomas of Erfurt. 1972[ca 1300]. Grammatica speculativa. Ed. with transl. and commentary 
Varro, Marcus Terentius. 1st c. BC. De lingua latina. Salus (ed.) 64-78 (excerpts). 
Wilkins, John. 1668. An essay towards a real character and a philosophical language. 
London: Royal Society. 
Buchhandlung.

Prof. dr hab. Włodzimierz Sobkowiak

CRITICAL THINKING IN RESEARCH

Syllabus, tests and selected bibliography:
http://ifa.amu.edu.pl/~swlodek/sem_meth.htm

WA PhD Lecture 2014-15
QUANTITATIVE AND QUALITATIVE METHODS IN LINGUISTICS

The qualitative and quantitative paradigms are often contrasted, though the two are not, and 
should not be understood as, mutually exclusive. They will be presented here as 
complementary.

I. Software tools for data exploration and manipulation in quantitative 
linguistic analyses – Michal Jankowski

This part of the course is designed to provide an overview of the functions present in 
generally available software which can be used in the stages of data exploration and 
manipulation of many linguistic research projects. Class sessions will vary in format from 
lecture to workshop and feature homework tasks and individualized mini-projects in such 
areas as lexicography, text analysis, corpus linguistics, and phonology to name a few major 
ones.
Topics:
1. Regular expressions: the language for search and replace operations
2. Word Processor
   - tables
   - sorting
   - search and replace
   - mail merge
   - macros
3. Programmer's Text Editor
   - sorting
   - search and replace
   - macros
4. Excel Spreadsheet
   - text functions
   - table lookup
   - pivot tables
   - filters
   - various calculations and statistical analyses
5. General-purpose programming language (awk, perl, or python)
   - data extraction and manipulation
   - automatizing tasks given above
6. The R Language for Statistical Computing
   - see item 5.
   - automatizing graph generation
7. Command-line interface and batch processing

Book resources

II. Qualitative methods in linguistics – Agnieszka Kielkiewicz-Janowiak

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. Marcin Krygier

**Words and worlds: A social history of the English lexicon (2014/2015)**

Course format

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

Course description

This lecture series will from the most general perspective concern the history of the English lexicon. It will not, however, focus on the obvious issues such as word-formation, borrowings, or lexical attrition. Its aim will be to emphasise the bidirectional relationship between language and culture, illustrating how changes in society affect the lexicon on the one hand, and how the structure of the lexicon can be used to understand changes in society on the other.
Course contents

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>SUBJECT</th>
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<tbody>
<tr>
<td>Topic 1</td>
<td>Studying the lexicon. History of dictionaries and etymologising.</td>
</tr>
<tr>
<td>Topic 2</td>
<td>Words, societies, ideologies. Lexical archeology of culture.</td>
</tr>
<tr>
<td>Topic 3</td>
<td>The web of words. Multilingualism and lexical stratification of language.</td>
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<td>Topic 4</td>
<td>Speaking of serious matters. Creating the educated lexicon.</td>
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<tr>
<td>Topic 5</td>
<td>Talking science. The birth of scientific registers of English.</td>
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<tr>
<td>Topic 6</td>
<td>Us and them. Talking about the enemy.</td>
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<tr>
<td>Topic 7</td>
<td>From gross to Grose. The history of slang.</td>
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<tr>
<td>Topic 8</td>
<td>The unspeakable unmentionables. Taboo vocabulary of English.</td>
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Textbooks:

There is no one single textbook for this course. Some books which can serve the purpose to a certain extent are:


Suggested reading for individual meetings will be listed (and sometimes provided) 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 online on the WA/Moodle course site.

**Grading**

Grading will be based on the following weighting:

<table>
<thead>
<tr>
<th>Activities</th>
<th>PERCENTAGES</th>
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<tbody>
<tr>
<td>In-class participation</td>
<td>20%</td>
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<tr>
<td>Post-class discussions</td>
<td>20%</td>
</tr>
<tr>
<td>On-line tasks</td>
<td>60%</td>
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**Ph.D. course**

Prof. UAM, dr hab. Krystyna Drozdział-Szelest

*Understanding second/foreign language classrooms*

**Course description:**

The course is intended as an introduction to the theory and research concerning classroom foreign language learning and teaching with the aim of making it possible for students to understand better the processes involved in language education. Research on learning and teaching languages has recently become a rapidly developing field drawing attention to the multiplicity and complexity of the issues involved. There is no effective teaching and learning without understanding what goes on when the teacher and his/her students meet together in a language classroom as they contribute to the achievement of the final goal/s in a different way. Thus, during the course special attention will be given, among others, to such topics as the development of communicative competence, the effectiveness of various teaching procedures, the role of input and interaction, the use of formal instruction, the role of the mother tongue, etc.

Also, students will be acquainted with a range of research instruments (*observation, interview, questionnaire*) that can be used to investigate what goes on in the language classroom. The concept of action research will be introduced as well.
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 (to be updated):


Articles from ELT journals.
Dr hab. Bogusława Whyatt

**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:**

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. Piotr Gąsiorowski, prof. UAM

PROBLEMS IN MODERN PHONOLOGY

Course description

This series of lectures will be devoted to exploring the history of some of the fundamental concepts and themes of modern phonology, and the way in which they are defined and employed in different theoretical frameworks. The purpose is not to advocate and teach any specific theory and its formalism but rather to prepare the participants for approaching theoretical problems critically, with proper respect for empirical evidence and a sceptical attitude towards “sectarian” theorising.

Course contents

The following topics will be discussed:

1. the relationship between phonetics and phonology;
2. the phoneme and related notions (features, autosegments, phonological elements);
3. non-linear phonology and the reality of phonological constituents (the syllable, the mora, the foot, etc.);
4. morphophonology and the status of “underlying representations”;
5. processes, rules, and constraints;
6. phonological universals and areal phonologies;
7. the acquisition of phonology, phonological change, and the evolution of phonological systems;
8. approaches to explanation; phonological theory as scientific inquiry.
Textbook

The course will not be based on a single textbook. Suggested reading will be recommended for particular topics, and the following books will be generally useful throughout the course:


Grading

Students will be expected to prepare for meetings and in-class discussion by having read the recommended materials. They will also be required to investigate a phonological problem and present their findings in the form of an essay. The results of their individual research will be discussed during the final examination. The final grade will be calculated as follows:

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<tr>
<th>Activities</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Active participation</td>
<td>20%</td>
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<tr>
<td>Essay</td>
<td>50%</td>
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<td>Examination</td>
<td>30%</td>
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Course format: lecture-and-discussion meetings; 8 meetings; 1.5 h each

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


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**Dr hab. Hubert van den Berg, Prof. UAM**

**LITERATURE(S) IN THE 21st CENTURY**

(*Interactive lecture*)

Given the growing relevance of a transnational European cultural space and processes of globalisation, major issues in current-day literary research concern the relation between national and regional literatures, the relation between literature(s), nationalities, specific geographic areas and single languages as well as questions regarding translation and literary transfer in the wider context of cultural exchange and mobility. Where does one literature end and another begin? To what extent can we speak of literatures (plural) or rather of one single world literature?

These and other questions will be addressed in the course, which is not only intended to offer insights in fundamental reflections and research approaches in contemporary debates in literary studies, but also methodological tools for the development of future interdisciplinary research questions in a growingly international academia.

The final grade includes the evaluation of
- active class participation
- a short presentation of own research related to the course subject
- the result of the final (written) examination.

A reader will be made available at the start of the course.
Recommended literature:


IFA (ed.) Europe reads – Literature in Europe. *Culture Report* (3) 2010

Dr hab. Jacek Fabiszak, Prof. UAM

SHAKESPEARE ON SCREEN

The aim of the lectures is to discuss some screen versions of Shakespeare’s plays. The films represent different approaches to Shakespeare, different treatments of Shakespearean drama, different ways of translating the language of literature and theatre into the language of the screen, finally different methods of making Shakespeare topical by putting his plays into a variety of cultural contexts. I will look at selected film and television productions, arranged chronologically as well as according to directors (and their styles), choice of the temporal and spatial settings, filmic conventions, as well as the degree to which Shakespeare is adapted (derivatives). The lecture will be illustrated with clips from selected films.

Requirements: students are requested to regularly attend and comment on the lectures and after the course write a short essay (up to 2000 words) on a selected aspect of Shakespeare on screen studies

1. Introduction: aims of the lectures, discussion of the sequence, major problems and issues associated with Shakespeare on screen, explanation of the method employed in approaching the movies. The pre-history of Shakespeare on screen: silent Shakespeare. From Sir Herbert Beerbohm Tree’s *King John* (1899) to Sven Gade’s *Hamlet* (1920). Shakespeare’s career in the silence
cinema: reasons for the popularity of Shakespeare’s plays among silent cinema directors.


3. Director’s Shakespeare 1 (English films): the era of Laurence Olivier: *Henry V* (1944) and *Hamlet* (1948); Orson Welles’s contribution to filmed Shakespeare: the 1948 *Macbeth*, the 1952 *Othello* and the 1966 *Chimes at Midnight*; Zeffirelli and his vision of Shakespeare on screen: the 1966 *Taming of the Shrew* and the 1968 *Romeo and Juliet*;


5. Shakespeare ‘made special’: Peter Brook’s *King Lear* (1971) and Polański’s *Macbeth* (1971); a variety of visions of how to put Shakespeare on screen; experimental Shakespeare: Derek Jarman’s *The Tempest* (1979) and Jean Luc Goddard’s *King Lear* (1987).


Selected bibliography:
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:

Socjologia produkcji przekładu literackiego

Szesnastogodzinny cykl wykładów jest poświęcony wybranym stanowiskom współczesnej socjologii przekładu literackiego pod kątem ich przydatności w badaniach nad transferem (semi)peryferyjnych literatur narodowych (w tym literatury polskiej i niderlandzkiej) do (hiper)centralnych systemów literackich (anglo- i niemieckojęzycznego). Szczególny nacisk zostanie położony na proces produkcji przekładu literackiego oraz role zaangażowanych w niego aktorów. Choć potrzeba tak sformulowanych badań była wielokrotnie sygnalizowana m.in. w pracach Daniela Simeoniego, Johana Heilbrona, Gisèle Sapiro i Andrew Chestermana, to do ich realizacji w formie analizy archiwów wydawniczych dochodzi nielicznie rzadko. Empiryczne studia nad procesem produkcji przekładu ogranicza przede wszystkim fakt, że pozostaje on prywatną sferą wydawnictwa, przez co dostęp do danych okazuje się najczęściej niemożliwy.

Cykl wykładów ma na celu zaznajomienie słuchaczy z makrostrukturą globalnego rynku tłumaczeń literackich, dynamiką transferu (semi)peryferyjnych literatur europejskich na przykładzie literatury polskiej i niderlandzkiej oraz sposobami wykorzystania danych pochodzących z archiwów wydawniczych.

Zajęcia: 16 godzin (8 spotkań)

Materiały w języku angielskim, polskim, niemieckim i niderlandzkim

Sposób zaliczenia: aktywny udział w zajęciach