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# **Curriculum Methodology**

## **for a Doctorate in German Studies**

**Concept, Internationalisation, Course Offerings**

**Trnava 2020**



With the support of the  
Erasmus+ Programme  
of the European Union

This publication was produced as part of the Erasmus project “Internationalization and development of PhD studies“ (Erasmus+ 2018-1-SK01-KA203-046375), financed with the support of the European Commission.

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

## **Curriculum Methodology for a Doctorate in German Studies Concept, Internationalisation, Course Offerings**

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**First edition**

**108 pages**

**ISBN 978-80-572-0101-4**

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# 1 Objectives

The new trilateral doctoral programme in German Studies and Literary Science combines the strengths of these programmes at three universities. While the University of St. Cyril and Methodius in Trnava, Slovakia is focusing on linguistics, particularly in the professional language, doctoral studies at Jan Evangelista Purkyně University in Ústí nad Labem, Czech Republic will be concentrating mainly on literary science and the University of Wrocław, Poland is offering a universal concept of linguistics and literary science.

The study programme is centred on candidates for doctorates at the three participating universities and building upon doctoral programmes already established, with the aim of joining existing competencies together to raise the quality of them further. Simultaneously, the joint study programme takes three major factors into account: the international dimension, quality, and practical focus.

The curriculum presented here combines elements of the three existing doctoral study programmes while introducing innovative new subjects. An important added value for the candidates is the option of spending time outside the boundaries of their own university, which the institutionalised nature of the curriculum guarantees.

In the spirit of internalisation, the study program envisages providing doctoral candidates with the opportunity to study at least one semester at a partner university and use the diverse course offering of the three universities to expand and deepen their knowledge and skills. All studies at another university are appropriately credited at their own university.

What is specifically offered here is a detailed description of the different subjects. It summarises the content, methods, objectives and basic material to provide candidates with important information and assistance for them to structure and compile their own study plans.

## 2 Graduate Profile

The doctoral programme should enable graduates to build competencies in the following:

### 2.1 Knowledge

- Elementary knowledge of German linguistics/literary science and sub-disciplines of it
- Knowledge of scientific research methods
- Knowledge in modern technologies for developing and processing German Studies data
- Knowledge of the current state of research and the most recent results from German linguistics and literary science research
- Knowledge of current publications in your area of research and discipline
- Knowledge of basic methodology concepts in their own discipline
- Knowledge of the ethical principles defining research
- Knowledge of copyright laws

### 2.2 Skills

- Independent development of relevant research issues from identifying deficits therein
- Self-application of appropriate methods
- Ability to apply research findings and developed project strategies and requests
- Capability to formulate research issues, seek appropriate solutions for consideration and evaluation, and to propose them successfully
- Capability to correctly select and use appropriate research methodologies and tools
- Ability to critically analyse research findings
- Ability to communicate with other scientists in the discipline

- Capability to process and present findings from your own research
- Constantly seeking to expand your knowledge in the discipline
- Ability to reflect upon a scientific work's ethical and social aspects, to present research results, take its practical into account and contribute to research being developed in the area
- Ability to work in a multidisciplinary research team as a scientist and expert
- Mastering another foreign language and the capability to read and utilise references in that language

### **2.3 Social and organisational competence**

- Organisational skills
- Managing and budgeting time
- Risk management
- Ability to work in a team
- Critical attitude when evaluating their own knowledge and research
- Critical attitude when evaluating the knowledge and research of others
- Autonomy in research

### 3 Admission Prerequisites

Doctoral candidates should have completed a German studies programme for a master's degree or equivalent (magister, diploma and state examination) and proven in the admissions procedure their professional and linguistic competence for doctoral studies. Candidates are admitted for study after an interview, which includes references to written documents supplied beforehand.

#### 3.1 General Prerequisites and Admission

Candidates may be admitted by any one of the partnering universities after a selection procedure which includes an interview.

Candidate should have the following **prior to the interview**:

- Proof of having completed study for a master's degree (which is also evidence of proficiency in the language at the C1 or C2 level)
- Necessary documentary proof
- Proof of payment of the administrative fee

#### **Admissions Interview**

An interview will be scheduled as soon as written proof of eligibility has been delivered. The interview is held before the admissions committee, which consists of a chairperson and at least two other members that have at least completed their doctoral studies.

#### **Required documents**

- Completed application form
- Exposé of proposed research (objectives, research issues, methodology, status and position in the discipline, justification)
- Scientific literature references for the proposed research
- Curriculum vitae
- Other documents proving candidate's suitability (participation in scientific conferences, projects, teaching, etc.).

### **Content and Objectives**

Investigation of the candidate's professional competence and verification from the proposed dissertation of its plausibility and substantiality along with scientific innovation

### **Results**

The admissions committee will determine the order of interviews and suggest from the number of students to be admitted for the academic year the best candidates for acceptance, with the formal decision to be made by the faculty dean, who will then sign the admission statement.

## **3.2 Special Prerequisites from the Universities**

### **3.2.1 Ústí nad Labem**

#### **Applications**

The exposé should be at least five A4 sheets long. It is recommended to contact your doctoral advisor beforehand and agree on the choice of topic.

#### **Assessment**

Candidates can score a maximum of 50 points, with a minimum of 10 points required for admission. Criteria particularly include the quality of the exposé, the oral presentation, the replies given to questions about the chosen topic and the candidate's other scientific prerequisites.

#### **Study Conditions**

Full-time doctoral candidates receive a scholarship. Doctoral studies are free of charge for everyone accepted.

### **3.2.2 Wrocław**

#### **Applications**

Consent from your future adviser is required. All written documents are anonymised before they are assessed by the admissions committee.

The exposé should be at most nine A4 sheets long with references and include the following:

- Presentation of the topics and objectives (how the proposed research contributes to the current state of scientific knowledge)
- Detailed description of the different stages of the proposed research
- Outline of current research
- Bibliography (max. 3 pages extra)
- Other scientific activities: list of publications (with copies), scientific and organisational activities and other evidence relevant to the candidate

#### **Assessment**

Candidates can score a maximum of 100 points, with a minimum of 55 points required for admission. The quality of the submitted exposé is evaluated (separately with the bibliography) along with other scientific activities. There is also an admissions interview:

- Exposé – max. 35 points
- Interview – max. 50 points
- Scientific capabilities – max. 15 points

#### **Study Conditions**

All students admitted to doctoral study receive a scholarship. Part-time doctoral candidates do not have to complete their studies, but they are required to pay a fee for the dissertation examination.

### **3.2.3 Trnava**

#### **Applications**

Candidates are required to have received their master's degree or equivalent in the field or another field related to it. They are also required to have command of another foreign language (in addition to German). Candidates can apply for any of the pre-listed topics (names of advisers and topics are published in advance). In exceptional cases (such as an excellent presentations and proper justification), the committee may opt to approve another topic candidates have proposed themselves.

#### **Assessment**

Candidates can score a maximum of 100 points. The quality of the exposé submitted, replies to questions about the chosen topic and the admissions interview are all evaluated.

#### **Study Conditions**

Full-time doctoral candidates receive a scholarship, while part-time candidates pay tuition.

## 4 Doctoral Candidate Leadership System

### 4.1 General Principles

Doctoral candidates are assigned an adviser when they commence their studies. They receive advice with the intention of them successfully completing their doctoral work and writing an excellent dissertation. The candidates are themselves responsible for reaching their objectives, while the advisers provide them with assistance and support in their endeavour.

The advisers at any of the three universities in the strategic partnership determine dissertation topics and so play both a leadership role, along with an advice and support, for the candidates during their entire doctoral studies. For part of their study at a partner university, they will also be provided with a tutor, whose role is to provide leadership and support for them during their stay abroad. In addition to organisational support, the tutors are tasked with departmental counselling, assistance in methodology and critical discussion of a doctoral candidate's research work, while checking progress therein. Taking an interdisciplinary approach is the desired goal. In any difference of opinions, the home university's adviser always has the final say.

### 4.2 Role of Advisers

- Regularly providing advice on issues related to a doctoral study plan and the course of a candidate's studies.
- Assisting in the formulation of research questions and hypotheses, selecting adequate methods and encouraging the candidate's own critical reflections, as well as in compiling an overview of the actual state of research.
- Advising on the writing of dissertations, providing clear instructions, suggesting additions and making recommendations on classification, methodology and literature.

- Regularly assessing progress together with the doctoral candidates in the writing and drafting dissertations, offering them assistance in the resolution of emerging issues and problems.
- Helping candidates find suitable conferences and other relevant scientific events.
- Aiding in the writing and submission of articles, contributions, reports and reviews throughout their study.
- Assisting in the navigation of administration and bureaucracy in order for the candidates to collect data and materials for their dissertations through accessing of archives, libraries and offices and also by writing letters of recommendation for the candidates.
- Working with the doctoral candidates to apply for scholarships, providing advice on obtaining grants and helping them by writing opinions and recommendations.
- Seeking to involve doctoral candidates in the adviser's own scientific projects and planned research projects.
- Playing a part in the final editing of dissertations and finding a suitable publisher for them.

### **4.3 Doctoral Candidate Obligations to Advisers**

- Setting up a study plan after consultation and agreeing with their adviser on it.
- Regularly communicating progress in the dissertations and discussing related problems, issues and new aspects.
- Providing information about any substantial changes, planned interruptions or extension of studies, changes during the course of study and in the courses they will be attending.
- Informing about scheduled participation in conferences and planned contributions to them, while creating space for formal discussion and meetings about the content.
- Communicating about planned publications and submitting them for critical assessment prior to publication.
- Mentioning anything else that may have an impact on doctoral studies and the dissertation.

## **4.4 Role of Tutors during Stays Abroad**

Tutors take over the role of the home university's adviser, while doctoral candidates are studying at the foreign university in the strategic partnership, and also all of the obligations the candidates have to their advisers apply to the tutors at the partner university. Tutors undertake to resolve any disputes in cooperation and with the agreement of the home university adviser. If there are any differences of opinions, the home university's adviser has the final say.

## 5 Stays Abroad – Objective and Procedure

Student mobility is undoubtedly contributing toward the internationalisation of doctoral studies. Stays abroad are enabling doctoral candidates to broaden their scientific horizons by letting them attend classes at a partner university and complete courses offered by specialists in their fields. They learn about another university environment and how it functions as they establish contacts that may be significant to their further professional and career growth. The development of intercultural, social and linguistic competences, directly aided by the foreign experience, also plays an important role.

Candidates in trilateral doctoral studies are required to complete at least one semester at another university in the strategic partnership. Both the home university's adviser and the doctoral candidate select the partner university, taking into account its focus and strengths in research. A stay abroad is recommended between the second and penultimate semester of study. Any stay abroad in the final semester of study or an extension of a stay abroad is only possible with the adviser's consent. As a rule, a stay abroad should last no longer than two semesters, except in cases when there are crucial reasons for a lengthier stay, such as opportunities to research in foreign libraries and access to essential materials. In such cases, however, the adviser's consent is required.

Doctoral candidates at the partner universities are exempt from tuition fees (except for ordinary administrative, processing and miscellaneous fees such as for issuing a student card). The visiting university should be informed about planned study abroad at least one semester in advance.

Doctoral candidates should primarily participate in instruction and the courses offered in this curriculum methodology, which have been designed especially for them. They are also obliged to attend regularly the courses they have chosen and to meet all conditions set for completing them. All courses run two hours a week and ten credits can be earned in the European Credit Transfer and

Accumulation System (ECTS) for each course, after passing the final assessment. Students are required to earn at least 30 credits during their entire stay abroad. With the consent of their adviser, they can also attend other lectures and seminars at the visiting university, if that is possible. All credits obtained (including credits for elective subjects) are included in the total amount earned at the home university toward graduation, within the ECTS system. Any mandatory and optional courses selected by a candidate always have to be accepted by the adviser.

At the visiting university, both full and associate professors are available to mobility students for consultation about scientific issues and tutors will be assigned to them to provide extensive support. It is recommended for doctoral candidates during their stay abroad to participate also in doctoral colloquia, in meetings with other students at the institute or department and at other events organised by the university, while also actively participating in the department's life. They should likewise be allowed to participate in selected teaching units to gain pedagogical experience. Tutors are assigned to doctoral candidates at the visiting university (see 4.1 and 4.4).

During their stay abroad, every doctoral candidate should stay in contact with their home university adviser and progress further in their study and work plans.

In all other matters, candidates participating in student mobility are subject to the visiting university's study rules.

## 6 Educational outcomes

The education offered in this curriculum is based on the European Qualifications Framework (EQF) for lifelong learning. It strives for mutual compatibility among the professional qualifications and competencies of doctoral candidates within the strategic partnerships established in the project countries. This approach is crucial primarily because the participating universities have implemented to date a number of different forms of education, for example, full doctoral studies and doctoral schools consisting of colleges, and accordingly various curricular backgrounds. Common learning outcomes are conceived with the intention of creating joint and generally applicable starting points for all doctoral candidates. It is based on descriptions of educational outcomes and an exhaustive list of competencies and skills doctoral graduates should have at their disposal.

The following section summarises educational outcomes from a common curriculum methodology developed for awarding doctorates in German Studies at universities in a strategic partnership. They are divided into knowledge, skills (both cognitive and practical) and social competences (communication and cooperation).

### 6.1 Knowledge

Doctoral candidates know and understand the complete and comprehensive perspective of knowledge in the following contexts:

- At an advanced level, having obtained an understanding of the newest terms, terminologies, theories and epistemic issues in their discipline (particularly linguistics and literary science) and knowledge about their history and development;
- At an advanced level, having gained a command of fundamental terms in scientific methodology and a knowledge of methods and new information typical for their discipline and also in the context of other disciplines;

- Understanding the social role science plays and the separate role of the humanities.

## 6.2 Skills

Doctoral candidates should be able to apply their knowledge and to solve the problems and tasks below:

- Formulating a scientific issue, situating it in connection with current research and estimating the prospects of solving it;
- Solving original research problems and with the results from their research contributing toward development in their relevant discipline;
- Seeking adequate research tools for their research and examining in interdisciplinary contexts;
- Critically analysing, interpreting and evaluating results from their own research and the research of others through the application of adequate logical reasoning and argument techniques;
- Processing results from research, with public presentation and evaluation of them using various forms (both verbal and written);
- Developing skills to popularise knowledge through various persuasive techniques;
- Presenting the results of research and transferring them to economic and social sectors;
- Planning the implementation of projects and research;
- Expanding and enriching their research platform;
- Planning and teaching in an academic environment.

Doctoral candidates should be capable of evaluating and taking critical positions, especially in the contexts below:

- Critically assessing their own knowledge and their contribution to development in the relevant scientific field;
- Critically assessing the knowledge of others and its contribution to development in different scientific fields;

- Recognising and highlighting the importance of knowledge in problem-solving;
- Acknowledging the role of experts in the context of the candidate's own professional competence to solve problems in various areas of life;
- Independently decide on research topics and independently implement research projects.

### **6.3 Social competence**

- Ability to manage and budget time correctly for the task to be solved;
- Ability to confront their own scientific competence and knowledge before other scientists, even in interdisciplinary contexts;
- Ability to assess their own scientific competence and knowledge properly;
- Ability to communicate with other scientists;
- Ability to take responsibility, fulfil social obligations and act in the spirit of the common good and public interest, while also working with other institutions outside the university environment.

## **7 Other Requirements and Recommendations for Successful Completion**

Doctoral studies involve more than just completing courses, passing tests and examinations, and writing and defending a dissertation. In order to acquire a wider, more comprehensive array of professional and other competencies and skills to provide you with a better career chance after you graduate, the activities and tasks below should also be included.

### **7.1 University Teaching**

Teaching can and should include the following:

- Planning and instructing as a graduate assistant for associate and full professors teaching their own courses;
- Teaching separately themselves to the extent appropriate;
- Cooperating in the preparation of study materials;
- Conducting seminars and final theses either alone or with others;
- Drawing up expert opinions of final theses;
- Participating in planning and organisation of teaching at the applicable department or institute;
- Assisting in the quality assessment of teaching at the department or institute.

### **7.2 Research and Scientific Activities**

Research, publishing and other scientific activities mainly include the following:

- Co-authoring scientific publications with their adviser or tutor;
- Writing their own scientific articles, reviews and conference reports;
- Participating in scientific projects;
- Assisting in applying for grants;
- Submitting applications for their own smaller, institutional projects;

- Attending conferences (and in particular actively contributing);
- Promoting, popularising and explaining research;
- Assisting in the organisation of scientific conferences, colloquia and seminars, and possibly organising such events yourself;
- Participating and cooperating in editing and reviewing articles for inclusion in scientific publications, textbooks and magazines.

They should teach, conduct scientific work and participate in other applicable activities under the supervision of your advisors and tutors, as well as any other competent people supervising these activities. In connection with teaching, it is recommended to seek and complete further education in university didactics.

All of these completed activities should be evaluated within the European Credit Transfer and Accumulation System and be an integral assessment of overall performance of candidates studying for their doctorate. The ECTS should be designed in order for activities in the same field to be interchangeable, so that doctoral candidates are able themselves to decide which priorities to pursue. Nonetheless, the wider the scope of activities doctoral candidates embark upon, the more competencies and skills they can acquire, thus increasing their future career chances.

## 8 Transfer of Achievements

A fundamental principle of international study programmes is the automatic recognition of achievements from any institution within the strategic partnership, provided they are included in a common curriculum methodology. For all other learning outcomes, an assessment of the possibility to recognise them will be made, with an effort to acknowledge the achievements as much as is practically possible. Nevertheless, no explicit agreement to recognise these outcomes can be guaranteed.

The courses offered in this curriculum are designed to ensure equivalence in the quality, methodology and scope required in studying within the entire strategic partnership. This also allows for learning outcomes to be mutually recognised without any need for individual review and assessment.

In order for these outcomes to be recognised, the university where they were achieved will issue a confirmation and/or otherwise communicate to the doctoral candidate's home university about the assessments obtained and requirements met. The partners communicating about them are the advisers and relevant departments where the candidate will be studying.

Any disputes will be resolved bilaterally.

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## **20<sup>th</sup> Century Grammatical Theory**

10 ECTS

### **Institution teaching the course**

Department of German Studies, Faculty of Philosophy,  
University of St. Cyril and Methodius in Trnava

### **Course description and objectives**

The course is an introduction to major 20<sup>th</sup> century grammar description theories that builds upon the traditions of structuralism, a common concept in a number of European and American linguistic schools. Their common feature is modern linguistics based upon and continuing the seminal work of Ferdinand de Saussure. American structuralism concentrates primarily on the segmentation and classification of sentences in analysing constitutive structures, while generative grammar, in turn, examines how skilled speakers are in creating sentence structures. Valence theory centres on the verb, which obligatory and optional additions. Meanwhile in functional grammar, communicative aspects are once again decisive in structuring a sentence. The course also examines the different factors and approaches contributing to the formation of sentences.

### **Skills acquired**

Doctoral candidates gain an overview of how grammars developed in the 20<sup>th</sup> century and obtain an understanding of the structuralism methodology's influence on individual grammatical theories in Europe and the US, emphasising the analysis of constituent types of grammatical phrases and dependent grammar.

### **Major points**

- Structuralism as a term covering interdisciplinary scientific processes
- Structuralism: Ferdinand de Saussure
- Structuralism in Europe and the US
- Traditional grammar versus constituency grammar
- Types of “phrase” grammar – phrase structure (constituency) grammar
- Categorical grammar and lexical functional grammar
- Theory of reaction
- Dependency grammar: Engel, Eroms, Welke, Ágel

### **Conditions for completing the course**

Active participation in seminars, seminar paper, successful discussion in a colloquium

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## **Basic Concepts of Phraseology and Paremiology**

10 ECTS

### **Institution teaching the course**

Department of German Philology, University of Wrocław

### **Course description and objectives**

This course covers fundamental concepts and research in phraseology (the study of fixed expressions and idioms) and paremiology (the study of proverbs) and provides a short introduction to the evolution of both disciplines. It comprehensively describes the problems associated with the German language's phraseological system, taking the status of proverbs therein into consideration. Essential characteristics in the definition of phraseologies and proverbs, as well as the criteria for classifying them, are discussed in the course, together with the details and differences between proverbs and phraseologies. Cultural-historical aspects and cognitive semantic perspectives in research are also featured in it. Empirical contrastive methods are described together with research in phraseology and paremiology. Equivalence models are created and used and the pragmatic aspects of the phraseology in proverbs are pointed out.

The course analyses phraseology and proverbs as possible causes for the failure to learn foreign languages correctly.

### **Skills acquired**

Doctoral candidates learn about research into phraseology and paremiology, how it has developed and its tendencies. They also obtain an understanding of the fundamental signs in definitions, based on which they are able to distinguish phraseologies and proverbs as fixed connections to other structures in language. They are able to explain the mechanics of phraseology and distinguish special trends in phraseologies and for research purposes; to create equivalence models, using them in their own research, and to write scientifically funded seminar work on the topic from this area of research.

### **Major points**

- Fundamental concepts and research
- Essential characteristics in defining phraseologies (e.g. polylexicity, stability, idiomaticity) and proverbs
- Internal and external forms of proverbs

- Motivation and idiomaticity
- Special phraseology classes and the special shapes of proverbs
- Variants, nonce words and anti-proverbs
- Cultural-historical background
- Empirical contrastive research, equivalence models
- Pragmatic potential and phraseologies and proverbs
- Possible causes of incorrectly learning a foreign language.

### **Conditions for completing the course**

Active participation in seminars, writing a scientific seminar paper

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- RÖHRICH, L./Mieder, W. (1977): *Sprichwort*. Stuttgart: J. B. Metzler.
- RÖHRICH, L. (2001): *Lexikon der sprichwörtlichen Redensarten*. Bd. 1-5. Freiburg/Basel/Wien: Herder.

## **Comparing “Grammar” as Part of Applied Linguistics**

10 ECTS

### **Institution teaching the course**

Department of German Philology, University of Wrocław

### **Course description and objectives**

The course presents various mechanisms that enable a comparison of languages and an analysis of the possible consequences from language comparison for compensatory purposes, taken from an interlingual perspective. There are also exemplary presentations of phonetic-phonological and prosodic phenomena and of morphological-syntactic phenomena, both from a typological-comparative perspective.

### **Skills acquired**

Ability to excerpt and effectively utilise equivalents obtained from language comparison in order to optimise the capability to conceive texts for recipients learning a foreign language and to form a spoken expression therein that is phonetically-phonologically and prosodically correct, as well as to develop the ability to perceive foreign language texts and optimise translation processes.

### **Major points**

- Phonetic-phonological signs of spoken text from a comparative perspective
- Prosodic properties of spoken text from a comparative perspective
- Morphological signs and their interlingual equivalents
- Comprehensive text from a typological-comparative perspective

### **Conditions for completing the course**

Active participation in seminars, successful discussion in a colloquium of pre-set topics

## References

- ENGEL, U. et al. (1999): Deutsch-polnische kontrastive Grammatik, Heidelberg: Julius Groos.
- LUSCHŮTZKY; H-CH: (2003/2005), Uvedení do typologie jazyků / Zarys typologii języków. Praha/Kraków: Filozofická fakulta UK/Collegium Columbinum,
- ŠTÍCHA, F. (2003): Česko-německá srovnávací gramatika. Praha: Argo.
- TWOREK, A. (2012): Einführung in die deutsch-polnische vergleichende Phonetik. Dresden: Neisse Verlag.

## Concepts of Gender and Queer Theory in Cultural Research

10 ECTS

### Institution teaching the course

Department of German Studies, Faculty of Philosophy,  
University of St. Cyril and Methodius in Trnava

### Course description and objectives

Works of art and various cultural artefacts and phenomena often reflect cultural representations of femininity, masculinity and so-called “forced” heterosexuality. It is not uncommon for them to have both a performative and normative nature, although on the other hand they either hide the potential for their own deconstruction or can be interpreted as “on the contrary”. In this context, the course focuses on these aspects and the perception of them in reading and interpretations. The objective is to acquire practically a critical reception and conscious perception of this process in the context of gender and queer theories.

### Skills acquired

Doctoral candidates gain the ability to reflect the linguistic and cultural construction of subjects, images, patterns and norms in texts and other areas of culture. They will be expanding their own reading and reception skills and developing the ability to perceive literary and cultural “texts” in terms of gender and queer perspectives, while acquiring on the other hand the ability of critical self-reflection, which prevents a “normative” or their own methodological “blindness”.

### Major points

- Speaking and silence on gender in literature and culture, construction of the subject
- Cultural representations of masculinity, femininity, cultural images, symbols and metaphors
- Symbolic order and sexual stratification, socio-cultural and economic paradigms
- Heteronormativity and male hegemony, artistic depiction of gender and sexual power relations
- Queer reading and shelter epistemology, depicting homosexual images in culture

- Trans-view and critical deconstruction in literature and beyond it, taking an inter-sectional approach to analysing texts and excursions into non-literary texts

### **Conditions for completing the course**

Seminar work with your own analysis and interpretation of a literary work, cultural artefact or phenomenon, evaluating the ability to argue from primary texts, ability to use gender and queer terminology and gain critical insight from your own analysis, also active participation in the seminars.

### **References**

- BABKA, A. – POSSELT, G. (2016): Gender und Dekonstruktion. Wien: Facultas Verlag.
- BAISCH, K. (Hrsg.) (2002): Gender Revisited: Subjekt- und Politikbegriffe in Kultur und Medien. Stuttgart/Weimar: Metzler.
- BENTHIEN, C. – STEPHAN, I. (Hrsg.) (2003): Männlichkeit als Maskerade: Kulturelle Inszenierungen vom Mittelalter bis zur Gegenwart. Köln/Weimar/Wien: Böhlau Verlag.
- BRAUN, Ch. – STEPHAN, I. (Hrsg.) (2005): Gender @ Wissen: Ein Handbuch der Gender-Theorien. Köln u. a.: Böhlau Verlag.
- BUTLER, J. (1991): Das Unbehagen der Geschlechter. Frankfurt am Mai: Suhrkamp.
- BUTLER, J. (1997): Körper von Gewicht. Frankfurt am Main: Suhrkamp.
- DEGELE, N. (2008): Gender/Queer Studies: Eine Einführung. Paderborn: Wilhelm Fink Verlag.
- KRASS, A. (2003): Queer Denken: Gegen die Ordnung der Sexualität (Queer Studies). Frankfurt am Main: Suhrkamp.
- NÜNNING, V.; NÜNNING, A. (2004): Erzähltextanalyse und Gender Studies. Stuttgart/Weimar: Verlag J. B. Metzler.
- SCHÖSSLER, F. (2008): Einführung in die Gender Studies. Berlin: Akademie Verlag.
- SEDGWICK, E. K. (2003): Touching Feeling. Affect, Pedagogy, Performativity. Durham; London: Duke University Press.

## **Confessional Propaganda in Early Modern Literature and Art**

10 ECTS

### **Institution teaching the course**

Department of German Studies, Faculty of Philosophy  
J.E. Purkyně University in Ústí nad Labem

### **Course description and objectives**

The Reformation initiated by Martin Luther and especially the Counter-Reformation sparked by the Jesuits in response both created the necessity in the 16th and 17th centuries of indoctrinating the masses with their ideas. Because the majority of the population was illiterate, songs, sermons, and paintings proved to be the most appropriate media for reaching out to them. Propaganda methods and strategies, along with the developmental and religious struggles of the early modern period, were later adapted without hindrance to nationalist and political content. Seminar material consists mainly of literary and iconographic sources from the former lands of the Bohemian Crown (Bohemia, Moravia, Silesia and Lusatia) and particularly from confessionally divided Silesia. The course seeks to instruct doctoral candidates to recognise manipulative strategies, methods and intentions hidden in texts and works of art, such as cultural creations from the early modern period, to sensitise them to manipulative stimuli and to develop critical thinking.

### **Skills acquired**

Doctoral candidates learn about propaganda strategies and methods, recognising them in texts and artwork in different periods, and also how to analyse and interpret them.

### **Major points**

- Media of confessional propaganda: songs, sermons, pictures, treatise literature, dramatics)
- Confessional propaganda methods and early modern strategies
- Song as a medium of confessional propaganda (the Hussites, Martin Luther, the Jesuits) and their methodological reverberations in nationalism and the period of ideological and political clashes in the 20th century (Communism and National Socialism)

- Sermons as a medium of confessional propaganda (widespread use of graphics, religious art, music and architecture)

### **Conditions for completing the course**

Active participation in seminars discussing confessional propaganda in specific texts and/or artwork

### **References**

- BAUER, B. (1986): Jesuitische ‚ars rhetorica‘ im Zeitalter der Glaubenskämpfe. Frankfurt am Main: Peter Lang.
- CANETTI, E. (2011): Masse und Macht. Frankfurt am Main: Fischer.
- FISHER, A. J. (2014): Music, piety, and propaganda: the soundscapes of counter-reformation Bavaria. Oxford: Oxford University Press.
- FRANK, G. – WEIGEL, M. L. (2018): Reformation und Bildnis: Bildpropaganda im Zeitalter der Glaubensstreitigkeiten. Regensburg: Schnell & Steiner.
- HERZIG, A. (2002): Konfession und Heilsgewissheit. Schlesien und die Grafschaft Glatz in der Frühen Neuzeit. Bielefeld: Verlag für Regionalgeschichte, Aschendorff Verlag.
- HSIA, R. P. (1998): Gegenreformation. Die Welt der katholischen Erneuerung 1540 – 1770. Frankfurt am Main: Fischer.
- KARBUSICKY, V. (1973): Ideologie im Lied, Lied in der Ideologie. Kulturanthropologische Strukturanalysen. Köln: Gerig.
- MOSER, D.-R. (1981): Verkündigung durch Volkslied. Studien zur Liedpropaganda und -katechese der Gegenreformation. Berlin: Erich Schmidt Verlag.

## **Corpus Linguistics**

10 ECTS

### **Institution teaching the course**

Department of German Studies, Faculty of Philosophy,  
University of St. Cyril and Methodius in Trnava

### **Course description and objectives**

Corpus linguistics involves scientific research into the quantitative and qualitative analysis of language corpora. In the course, linguistic interpretations are postulated and analysed at the lexical level.

This type of methodological research makes it possible to generalise selected linguistic phenomena on a scientific and theoretical level, to reflect on them and to present them in a discussion about the creation of linguistic theories.

### **Skills acquired**

Doctoral candidates become familiar with the latest corpus linguistic trends and methods, learn how to analyse grammatical and lexicological phenomena using corpus linguistic methods, to examine and evaluate linguistic phenomena using quantitative methods, interpret the language linguistically and verify their own hypotheses on extensive empirical material.

### **Major points**

- Corpus linguistics
- Developments in corpus linguistics and the current state of it
- Building linguistic corpora
- Digital sources and corpora, corpus linguistic methods
- Formal languages in linguistic corpora
- Analysing linguistic phenomena using corpus linguistic methods
- Corpus linguistics and morphology / syntax
- Corpus linguistics and lexicology / lexicography
- Parallel corpora

### **Conditions for completing the course**

Active participation in seminars, completion of assignments and your own corpus analysis of selected linguistic phenomena.

### **References**

- BUBENHOFER, N. (2009): Sprachgebrauchsmuster. Korpuslinguistik als Methode der Diskurs- und Kulturanalyse. Berlin, New York: de Gruyter.
- BUBENHOFER, N.: „Einführung in die Korpuslinguistik: Praktische Grundlagen und Werkzeuge“ <http://www.bubenhofer.com/korpuslinguistik/>
- LEMNITZER, L. – ZINSMEISTER, H. (2010): Korpuslinguistik. Eine Einführung. Tübingen: Narr Verlag.

## **Cultural Scientific Concepts in German Studies**

10 ECTS

### **Institution teaching the course**

Department of German Studies, Faculty of Philosophy,  
University of St. Cyril and Methodius in Trnava

### **Course description and objectives**

The course offers an insight into current cultural scientific themes with a discussion of several methodological concepts, focusing on them and their advantages and disadvantages. Thematically, it covers aspects of language and culture, cultural symbolism, various perceptions of identity and their connection with the categories of nation and body. Theories of action, perception, intertextuality, gender studies, identity theories, concepts of mediality, intermediality, space and time are likewise discussed. The emphasis is particularly on taking an interdisciplinary approach and providing the option for participating students to use in practice the methods learned here when they write their dissertations.

### **Skills acquired**

Doctoral candidates obtain an overview of the significant cultural scientific concepts discussed in the 21<sup>st</sup> century and the possibility of applying them in philosophical and interdisciplinary research. They should be able to critically reflect on their own German studies research from a broader cultural and scientific point of view.

### **Major points**

- Philosophy of culture and culturology
- Language and culture, culture as text
- Signs, symbols and their anthropological nature, theories of symbolic action
- Language and cultural-social discourses and conventions (politics, religion, law, economy, science)
- Media intermediation of written and verbal language, writing and authorship, text and image
- Digital media and archiving of language

- Linguistic production of corporeality – body discourses, the human image in language and culture, figuration and the differences
- Language and culture in time and space: “spatial turn” – topological turn-over in philology, the centre and periphery, cultural foundations in the perception of time and time categories
- Culturological theories of memory – language and cultural consciousness, cultural memory, canon and culture
- Collective and cultural identity – nation and culture
- Cultural identity politics
- Intercultural skills, intertextuality and interculturality

### **Conditions for completing the course**

Active participation in seminars, seminar paper, successful discussion in a colloquium

### **References**

- ASSMAN, A. (2011): Einführung in die Kulturwissenschaft. Grundbegriffe, Themen, Fragestellungen, Berlin: Erich-Schmidt-Verlag.
- BACHMANN-MEDICK, D. (2009): Cultural Turns. Neuorientierungen in den Kulturwissenschaften. Reinbek: Rowohlt.
- BORGARDS, R. (2010): Texte zur Kulturtheorie und Kulturwissenschaft. Stuttgart: Reclam.
- FAUSER, M. (2003): Einführung in die Kulturwissenschaft. Darmstadt: Wissenschaftliche Buchgesellschaft.
- HANSEN, K. P. (2011): Kultur und Kulturwissenschaft. Stuttgart: UTB.
- KUSSE, H. (2012): Kulturwissenschaftliche Linguistik. Stuttgart: UTB.

## **Developing Projects and Applying for Grants**

10 ECTS

### **Institution teaching the course**

Department of German Studies, Faculty of Philosophy,  
University of St. Cyril and Methodius in Trnava

### **Course description and objectives**

The course provides doctoral candidates and students with an overview of the various opportunities of obtaining grants for scientific projects. Referring to current grant schemes, they become acquainted in practice with the process of developing a project and writing a project application. The focus is on practical aspects, pointing out the possibilities for harmonising an applicant's methods and objectives with assignments, specific challenges and ideas from grant providers.

### **Skills acquired**

Doctoral candidates acquire basic skills, including the ability to locate sources of project funding and the scientific design of project proposals. In addition, they obtain basic knowledge about formulating project applications that meet the project application's formal requirements.

### **Major points**

- Overview of grant institutions (government-supported grant schemes)
- Overview of grant institutions (private/nongovernmental grant schemes)
- Summary of relevant grant programmes and schemes in Europe and in German-speaking countries
- Formulating project concepts – basic thoughts
- Structure and elements of project applications
- Planning progress and submitting a project application
- Financial aspects of projects and budgeting
- Implementing projects, interim reviews and submitting reports
- Creating follow-up projects

### **Conditions for completing the course**

Developing an actual or simulated project application or oral examination

### **References**

- BAUER, W. (2018): Forschungsprojekte entwickeln. Von der Idee bis zur Publikation, 2. Aufl., Baden-Baden: Nomos.
- MONZ, L. (2011): Projektbeantragung leicht gemacht. 3. Aufl. Düsseldorf: iQ-Consult.
- TÖPFER, A. (2009): Erfolgreich forschen. Ein Leitfaden für Bachelor-, Master-Studierende und Doktoranden. Heidelberg: Springer.
- WILDEN, A. (2009): Die Erforderlichkeit gesetzlicher Regelungen für die außeruniversitäre Forschung und die Forschungsförderung. Frankfurt am Main: Peter Lang Verlag.

## **Engaged Literature and Authors in 21<sup>st</sup> Century Europe**

10 ECTS

### **Institution teaching the course**

Department of German Philology, University of Wrocław

### **Course description and objectives**

Political themes are increasingly at the centre of interest among a number of contemporary European authors. Ever-evolving societies are becoming the new story to be told in literature. This course concentrates on the engagement of political topics in current novels and dramas, how they handle social and critical elements and how they fit in non-literary contexts.

### **Skills acquired**

This seminar allows doctoral candidates to expand their knowledge about engaged literature in Europe and to increase their language skills. They also have the opportunity to familiarise themselves with a larger collection of texts on the topic.

### **Major points**

- Engaged literature
- Political text
- Investigative reporting
- Social and critical novels, drama and theatre
- Contemporary literature, Polish literature, literature of German-speaking countries
- Russian literature, Ukrainian literature, Czech literature

### **Conditions for completing the course**

Paper, active participation in seminars, written homework

### **References**

GANSEL, C. –NELL, W. (2016): *Vom kritischen Denker zur Medienprominenz. Zur Rolle von Intellektuellen in Literatur und Gesellschaft vor und nach 1989*. Bielefeld: Transcript.

- HEIDEMANN, G. – JABŁKOWSKA, J. – TOMASI-KAPRAL, E. (Hg.) (2019): *Engagement. Literarische Potentiale nach den Wenden. Band 2*. Berlin: Peter Lang Verlag.
- WOLTING, M. – JAROSZ-SIENKIEWICZ, E. (2019): *Zaangażowanie. Reprezentacje polityczności w literaturze niemieckiego obszaru kulturowego*. Krakow: Universitas.
- WOLTING, M. (Hg.) (2019): *Neues historisches Erzählen*. Göttingen: Vandenhoeck & Ruprecht Verlag.

## **Ethnic Science Writing Style: between myth and truth**

10 ECTS

### **Institution teaching the course**

Department of German Philology, University of Wrocław

### **Course description and objectives**

The course discusses issues of organising text and common wording in scientific texts, centring on ethnically defined patterns that are examined and contrasted. The literature clearly accepts the view of the formulations resulting from a culturally specific value system, a way of thinking and a typical way of acting. Thus, the writers adapt to the traditional pattern of constructing text. An examination of this routine provides insight into how different countries approach scientific discourse. A study of scientifically written German is an important point in the course. Comparing the common formulations in the listener's L1 language with texts of native speakers enables a universal raster of analyses to be developed, making it possible to analyse convergences and divergences in free texts of different language combinations.

### **Skills acquired**

An enlarged perspective into the phenomenon of (German) scientific language, insight into typical formulations that are found in scientific texts written by foreign, German-speaking philologists studying the German language and mitigating your own cultural traditions and patterns when you write for foreign German philologists.

### **Major points**

- Defining the language
- Positioning the “scientific language”
- German as a scientific language (rise and fall)
- German as a scientific language (formal and pragma-semantic aspects)
- “Science speaks in English” + “English is a must, German is a plus”
- Peculiarities of scientific German from the perspective of your own language

### **Conditions for completing the course**

Preparing an approx. 20 minute talk about the contrasting aspects of scientific language; the presentation written in the form of an article will then be assessed and discussed in a forum.

### **References**

- BREITKOPF, A. /I. VASSILEVA (2007): Osteuropäischer Wissenschaftsstil. In: Auer, Peter/Harald Baßler (Hrsg.): Reden und Schreiben in der Wissenschaft. Frankfurt am Main: Campus, S. 211-224.
- CIRKO, L. / K. PITTNER (Hrsg.) (2018): Wissenschaftliches Schreiben interkulturell: Kontrastive Perspektiven. Berlin u. a.: Peter Lang.
- CLYNE, M. (1991): Zu kulturellen Unterschieden in der Produktion und Wahrnehmung englischer und deutscher wissenschaftlicher Texte. In: Info DaF 18, 4, S. 376-383.
- ESSER, R. (1997): Etwas ist mir geheim geblieben am deutschen Referat. Kulturelle Geprägtheit wissenschaftlicher Textproduktion und ihre Konsequenzen für den universitären Unterricht von Deutsch als Fremdsprache. München: Iudicium.
- GALTUNG, J. (1985): Struktur, Kultur und intellektueller Stil. Ein vergleichender Essay über sachsonische, teutonische, gallische und nipponische Wissenschaft. In: Wierlacher, Alois (Hrsg.): Das Fremde und das Eigene: Prolegomena zu einer interkulturellen Germanistik. München: Iudicium, S.151-193.
- KAISER, D. (2002): Wege zum wissenschaftlichen Schreiben. Eine kontrastive Untersuchung zu studentischen Texten aus Venezuela und Deutschland. Tübingen: Stauffenburg.
- STEZANO COTELO, K. (2008): Verarbeitung wissenschaftlichen Wissens in Seminararbeiten ausländischer Studierender. Eine empirische Sprachanalyse. Studien Deutsch, Band 39. München: Iudicium.

## **European Cultural History**

10 ECTS

### **Institution teaching the course**

Department of German Studies, Faculty of Philosophy  
J.E. Purkyně University in Ústí nad Labem

### **Course description and objectives**

The course acquaints students with the basic cultural-theoretical concepts needed to obtain an understanding of European cultural history. Constitutive cultural theory texts will be put into the context of understanding German studies as a science of culture, especially in questions of cultural, national and other identities. Attention will be concurrently given to the phenomena that have defined European identity from ancient times to the present day. Theoretical concepts and specific examples such as how countries are spatially arranged provide a critical reflection on the concepts of both European and German culture.

### **Skills acquired**

Doctoral candidates learn about cultural-theoretical concepts and gain a comprehension of the cultural significance and historical contexts of monuments visited. They are then able to work further with these cultural and theoretical concepts.

### **Major points**

- Europe and Central Europe culturological concepts
- Discourses on power and modern history
- Cosmos – world – Europe: The path to mythology and allegory
- Secular national patrons in Central Europe (Germania, Bohemia, Poland, Bavaria, Saxony) and their religious opposites (the holy patrons)
- Cultural landscape: from ancient pastoral idylls through biblical, medieval and modern concepts of paradise to romantic landscapes
- Reflection of earlier discussed spatial concepts in the nationalist perception found within the countries of Central Europe (blood and earth ideology, homeland literature)

- Two thematic excursions to the Czech-Saxon countryside both in and around Most (Brüx), Duchcov (Dux), Teplice (Teplitz-Schönau) and Litoměřice (Leitmeritz) in the Czech Republic and in Saxony to Dresden (Drážďany), Pirna (Pěrna), Meissen (Míšeň), Weesenstein Castle and the Baroque gardens of Großsedlitz

### **Conditions for completing the course**

Active participation in seminars and excursions, interpretation of artwork (pictures, monuments and literary works) at the seminars and writing a paper including feedback and impulses from others participating in the seminar

### **References**

- CSÁKY, M. (2010): Das Gedächtnis der Städte: kulturelle Verflechtungen - Wien und die urbanen Milieus in Zentraleuropa. Wien: Böhlau Wien.
- DELOUCHE, F. (ed.) (2012): Das europäische Geschichtsbuch: Von den Anfängen bis ins 21. Jahrhundert. Stuttgart: Klett-Cotta.
- FEICHTINGER, J. (ed.)/COHEN, G. B. (ed.) (2017): Understanding Multiculturalism. The Habsburg Central European Experience. New York/Oxford: Berghahn Books.
- KRAUSS, H. (2004): Das Paradies. Eine kleine Kulturgeschichte. München: C. H. Beck.
- VAN MARWYCK, M. (2010): Gewalt und Anmut. Weiblicher Heroismus in der Literatur und Ästhetik um 1800. Bielefeld: Transcript Verlag.
- VIETTA, S. (2007): Europäische Kulturgeschichte. Eine Einführung. Paderborn: UTB.

## **Feminist Concepts in Literary Science**

10 ECTS

### **Institution teaching the course**

Department of German Studies, Faculty of Philosophy  
J.E. Purkyně University in Ústí nad Labem

### **Course description and objectives**

The course acquaints doctoral candidates with 1980s feminist literary concepts, while discussing their contribution to gender-oriented analysis of literary texts. It covers the role women have played in literary history and their contribution to psychoanalytic, semiotic, poststructuralist and deconstructivist theories for analysing literary texts, making it possible to recognise and follow how the image of women in literature has been (de)constructed from the Enlightenment to today.

### **Skills acquired**

Doctoral candidates become acquainted with the feminist literary discourse that significantly contributed to the establishment of gender studies and are able to apply feminist literary theory concepts to specific literary text.

### **Major points**

- Women in 18<sup>th</sup> and 19<sup>th</sup> century literature
- Women in literary history
- Constructivist and deconstructivist theory, theory of sexual differences
- Feminist literary theory – psychoanalytical and semiotic impulses
- Feminist literary theory – poststructuralist and deconstructivist impulses and concepts of “women’s writing”
- Feminist theory and gender studies
- Images of women in literature and how they transformed it

### **Conditions for completing the course**

Active participation in seminars, writing and presenting a paper on either a chosen theoretical text or applying feminist (or gender studies) theory to a selected literary text

## References

- BEAUVOIR, S. de (2000): Das andere Geschlecht. Sitte und Sexus der Frau. Reinbek bei Hamburg: Rowohlt.
- BOVENSCHEN, S. (1979): Die imaginierte Weiblichkeit. Exemplarische Untersuchungen zur kulturgeschichtlichen und literarischen Präsentationsformen des Weiblichen. Frankfurt am Main: Suhrkamp.
- GRUVER, N./ LANGENBERGER, B. (2020): Feministische Theorie und Genderforschung: Die philosophischen Grundlagen. Stuttgart: UTB.
- JEREMIAH, E. (2012): Nomadic Ethics in Contemporary Women's Writing in German. Strange Subjects. Rochester: Boydell & Brewer.
- KLUGER, R. (1996): Frauen lesen anders. Essays. München: DTV.
- LINDHOFF, L. (2003): Einführung in die feministische Literaturtheorie. Stuttgart: J. B. Metzler.
- OSINSKI, J. (1998): Einführung in die feministische Literaturwissenschaft. Berlin: Erich Schmidt Verlag.
- NIEBERLE, S. (2014): Gender Studies und Literatur. Darmstadt: Wissenschaftliche Buchgesellschaft.
- SMITH, S./ WATSON, J. (1998): Women, autobiography, theory. A reader. Wisconsin: University of Wisconsin Press.

## **General and Special Histories of Language**

10 ECTS

### **Institution teaching the course**

Department of German Studies, Faculty of Philosophy,  
University of St. Cyril and Methodius in Trnava

### **Course description and objectives**

The course concentrates on the German language, describing it in diachronic contexts and taking different cultural, media and social factors into account along with variational patterns. It seeks to provide an overview of the German language's history from its origins to the present, while pointing out the processes of changes in the language and its evolution. This enables knowledge about the older stages of language development (Indo-Germanic, Germanic, Old, Middle and New High German) and the connection to social, cultural and media history to be conveyed. Developments and changes in the language, as well as how the types of texts evolved, are demonstrated in examples found in the selected primary text material.

### **Skills acquired**

Doctoral candidates get a glimpse of the most important principles in the history of language and how German historically developed, which is presented from the perspective of different linguistic disciplines. They acquire a special approach to studying etymology, how words historically develop, and obtain an understanding of linguistic contact as the factors influencing historical changes in German.

### **Major points**

- Language history and its concepts
- General language development theory
- Language laws and their adaption as language development factors
- Evolutionary stages of the German language
- Influences and language contacts in German
- Historical language models as major interpretive guidance to the phenomena of the contemporary language
- Regional evolutionary specifics of Austrian German

- Regional evolutionary specifics of Swiss German
- Language islands in Central Europe
- Language islands in Eastern Europe
- German as a minority language
- German in the era of globalisation

### **Conditions for completing the course**

Active participation in seminars, seminar paper, successful discussion in a colloquium

### **References**

- GLONING, T. (2009): Sprachwandel und Sprachgeschichte. Stuttgart: UTB.
- JACOB, D. (Hrsg.) (2007): Sprachgeschichte und Geschichte der Sprachwissenschaft. Tübingen: Narr.
- NÜBLING, D. (2008): Historische Sprachwissenschaft des Deutschen. Tübingen: Narr.
- RIECKE, J. (2011): Historische Semantik. Berlin: de Gruyter.
- SCHUPPENER, G. (2007): Spuren germanischer Mythologie in der deutschen Sprache. Leipzig: Hamouda.
- WOLFF, G. (2009): Deutsche Sprachgeschichte. Von den Anfängen bis zur Gegenwart. Tübingen: UTB.

## History of Linguistics

10 ECTS

### Institution teaching the course

Department of German Studies, Faculty of Philosophy  
J.E. Purkyně University in Ústí nad Labem

### Course description and objectives

The course provides an overview of the most important developmental stages of linguistics from its beginnings to the present day. Attention is devoted first to the earliest linguistic research in antiquity, medieval times and the early modern period. It aims to stimulate interest in an in-depth study of selected topics from the history of linguistics, while equipping students with the capability to reflect upon fundamentals and determine a methodological approach in linguistic research.

### Skills acquired

Doctoral candidates obtain an overview of the most important developmental stages of linguistics from its beginnings to the present day, enabling them to reflect upon the basics for determining a methodological approach in linguistic research.

### Major points

- Plato's Cratylus
- Ancient grammarians
- Predecessors of linguistics in the Middle Ages and early modern times
- Port-Royal Grammar
- Herder and Humboldt
- Historical comparative linguistics
- Young Grammarians
- The Geneva School (de Saussure, Meillet)
- The Prague School (Trubetzkoy, Jakobson)
- Linguistic typology, linguistic relativity (Sapir-Whorf Hypothesis) and the Weissgerber model
- Generative grammar
- Development of linguistics in the second half of the 20<sup>th</sup> century

### **Conditions for completing the course**

Active participation in seminars, written work prepared as the basis for oral examination.

### **References**

- ALLEN, Keith (ed.): Handbook of the History of Linguistics. Oxford: Oxford University Press.
- ARENS, Hans (1974): Sprachwissenschaft. Der Gang ihrer Entwicklung von der Antike bis zur Gegenwart. 2 Bde. Frankfurt: Fischer.
- AUROUX, Sylvain et al. (Hrsg.) (2006): Geschichte der Sprachwissenschaften. Ein internationales Handbuch zur Entwicklung der Sprachforschung von den Anfängen bis zur Gegenwart. 3 Bde. Berlin/New York: Mouton de Gruyter.
- BREKLE, Herbert Ernst (1985): Einführung in die Geschichte der Sprachwissenschaft. Darmstadt: Wissenschaftliche Buchgesellschaft.
- GARDT, Andreas (1999): Geschichte der Sprachwissenschaft in Deutschland. Vom Mittelalter bis ins 20. Jahrhundert. Berlin/New York: de Gruyter.
- HELBIG, Gerhard (2016): Geschichte der neueren Sprachwissenschaft. Unter dem besonderen Aspekt der Grammatik-Theorie. Berlin/Boston: de Gruyter.
- LAW, Vivien (2003): The History of Linguistics in Europe. From Plato to 1600. Cambridge: Cambridge University Press.
- WILDGEN, Wolfgang (2011): Die Sprachwissenschaft des 20. Jahrhunderts. Berlin/New York: de Gruyter.

## **History of Specialist Languages**

10 ECTS

### **Institution teaching the course**

Department of German Studies, Faculty of Philosophy,  
University of St. Cyril and Methodius in Trnava

### **Course description and objectives**

The course first provides a theoretical overview of specialist languages in general and how they historically developed. Attention is also focused at the different language subsystem levels to past peculiarities in selected specialist languages. Expressing yourself in professional environments is of critical importance in the wake of progressive diversification and the increasing amount of scientific knowledge communicated today. It is vital from this perspective to monitor what older elements of specialist language have been retained in current ordinary communication. There is an examination of pre-selected examples amidst a cultural-historical and scientific-historical background, in connection with the methodology of describing historically professional languages.

### **Skills acquired**

Doctoral candidates obtain a theoretical overview of specialist languages in general and how they historically developed, followed by a presentation in greater depth of specific details in selected professional languages used both in the past and today, from a lexicological and phraseology point of view as well as in word formation. This course should strengthen the candidate's ability to combine theoretical and historical knowledge with linguistic practice.

### **Major points**

- Theories and methodology in specialist language research
- Development of German specialist languages, specific professional languages
- Word formation patterns in professional languages both in the past and today
- Phraseology in specialist languages
- Historic significance of specialist languages
- Importance of languages in transmission and formation of sciences

- Professional and specific languages
- Similarities and differences from a historical perspective
- Tendencies to diversify the range of specialist languages

### **Conditions for completing the course**

Active participation in seminars, completion of assignments, seminar work and oral examination

### **References**

- BARZ, I. (2008): Fachtextsorten gestern und heute. Festschrift für Ingrid Wiese. Frankfurt am Main: Lang.
- BAUMANN, K.-D. (2004): Pluralität in der Fachsprachenforschung. Tübingen: Narr.
- HABERMANN, M. (2001): Deutsche Fachtexte der frühen Neuzeit. Berlin/New York: de Gruyter.
- HOFFMANN, L. (1988/97): Fachsprachen. Ein internationales Handbuch zur Fachsprachen-forschung und Terminologiewissenschaft. Berlin/New York: de Gruyter.
- KRAMER, U. (2011): Spezielle Wortschätze und ihre Kodifizierung in deutschen Wörterbüchern: Tradition, Konstanz und Wandel. Berlin/New York: de Gruyter.
- ROELCKE, T. (2005): Fachsprachen. Berlin: Erich Schmidt Verlag.

## **Ideas for a Scientific Article or How to Manage Scientific Work**

10 ECTS

### **Institution teaching the course**

Department of German Philology, University of Wrocław

### **Course description and objectives**

Doctoral candidates are instructed in the course about how they can and should work on their scientific publications. It starts with idea for an article, which they evaluate according to relevant references. They are alerted to gaps in the literature and attempt to fill them with their own contributions. The next step is a discussion of the possible forms of scientific articles to be produced from the doctoral candidates' ideas. An important part of the course is searching through references and candidates are offered a wide range of instruments to help them. They also practice the transformation of an idea into a scientific article, including how to cite references, define terminology, analyse, outline and correct errors. The course concludes with a discussion or offering a possibility to publish.

### **Skills acquired**

Doctoral candidates become knowledgeable in managing scientific work, obtain an understanding of scientific literature and are capable of studying it in their own fields. They are able to formulate scientific issues and tasks correctly and obtain an understanding of the different methods of scientific analysis, thereby improving their own analytical skills. Candidates are then able to present written results of their analysis, improving their ability to write scientifically, becoming capable of effectively working in a team and independently creating a work schedule.

### **Major points**

- Thoughts and ideas for a scientific article
- Research questions and tasks
- Targeted research of references and evaluation of them
- Different forms scientific articles take
- Methods for citing references and creating a bibliography
- Methodology for scientific writing

- Definitions and defining them
- Outlining
- Opportunities to scientifically publish

### **Conditions for completing the course**

Active participation in seminars, writing a scientific article in your own area of research, preparing it for publication

### **References**

- ADAMZIK, K. (Hrsg.) (2000): Textsorten. Reflexionen und Analysen. Tübingen: Staufenburg.
- ADAMZIK, K. (2010): Textlinguistik: Eine einführende Darstellung. Berlin: De Gruyter.
- ADAMZIK, K. (2016): Textlinguistik: Grundlagen, Kontroversen, Perspektiven. Berlin: De Gruyter.
- BRINKER, K. (2010): Linguistische Textanalyse. Berlin: Erich Schmidt Verlag.
- ESSELBORN-KRUMBIEGEL, H. (2008): Von der Idee zum Text. Eine Anleitung zum wissenschaftlichen Schreiben. Stuttgart: UTB.
- DUBISLAV, W. (1981): Die Definition. 4. Auflage. Hamburg: Meiner Felix Verlag.
- ECO, U. (1990): Wie man eine wissenschaftliche Abschlussarbeit schreibt: Doktor-, Diplom- und Masterarbeit in den Geistes- und Sozialwissenschaften. Heidelberg: UTB.
- FRAGNIÈRE, J.-P. (1987): Wie schreibt man eine Diplomarbeit?: Planung, Niederschrift, Präsentation von Abschluss-, Diplom- und Doktorarbeiten, von Berichten und Vorträgen. Bern/Stuttgart: Haupt.
- HÖPFLINGER, F. (1991): Befragung: Wichtige Regeln der Fragebogen-Konstruktion. Unterlagen zum Methodenpraktikum I. Zürich: Soziologisches.
- PAWŁOWSKI, T. (1980): Begriffsbildung und Definition. Berlin/New York: De Gruyter.
- ROBINSON, R. (2003): Definition. Oxford: Oxford University Press.

## **Intercultural and Transcultural Literature**

10 ECTS

### **Institution teaching the course**

Department of German Studies, Faculty of Philosophy  
J.E. Purkyně University in Ústí nad Labem

### **Course description and objectives**

The concepts of interculturality and transculturality are first theoretically defined, based on discourse in recent decades about them and covering migrant, migration, intercultural and transcultural literature. This is followed by a discussion of their relevance with respect to intercultural concepts of hybridity, liminality, polyphony (or dialogicity) and translation as means of cultural transfer. Finally, the course turns its attention toward the phenomenon of the so-called “Eastern turn” of contemporary literature in the German-speaking world, for example, through the contribution of intercultural theories verified in literary science analysis.

### **Skills acquired**

Doctoral candidates become familiar with the development of concepts and also with the basic concepts of interculturality and transculturality, are able to apply the acquired theoretical knowledge to specific literary texts and can analyse them from the perspective of both content and form.

### **Major points**

- Concepts of interculturality (Wierlacher)
- Concepts of transculturality (Welsch)
- Post-colonial theory (H. Bhabha)
- Concepts in development: migrant literature, migration literature, intercultural literature
- Concepts of interculturality – hybridity, liminality, polyphony (topography of voices – Chiellino, dialogicity – Amodeo)
- Culture translated
- Foundations and boundaries of intercultural literary science
- The Eastern Turn in the 1990s

### Conditions for completing the course

Active participation in seminars, writing and presenting a paper on either a chosen theoretical text or applying intercultural theory to a selected literary text

### References

- BLUM-BARTH, N. (2016): 'Transkulturalität, Hybridität, Mehrsprachigkeit. Von der Vision zur Revision einiger Forschungstrends. German as a foreign language, 113–130. Online: <http://www.gfl-journal.de/1-2016/blum-barth.pdf> [zugegriffen: 2019-12-13].
- CHIELLINO, C. (2000) (Hg.): *Interkulturelle Literatur in Deutschland*. Ein Handbuch. Stuttgart: J. B. Metzler.
- FELISZEWSKI, Z./ BLIDY, M. (2019) (Hg.): *Femdheit – Andersheit – Vielheit*. Studien zur deutschsprachigen Literatur und Kultur. New York: Peter Lang.
- GLESENER, J. E./ ROELENS, N./ SIEBURG, H. (2007) (Hg.): *Das Paradigma der Interkulturalität. Themen und Positionen in europäischen Literaturwissenschaften*. Bielefeld: Transcript.
- HAINES, B. (2008): *The Eastern Turn in Contemporary German, Swiss and Austrian Literature*. *Debatte*. 16 (2), 135–149.
- HOFMANN, M./ PATRUT, I.-K. (2015): *Einführung in die interkulturelle Literatur*. Darmstadt: WBG.
- LESKOVEC, A. (2011): *Einführung in die interkulturelle Literaturwissenschaft*. Darmstadt: WBG.
- MECKLENBURG, N. (2009): *Das Mädchen aus der Fremde. Germanistik als interkulturelle Literaturwissenschaft*. München: Iudicium Verlag.
- WIERLACHER, A./ BOGNER, A. (2003) (Hg.): *Handbuch interkulturelle Germanistik*. Stuttgart: J. B. Metzler.
- WELSCH, W. (2009): *Was ist eigentlich Transkulturalität?* In: Darowska, L./ Lüttenberg, Th./ Machold, C. (Hg.): *Hochschule als transkultureller Raum? Kultur, Bildung und Differenz in der Universität*. Bielefeld: Transcript. S. 39-66.

## Intertextuality and Intermediality

10 ECTS

### Institution teaching the course

Department of German Studies, Faculty of Philosophy  
J.E. Purkyně University in Ústí nad Labem

### Course description and objectives

The seminar's main goal is to build a methodological foundation for working with intercultural aspects in literature and an in-depth media analysis. Doctoral candidates obtain a differentiated view of modern artistic directions that focus on specific issues (alienation, war) and the variability of aesthetic effects depending on the medium. Examples include film adaptations, theatrical adaptations and other forms of artistic expression. Most attention will be given to the intermediality potential in works by Franz Kafka and Jaroslav Hašek and accordingly dramatisations and numerous adaptations from the Czech Republic, Germany, Austria and the US.

### Skills acquired

Doctoral candidates acquire knowledge of the methodological foundations of literary and media analysis, are able to apply them in interpreting specific texts and to process them in media.

### Major points

- Basics in intertextual and media analysis
- Kafka's *The Trial*: the novel's intermediality potential
- Dramatisation by Jan Grossman (1966)
- Film adaptations by Orson Welles (1962) and Steven Sonderbergh (1991)
- *The Good Soldier Švejk* (*Osudy dobrého vojáka Švejka za světové války*) Translated by Grete Reiner (1926) and Antonín Brousek (2014)
- Švejk in media (book/illustrated by Josef Lada, silent film, live action and animated film, staged play, song)
- Švejk in German-speaking culture (Brecht, Kutschera, Rühmann, Muliár)

### **Conditions for completing the course**

Active participation in seminars, completion of assignments about Hašek and Kafka in media (book, film dramatisation, illustrations)

### **References**

- ALBERSMEIER, F.-J. (Hg.) (2003): *Texte zur Theorie des Films*. Stuttgart: Reclam.
- BOHNENKAMP, A. (Hg.) (2012): *Literaturverfilmungen*. Stuttgart: Reclam.
- GROSSMAN, J./HOLÝ, J.(ed.)/POKORNÁ, T. (Ed.) (1991): *Analýzy*, Praha: Československý spisovatel.
- HICKETHIER, K. (2012): *Film- und Fernsehanalyse*. Stuttgart/Weimar: J. B. Metzler.
- PREECE, J. (2002): *The Cambridge Companion to Kafka*. Cambridge: Cambridge University Press.
- ORR, J./NICHOLSON, C. (Hg.) (1992): *Cinema and Fiction. New Modes of Adapting, 1950-1990*. Edinburgh: Edinburgh Univ Press.
- SCHAMSCHULA, W. (Ed.) (1989): *Jaroslav Hašek 1883-1983. Proceedings of the International Hašek-Symposium, June 24-27, Frankfurt am Main/Bern/New York/Paris*: Peter Lang.

## **Introduction to Cognitive Linguistics**

10 ECTS

### **Institution teaching the course**

Department of German Philology, University of Wrocław

### **Course description and objectives**

This course enables doctoral candidates to systemise and expand their knowledge in cognitive linguistics. Here cognitive linguistics will be judged primarily against the background of language theories such as structuralism and generativism. In addition, there is a discussion of such basic cognitive concepts as embodiment and image schemes. The course also highlights theories formulated within the cognitive concept, such as conceptual metaphor theory, blending theory, framework semantics and prototype semantics.

### **Skills acquired**

Doctoral candidates obtain systematic knowledge in cognitive linguistics and learn to analyse language phenomena from a cognitive perspective and critically evaluate various language theories.

### **Major points**

- Fundamental terms of cognitive linguistics
- Cognitive linguistics with European and American structuralism
- Cognitive linguistics and generative grammar
- Prototype semantics
- Framework semantics
- Conceptual metaphors and metonyms
- Blending theory

### **Conditions for completing the course**

Preparing a presentation on a chosen topic and subsequently discussing it.

### **References**

- BUSSE, D. (2012): *Frame-Semantik. Ein Kompendium*. Berlin: De Gruyter.  
BUSSE, D. (2015): *Semantik*. Tübingen: UTB.  
ELSEN, H. (2014): *Linguistische Theorien*. Tübingen: Gunter Narr Verlag.

- EVANS, V. – GREEN, M. (2006): *Cognitive Linguistics. An Introduction*. Edinburgh: Routledge.
- GEERAERTS, D. – CUYCKENS, H. (2007): *The Oxford Handbook of Cognitive Linguistics*. Oxford: Oxford University Press.
- LAKOFF, G. (1987): *Women, Fire, and Dangerous Things: What Categories Reveal About the Mind*. Chicago: University of Chicago Press.
- LAKOFF, G. – JOHNSON, M. (2014): *Leben in Metaphern. Konstruktion und Gebrauch von Sprachbildern*. Übers. Hildenbrand, A. Heidelberg: Carl - Auer Verlag.
- LÖBNER, S. (2015): *Semantik. Eine Einführung*. 2 Auflage. Berlin/Boston: De Gruyter.
- SCHWARZ, M. (2008): *Einführung in die Kognitive Linguistik*. Tübingen: UTB.
- UNGERER, F. – SCHMID, H. – J. (2006): *An Introduction to Cognitive Linguistics*. Harlow: Routledge.

## **Introduction to Emotional Linguistics**

10 ECTS

### **Institution teaching the course**

Department of German Studies, Faculty of Philosophy  
J.E. Purkyně University in Ústí nad Labem

### **Course description and objectives**

The course acquaints doctoral candidates with a new area of linguistic research, which has in recent years experienced significant development. It centres on the fundamental categories of emotional linguistics and the language means used to express emotions in various communicative texts. The analysis of emotion in texts takes into account the linguistic means of all language levels (typographic, grammatical, lexical, pragmatic, stylistic and text level).

### **Skills acquired**

Doctoral candidates gain an overview of how the theoretical foundations of emotional linguistics have developed. They are able to identify various communications of fundamental categories of emotional linguistics in text, describe relevant language means and express them.

### **Major points**

- Introduction to thematic language and emotions
- Definition of emotion, feelings, emotionality, emotivity
- Basic categories of emotional linguistics
- Language expression of emotions – overview of language means for various language system levels
- Introduction to analysing texts from the perspective of emotional linguistics
- Analysing media texts from the perspective of emotional linguistics
- Analysing travelogue texts from the perspective of emotional linguistics

### **Conditions for completing the course**

Active participation in seminars, completion of assignments, your own short analysis from the perspective of emotional linguistics

## References

- BERGEROVÁ, H. (2019): Der Topos Südsee in ausgewählten Reisebeschreibungen von Alma M. Karlin im Spiegel eines emotionslinguistischen Ansatzes. In: Jesenšek, V./Ehrhardt, H. (eds.): Sprache und Stil im Werk von Alma M. Karlin / Jezik in slog v delih Alme M. Karlin / Language and Style in the Work of Alma M. Karlin, Maribor/Kansas et al. Maribor : Univerzitetna založba Univerze.
- FUSSELL, S. R. (ed.) (2002): The Verbal Communication of Emotions. Interdisciplinary Perspectives. Mahwah: Psychology Press.
- ORTNER, H. (2014): Text und Emotion. Theorie, Methode und Anwendungsbeispiele emotionslinguistischer Textanalyse. Tübingen: Narr.
- SCHWARZ-FRIESEL, M. (2013): Sprache und Emotion. Tübingen/Basel: UTB.
- VANĀKOVÁ, L. (Hrsg.) (2014): Emotionalität im Text. Tübingen: Stauffenburg Verlag.

## **Jewish Literature in German**

10 ECTS

### **Institution teaching the course**

Department of German Studies, Faculty of Philosophy  
J.E. Purkyně University in Ústí nad Labem

### **Course description and objectives**

The course analyses selected works from Jewish authors writing in German about Jewry, concentrating on the aspects of how it was defined in their works, what concept of Jewry they suggest for the future and how their works would be received by the non-Jewish majority of society. These questions are discussed with examples from the 19<sup>th</sup> and 20<sup>th</sup> centuries, while attention will be given mainly to the period from Jewish emancipation to the Holocaust.

### **Skills acquired**

Doctoral candidates are able to navigate literature from Jewish culture in Germany. They are able to analyse German literature in discourse, referencing the concepts of Jewish life and culture in the German-speaking world during the 19th and 20th centuries.

### **Major points**

- Moses Mendelssohn (Über die Frage: Was heißt aufklären?)
- Ghetto – Geschichten (Kompert)
- Als Jude in Deutschland (Heine)
- Jüdin und Frau (R. v. Varnhagen)
- Juden im Reich (Mauthner)
- Judenstaat (Herzl)
- Juden auf Wanderschaft (Roth)
- Reise in Polen (Döblin)
- Jüdinnen (Brod)
- Bericht für eine Akademie (Kafka)
- Die Stadt ohne Juden (Bettauer)
- Die Erzählungen der Chassidim (Buber)

### **Conditions for completing the course**

Active participation in discussion, separate paper on a selected work for discussion in seminars

### **References**

- BOGDAL, K.-M. – HOLZ, K. – LORENZ, M. N. (Hg.) (2007): *Literarischer Antisemitismus nach Auschwitz*. Stuttgart: J. B. Metzler.
- ERNST, P. – KÜHR, G. – LAMPRECHT, G. (Hg.) (2017): *Schtetl, Stadt, Staat. Raum und Identität in deutschsprachig-jüdischer Erzählliteratur des 19. und frühen 20. Jahrhunderts*. Wien: Böhlau.
- HEUER, R. (2017): *Deutsch-jüdische Literatur-Geschichte im 19. und 20. Jahrhundert*. Berlin: Hentrich und Hentrich Verlag.
- KILCHER, A. B. (2000): *Jüdische Autorinnen und Autoren deutscher Sprache von der Aufklärung bis zur Gegenwart*. Stuttgart: J. B. Metzler.
- KILCHER, A. B. (2006): *Deutsch-Jüdische Literatur. 120 Porträts*. Stuttgart: J. B. Metzler.
- SCHÜTZ, H. J. (1992): *Juden in der deutschen Literatur*. München: Piper.

## **Language Contacts**

10 ECTS

### **Institution teaching the course**

Department of German Studies, Faculty of Philosophy,  
University of St. Cyril and Methodius in Trnava

### **Course description and objectives**

The course first discusses the theoretical fundamentals of language contacts and the consequences from them. Both the social and political-historical background should be clarified at this time. Subsequently, it turns toward regional language contacts in Central and Eastern Europe alongside the German language's influence on Polish, Czech, Slovak and Russian together with the opposite effect these languages had on German. Both historical and contemporary mixed language forms, such as the linguistic varieties of immigrants in Germany, are also discussed. In addition, the origin and conditions of Creole and pidgin languages, as well as their specifics, are covered by the course.

### **Skills acquired**

Doctoral candidates learn the methods of examining language contacts and how to apply them. They can recognise different forms of language contacts and interpret the consequences of language contacts and the issues of prestige and relationships between grammaticalisation and language contacts.

### **Major points**

- Researching language contacts as a linguistic discipline
- Methods of examining language contacts
- Psycholinguistic consequences of language contacts
- Sociolinguistic consequences of language contacts
- Impact on individual linguistic levels – phonology
- Impact on individual linguistic levels – morphology
- Impact on individual linguistic levels – syntax
- Impact on individual linguistic levels – lexicon
- Impact on individual linguistic levels – stylistics
- Code switching and transferability
- Prestige and language contacts

- Grammaticalisation

### **Conditions for completing the course**

Active participation in seminars, seminar paper, successful discussion in a colloquium

### **References**

- GOEBL, H. et al. (1996-1997): Kontaktlinguistik. Ein Handbuch internationaler Forschung. Berlin: de Gruyter.
- HEINE, B. - KUTEVA, T. (2005): Language Contact and Grammatical Change. Cambridge: University Press.
- LIPAVIC OŠTIR, A. - KOLETNIK, M. (2012): Substantivartikel im Slowenischen: Varianten, Verwendung und Entstehung. Jezikoslovlje, Br. 3. Osijek.
- LIPAVIC OŠTIR, A. (2011): Grammaticalization and language contact between German and Slovene. In: Nomachi, Motoki (Ed.): Grammaticalization in Slavic Languages. Sapporo: Hokkaido University.
- RIEHL, C. (2004): Sprachkontaktforschung. Eine Einführung. Tübingen.
- THOMASON, S. G. (2001): Language Contact: An Introduction. Edinburgh: University Press.

## **Language in Mass Media**

10 ECTS

### **Institution teaching the course**

Department of German Studies, Faculty of Philosophy  
J.E. Purkyně University in Ústí nad Labem

### **Course description and objectives**

The course seeks to enhance doctoral candidates' knowledge of mass media (especially the press and online media). Attention is paid to new mass media trends such as the “tabloidisation” of serious print media and hypertext in online media, the relationship between text and images, the development of different type texts and the intertwining of them. Linguistic stylistics like metaphors and idioms are analysed in specific examples of text types taken from selected newspapers and magazines.

### **Skills acquired**

Doctoral candidates gain knowledge about developmental tendencies in the media's use of modern language, which they are above then to apply in analysing specific journalistic texts.

### **Major points**

- Distribution of mass media
- Serious media and tabloids – tendencies toward “infotainment” and “tabloidisation” of mass media.
- Online media and hypertext
- Relationship between text and images
- Type of text and interweaving
- Metaphors and idioms in journalistic texts
- Analysis of selected journalistic texts (Der Spiegel, Focus, FAZ, Die Zeit, SZ, Bildzeitung)

### **Conditions for completing the course**

Active participation in seminars, completion of assignments to analyse selected journalistic texts in print and online media

## References

- BURGER, H., LUGINBÜHL, M. (2014): *Mediensprache. Eine Einführung in Sprache und Kommunikationsformen der Massenmedien.* 4., neu bearbeitete und erweiterte Auflage. Berlin/Boston: De Gruyter.
- FIX, U., WELLMANN, H. (Hg.) (2000): *Bild im Text – Text im Bild.* Heidelberg: Universitätsverlag Winter.
- MEDIENWISSENSCHAFT. Ein Handbuch zur Entwicklung der Medien und Kommunikationsformen. (2001) Herausgegeben von Leonardt, J.-F., Ludwig, H.-W., Schwarze, D., Straßner, E. (HSK-Bände 15/1-3). Berlin-New York: De Gruyter.
- SCHMITZ, U. (2004): *Sprache in modernen Medien. Einführung in Tatsachen, Theorien, Themen und Thesen.* Berlin: Erich Schmidt Verlag.

## **Language in Political Discourse**

10 ECTS

### **Institution teaching the course**

Department of German Studies, Faculty of Philosophy,  
University of St. Cyril and Methodius in Trnava

### **Course description and objectives**

Language plays a central role in almost all policy areas. This course provides an overview of where and how political language is used and communicates the current state of research in this issue. It is grounded on the definition of what political action means and how language helps therein. In addition, methods for analysing political linguistics are presented. Three levels - lexicon, text and discourse - are highlighted, together with an analysis simultaneously illustrated with suitable examples. Finally, the course outlines text corpora that can be used for further research.

### **Skills acquired**

Doctoral candidates and other students acquire the ability to present and monitor the role language plays in political discourse. Special attention will be paid to strategies for using language, along with how it has historically functioned and, in contemporary examples, continues to operate in formulating opinions, manipulating content and creating identities.

### **Major points**

- Fundamentals in political use of language
- Functions for political use of language
- Methods for using language
- Linguistic devices in political advertising
- Manipulation of language by totalitarian systems and ideologies
- Contemporary linguistic rituals
- Analysis of political speeches from the perspective of linguistic devices: Lexicon, phraseology
- Analysis of political speeches from the perspective of linguistic devices: stylistics

- Analysis of political speeches from the perspective of linguistic devices: argumentation strategies
- Analysis of political speeches from the perspective of linguistic devices: rhetoric
- Political journalism Linguistic signs

### **Conditions for completing the course**

Active participation in seminars, seminar paper, successful discussion in a colloquium

### **References**

- GIRNTH, H. (Hrsg.) (2006): Strategien politischer Kommunikation. Berlin: Schmidt.
- JARREN, O. - SARCINELLI, U. - SXXER, U. (Hrsg.) (2006): Politische Kommunikation in der Mediengesellschaft. Wiesbaden: Verlag für Sozialwissenschaft.
- KILIAN, J.(Hrsg.) (2005): Sprache und Politik. Mannheim: Dudenverlag.
- KUHNERT, S. (2007): Wortkampf nach dem Wahlkampf. Politische Argumentation im Fernsehen. Saarbrücken: VDM.
- SCHITT, D. (Hrsg.) (1993): Doktrin und Sprache in der ehemaligen DDR bis 1989. Frankfurt: Lang.
- SCHUPPENER, G. (Hrsg.) (2008): Sprache des Rechtsextremismus. Leipzig: Hamouda.
- WODAK, R. (2008): Handbook of communication in the public sphere. Berlin: de Gruyter.

## Literature and Politics

10 ECTS

### Institution teaching the course

Department of German Studies, Faculty of Philosophy  
J.E. Purkyně University in Ústí nad Labem

### Course description and objectives

The seminar covers the relationship between literature and politics in the 19th and 20th centuries, based on selected works of German literature. Politically engaged writers often used literature as their medium to highlight political struggles, while the ruling ideology would exploit it at the same time for political power and propaganda. Works located between these poles will be analysed, with attention also given to aesthetic issues. Can a politically engaged work also have aesthetic qualities? Or, on the other hand, can political commitment contribute to the development of original aesthetics?

### Skills acquired

Doctoral candidates acquire theoretical knowledge to enable them to consider how literature functions in various political discourses, using and becoming aware of the interdisciplinary connection between political discourse and the literary environment.

### Major points

- Political satire in the *Vormärz* period preceding the 1848 revolutions (Heine)
- Empire and loyalty to the emperor in literature (Grillparzer)
- Anti-Semitism in literature (Mauthner)
- 1871 establishment of the German Empire in literature (Fontane)
- Social criticism in the period of the German Empire and Wilhelm II (H. Mann)
- Frontier men (Watzlik)
- Pacifism (Remarque)
- Antifascist literature (K. Mann)
- Literature symbolising the swastika (Johst)
- Literature about exile and displacement (Jirgl)

- The Holocaust (Shoah) in literature (Becker)
- Subversion during the Communist era (Kunert)

### **Conditions for completing the course**

Separate paper about a politically engaged work that will be part of the seminar discussions. Active participation in discussion

### **References**

- ADORNO, Th. W. (2002): *Ästhetische Theorie*, Frankfurt am Main: Suhrkamp.
- BOELDERL, A. R. (1997): *Literarische Hermetik*. Düsseldorf: Parerga.
- DISCHNER, G. (1982): *Über die Unverständlichkeit*. Hildesheim: Gerstenberg Verlag.
- FRIEDRICH, H. (2006): *Die Struktur der modernen Lyrik*. Reinbek bei Hamburg: Rowohlt.
- HOYER, J. M. (2017): "The Space of Words". *Exile and Diaspora in the Works of Nelly Sachs*. Rochester: Camden House.
- KAMINSKI, N./DRÜGH, H. J./HERMANN, M. (2002) (Hrsg.): *Hermetik. Literarische Figurationen zwischen Babylon und Cyberspace*. Tübingen: Max Niemeyer Verlag.
- SPARR, Th. (1989): *Hermetik als ästhetische Kategorie*. In: ders.: *Celans Poetik des hermetischen Gedichts*. Heidelberg: Thomas Sparr. S. 11-58.
- SZONDI, P. (1996): *Durch die Enge geführt. Versuch über die Verständlichkeit des modernen Gedichts*. In: ders.: *Schriften II*. Frankfurt am Main: Suhrkamp. S. 345–398.
- WALDSCHMIDT, Christine (2011): *„Dunkles zu sagen“: Deutschsprachige hermetische Lyrik im 20. Jahrhundert*. Heidelberg: Universitätsverlag Winter.

## **Lyric Poetry and Hermeticism**

10 ECTS

### **Institution teaching the course**

Department of German Studies, Faculty of Philosophy  
J.E. Purkyně University in Ústí nad Labem

### **Course description and objectives**

Hermetic poetry may be seen as a borderline case of literary hermeneutics because of its alienation, constituted by the aesthetics of incomprehensibility, and it has to be preserved in a specific way. But how can access be found in such a language unit? The course clarifies the historical background and theories of hermetic lyric poetry, demonstrating how to use it for specifically analysing hermetic poetry of various origins.

### **Skills acquired**

Doctoral candidates become familiar with theories about hermetic poetry, recognising its specific features and evaluating it both from a historical context and as milestones in the history of German literature. They are able to adequately interpret selected texts and concurrently evaluate critically their reception today.

### **Major points**

- Terminological definitions (Hermeticism, hermetic, absolute poems)
- Preludes to hermetic poems, philosophical background
- Aesthetics of modernity and Hermeticism
- Hermetic poetry since 1945
- Historical context
- The 1950s
- The 1960s
- Hermeticism today

### **Conditions for completing the course**

Active participation in seminars, writing and presenting a paper discussing the interpretive approach to the selected poem

## References

- ADORNO, Th. W. (2002): *Ästhetische Theorie*, Frankfurt am Main: Suhrkamp.
- BOELDERL, A. R. (1997): *Literarische Hermetik*. Düsseldorf: Parerga.
- DISCHNER, G. (1982): *Über die Unverständlichkeit*. Hildesheim: Gerstenberg Verlag.
- FRIEDRICH, H. (2006): *Die Struktur der modernen Lyrik*. Reinbek bei Hamburg: Rowohlt.
- HOYER, J. M. (2017): "The Space of Words". *Exile and Diaspora in the Works of Nelly Sachs*. Rochester: Camden House.
- KAMINSKI, N./DRÜGH, H. J./HERMANN, M. (2002) (Hrsg.): *Hermetik. Literarische Figurationen zwischen Babylon und Cyberspace*. Tübingen: Max Niemeyer Verlag.
- SPARR, Th. (1989): *Hermetik als ästhetische Kategorie*. In: ders.: *Celans Poetik des hermetischen Gedichts*. Heidelberg: Thomas Sparr. S. 11-58.
- SZONDI, P. (1996): *Durch die Enge geführt. Versuch über die Verständlichkeit des modernen Gedichts*. In: ders.: *Schriften II*. Frankfurt am Main: Suhrkamp. S. 345–398.
- WALDSCHMIDT, Christine (2011): *„Dunkles zu sagen“: Deutschsprachige hermetische Lyrik im 20. Jahrhundert*. Heidelberg: Universitätsverlag Winter.

## **Multilingualism and Language Policy**

10 ECTS

### **Institution teaching the course**

Department of German Studies, Faculty of Philosophy,  
University of St. Cyril and Methodius in Trnava

### **Course description and objectives**

The course first summarises the theoretical foundations for handling the issues of multilingualism and language policy and includes a discussion of the various definitions that can be found here. Based on the results from the discussion, the various forms multilingualism takes and the opportunities and difficulties that come from them will be analysed, as well as how they have been received by scientists. A discussion of this background makes it possible to move on to language policy, which is related to the so-called “language management”. The course introduces doctoral candidates and other students to current research and presents scientific methods suitable for analysing language policy and multilingualism, while pointing out the possibilities for practical use of them.

### **Skills acquired**

Doctoral candidates obtain an understanding of the issues behind the definition of multilingualism and also can identify and distinguish the different forms of it. They also obtain a psycholinguistic understanding of multilingualism and both its historical and contemporary links with language policy.

### **Major points**

- Definition of multilingualism
- Methods of examining multilingualism
- Psycholinguistic comprehension of multilingualism
- Multilingual forms from individual perspectives
- Multilingual forms from society’s perspective
- Conditions for the development of multilingualism associated with Europe’s past language policies
- Conditions for the development of multilingualism associated with Europe’s current language policy
- Language policy in terms of multilingualism in different EU countries

- Language policy in schools and education
- Language policy in social practice
- Transcultural and intercultural skills

### **Conditions for completing the course**

Active participation in seminars, seminar paper, successful discussion in a colloquium

### **References**

- AUER, P. - WEI, L. (eds.) (2007): Handbook of Multilingualism and Multilingual Communication. Berlin/New York: de Gruyter.
- BALDZUHN, M. - PUTZO, Ch. (eds.) (2011): Mehrsprachigkeit im Mittelalter. Kulturelle, literarische, sprachliche und didaktische Konstellationen in europäischer Perspektive. Berlin/New York: de Gruyter.
- BARBOUR, S. - CATHIE, C. (eds.) (2000): Language and Nationalism in Europe. Oxford: University Press.
- MÜLLER, N. et al. (2006): Einführung in die Mehrsprachigkeitsforschung: Deutsch - Französisch – Italienisch. Tübingen: Narr.
- WEI, L. (ed.) (2000): The Bilingualism Reader. New York: Routledge.

## **Multimodal Texts between Argumentation, Persuasion and Manipulation**

10 ECTS

### **Institution teaching the course**

Department of German Philology, University of Wrocław

### **Course description and objectives**

The course discusses the features and strategies of argumentation, persuasion and manipulation on examples of multimodal texts in online communication. Attention is also given to dominant Internet communication forms and trends such as blogs, posts, user commentaries, online advertisements and memes.

### **Skills acquired**

Doctoral candidates are able to recognise argumentative structures, point out persuasive strategies and define manipulative content. In addition, they can assign certain text structures to digital trends in communication like fake news, hate speech, cyber-mobbing and trolling.

### **Major points**

- Online communication
- Digital forms of communication
- Social networks
- Fake news
- Hate speech

### **Conditions for completing the course**

Presentation on argumentation, persuasion and manipulation strategies in online communication

### **References**

ANTOS, G. (2018): Digitale Technologien der Persuasion. In: Antos, G./Opilowski, R. /Jarosz, J. (Hg.): Online-Diskurse im interkulturellen Gefüge. Wissenstransfer, Öffentlichkeiten, Textsorten. Berlin: Peter Lang. S. 17-38.

- ANTOS, G. (2017): Fake News. Warum wir auf sie reinfallen. Oder: Ich mache Euch die Welt, so wie sie mir gefällt. In: Der Sprachdienst 1/17. S. 1- 20.
- HAUSER, S. – Opilowski, R. – Wyss E. L. (Hg.) (2019): Alternative Öffentlichkeiten. Soziale Medien zwischen Partizipation, Sharing und Vergemeinschaftung. Bielefeld: Transcript.
- JANICH, N. (2013): Werbesprache. Ein Arbeitsbuch. Tübingen: Gunter Narr.
- SCHARLOTH, J. (2016): Hassrede / Hate Speech. Was sie ist, wie sie funktioniert und warum wir darüber streiten. In: [www.hassrede.de](http://www.hassrede.de) (14.01.2020).
- SCHARLOTH, J. (2017): Hassrede und Invektivität als Gegenstand der Sprachwissenschaft und Sprachphilosophie: Bausteine zu einer Theorie des Metainvektiven. In: *Aptum*, 2/2017, S. 116-132.

## **New Concepts and Paradigms in Pragmalinguistic and Sociolinguistic Research**

10 ECTS

### **Institution teaching the course**

Department of German Philology, University of Wrocław

### **Course description and objectives**

Pragmalinguistics is a sub-discipline established in the mid-20<sup>th</sup> century that has been becoming more significant. Modern technologies and their use to produce texts and modern textual expressions have made it possible to discover new dimensions in pragmalinguistic and sociolinguistic analysis. The course focuses on modern concepts in today's pragmalinguistics and sociolinguistics. It also concentrates on the paradigms of pragmalinguistic and sociolinguistic research, based on how these linguistic sub-disciplines appeared on the scene. A major element in the course is its methodological approach, illustrated in specific examples that are taken from the analysis. One of the objectives is to provide candidates with a comprehensive knowledge of the methodology behind pragmalinguistics and sociolinguistics and to show perspectives of research.

### **Skills acquired**

Doctoral candidates obtain knowledge about pragmalinguistics and sociolinguistics, become acquainted with the relevant professional literature and undertake their own research in this area. They learn about the different methods for analysing linguistics, thereby improving their analytical skills. They can then choose and create a corpus for pragmalinguistic and sociolinguistic analysis, present research results and improving their capability to write scientific texts. The candidates are able to work in a team and independently create a work schedule.

### **Major points**

- Pragmalinguistic and sociolinguistic disciplines in an historical overview
- Course analysis
- Basic concepts of pragmalinguistic and sociolinguistic analysis
- Modern pragmalinguistic and sociolinguistic theories
- Methodological approaches
- Analysis models

### Conditions for completing the course

Active participation in seminars, preparing a presentation on a selected topic in your mother or a foreign language and writing a paper on the contents of the presentation (approx. 8 pages)

### References

- AUSTIN, J. (1979): Zur Theorie der Sprechakte. Stuttgart: Reclam.
- DE BEAUGRANDE, R. – DRESSLER, W., U. (1981): Einführung in die Textlinguistik. Tübingen: De Gruyter.
- BRINKER, K. (2001): Linguistische Textanalyse. Berlin: Erich Schmidt Verlag.
- BRINKER, K. u.a. (2001): Linguistische Gesprächsanalyse. Berlin: Erich Schmidt Verlag.
- BUTLER, J. (2006): Hass spricht. Zur Politik des Performativen. Frankfurt am Main: Suhrkamp.
- ERNST, P. (2002): Pragmalinguistik. Berlin/New York: De Gruyter.
- FOUCAULT, M. (2005): Analytik der Macht. Frankfurt am Main: Suhrkamp.
- HENTGES, G. (2013): Sprache – Macht – Rassismus. Berlin: Metropol-Verlag.
- HERRMANN, S. – KUCH, H. (Hrsg.) (2010): Philosophien sprachlicher Gewalt. 21 Grundpositionen von Platon bis Butler. Weilerswis/Bielefeld: Velbrueck.
- HERRMANN, S. – KRÄMER, S. – KUCH, H. (Hrsg.) (2007): Verletzende Worte. Zur Grammatik sprachlicher Missachtung. Bielefeld: Transcript.
- HORNSCHEIDT, A. – ACKE, H. (2010): Schimpfwörter – Beschimpfungen – Pejorisierungen: Wie in Sprache Macht und Identitäten verhandelt werden, Frankfurt am Main.
- JANUSCHEK, F. – GLOY, K. (Hrsg.) (1998): Sprache und/oder Gewalt. In: OBST. Osnabrücker Beiträge zur Sprachtheorie, Bd. 57, 1998.
- KRÄMER, S. (2005): Gewalt der Sprache – Sprache der Gewalt. Berlin: Brandes & Apse.
- LUGINBÜHL, M. (1999): Gewalt im Gespräch. Verbale Gewalt in politischen Fernsehdiskussionen am Beispiel der „Arena“. Bern: Peter Lang.

## **Onomastics – research, directions and tasks**

10 ECTS

### **Institution teaching the course**

Department of German Philology, University of Wrocław

### **Course description and objectives**

Onomatology covers names and nominal groups characterised by proper names. As a linguistic discipline, onomastics aims to clarify the specifics of names from different perspectives (diachronic, structural, semantic, pragmatic, etc.). The course is divided into two parts. First, there is a discussion of theoretical issues in naming (see the major points below). The second part is empirical and it is when attendees present their research projects (see the conditions for completing the course). The course attempts to use an analysis of referenced professional literature for candidates to acquire and deepen their knowledge of research into names. The introductory theoretical part provides an overview of the basic issues and problems faced in researching names in the German-speaking environment, while the empirical part aims to apply the theoretical knowledge acquired earlier in practice.

### **Skills acquired**

Doctoral students become knowledgeable in onomastics, are able to absorb the professional literature, apply various procedures in their analysis and learn various methods of linguistically analysing names, thereby deepening their skills in linguistic research and choosing the right corpus for linguistic analysis. They are also able to present the results of their analysis, improve their ability to write scientifically, can work effectively in a team and also create their own schedules.

### **Major points**

- Names – analysis of various definitions
- Proper names versus general names (similarities and differences), status of proper names
- Typology of names
- Classes of names (anthroponyms, toponyms, names of institutions, names of products, names of events) and their specifics (from morphosyntactic, semantic and pragmatic perspectives)

- Motives for entering names and titles toward dividing different classes

### **Conditions for completing the course**

Active participation in seminars, writing and presenting (in pairs or groups) on a topic of selected classes of proper names from a contrastive point of view, with an analysis of the German naming system and confronting it with Polish, Czech and Slovak. The topics to be presented are suggested by the doctoral candidates themselves and discussed with the instructor. The presentations are made during the course. The objective is to linguistically analyse names. A discussion follows the presentation. Writing about the contents of the presentation (approx. 8 pages)

### **References**

- BACH, A. (1978): Deutsche Namenkunde I. Die deutschen Personennamen. Heidelberg: De Gruyter.
- DEBUS, F. (2012): Namenkunde und Namengeschichte. Eine Einführung. Berlin: Erich Schmidt Verlag.
- EICHLER, E., HILTY, G., LÖFFLER, H., STEGER, H., ZGUSTA, L. (Hrsg.) (2008): Namenforschung. Name Studies. Les Noms Propres. Ein internationales Handbuch zur Onomastik, Berlin/New York: De Gruyter.
- ERNST, M. E. (2014): Produktnamen der Lebensmittelindustrie. Eine empirisch-strukturelle Untersuchung. Frankfurt am Main: Peter Lang.
- FAHLBUSCH, F. (2017): Unternehmensnamen. Entwicklung – Gestaltung – Wirkung – Verwendung. Berlin: Frank & Timme.
- FINK, M. (2010): Waren- und Produktnamen als besondere Namenkategorie. Exemplifiziert an den Namen der IKEA-Produkte. Hamburg: Diplomica Verlag.
- FLEISCHER, W. (1971): Die Namen in Sprache und Gesellschaft. In: Namenforschung heute. Berlin: De Gruyter.
- FLEISCHER, W. (1992): Zum Verhältnis von Name und Appellativum. In: Fleischer, Wolfgang / Barz, Irmhild et al. (Hrsg.): Name und Text. Berlin / Boston, S. 3–24.
- FRANCESCHINI, L. (2016): Toponomastik. Eine Einführung in die Ortsnamenforschung. Berlin: epubli.
- NÜBLING, D. / FAHLBUSCH, F. / HEUSER, R. (2012): Namen. Eine Einführung in die Onomastik. Tübingen: Gunter Narr.

## **Practical Aspects of Writing and Compiling Scientific Publications**

10 ECTS

### **Institution teaching the course**

Department of German Philology, University of Wrocław

### **Course description and objectives**

Doctoral candidates are instructed in how they can and should work on their scientific publications. The course starts with a summary of the different forms of scientific writing (abstracts, articles, reviews, reports and communications) along with their features and structure. The next step presents specific examples of the methods for writing bibliographies and making citations, along with an overview of the styles used for publishing in scientific journals. Another part is devoted to editorial work in scientific publications, including an exercise in practical examples of formatting texts. The course concludes with a presentation of software programs and how they work, which can be applied in a scientific environment (such as the Office Package and bibliography managers).

### **Skills acquired**

Doctoral candidates become knowledgeable about managing scientific work, obtain an understanding of scientific writing and become familiar with the technical literature covering it. They are able to format their own scientific articles correctly, learn the different ways of presenting bibliographies and discover various options for publishing scientific articles. They also obtain a command of the software programs and functions for supporting their scientific writings. Candidates also become capable of writing scientifically, effectively working in a team and also independently creating a work schedule.

### **Major points**

- Forms and types of scientific publications
- Abstracts in scientific publications
- Formatting for scientific publications
- Bibliography styles
- Methods for citing references and creating a bibliography
- Opportunities to scientifically publish

### **Conditions for completing the course**

Active participation in seminars, writing a scientific article in your own area of research, preparing it for publication

### **References**

- ADAMZIK, K. (Hrsg.) (2000): Textsorten. Reflexionen und Analysen. Tübingen: Staufenburg.
- ADAMZIK, K. (2010): Textlinguistik: Eine einführende Darstellung. Berlin: De Gruyter.
- ADAMZIK, K. (2016): Textlinguistik: Grundlagen, Kontroversen, Perspektiven. Berlin: De Gruyter.
- BRINKER, K. (2010): Linguistische Textanalyse. Berlin: Erich Schmidt Verlag.
- ESSELBORN-KRUMBIEGEL, H. (2008): Von der Idee zum Text. Eine Anleitung zum wissenschaftlichen Schreiben. Stuttgart: UTB.
- DUBISLAV, W. (1981): Die Definition. 4. Auflage. Hamburg: Meiner Felix Verlag.
- ECO, U. (1990): Wie man eine wissenschaftliche Abschlussarbeit schreibt: Doktor-, Diplom- und Magisterarbeit in den Geistes- und Sozialwissenschaften. Heidelberg: UTB.
- FRAGNIÈRE, J.-P. (1987): Wie schreibt man eine Diplomarbeit?: Planung, Niederschrift, Präsentation von Abschluss-, Diplom- und Doktorarbeiten, von Berichten und Vorträgen. Bern/Stuttgart: Haupt.
- HÖPFLINGER, F. (1991): Befragung: Wichtige Regeln der Fragebogen-Konstruktion. Unterlagen zum Methodenpraktikum I. Zürich: Soziologisches.
- PAWŁOWSKI, T. (1980): Begriffsbildung und Definition. Berlin/New York: De Gruyter.
- ROBINSON, R. (2003): Definition. Oxford: Oxford University Press.

## **Principles of Publishing Research Results**

10 ECTS

### **Institution teaching the course**

Department of German Studies, Faculty of Philosophy,  
University of St. Cyril and Methodius in Trnava

### **Course description and objectives**

The course presents the most important types of texts in the humanities, their goals, specifics and target groups. Besides differentiating scientific text genres, another objective of the course is to identify suitable publication forms for selected research results and to become acquainted with the demands placed on the type of publication. Practical examples further explain what needs to be emphasised when preparing and compiling scientific publications.

### **Skills acquired**

Doctoral candidates acquire basic skills to differentiate genres in scientific text. Based on this knowledge, they are able to plan and, in practice, compile research results for publications.

### **Major points**

- Overview of scientific text genres in the humanities
- Form and content requirements for scientific publications
- Formulation of scientific issues, hypotheses and conclusions
- Criteria for determining whether research results are appropriate to publish
- Practical publication and identification of potential difficulties
- Circulation and reception of scientific publications
- Systems for scientific reviews and assessment of publications
- Scientific databases and publication platforms (Researchgate, Academia)
- Coaching and dissemination of scientific outcomes

### **Conditions for completing the course**

Producing an actual or modelled publication or oral examination

## References

- BAUER, W. (2018): Forschungsprojekte entwickeln. Von der Idee bis zur Publikation, 2. Aufl., Baden-Baden: Nomos.
- BUDRICH, B. (2019): Erfolgreich Publizieren, 3. Aufl. Stuttgart: UTB.
- KLEIN, K. (2017): Die wissenschaftliche elektronische Publikation in den Geistes- und Sozialwissenschaften. Köln: Institut für Informationswissenschaft
- WÖLFLE, M. (2016): Wissenschaftliches Arbeiten – kompakt, verständlich erklärt. Stuttgart: Steinbeis-Edition.

## **Propaganda from a Linguistic Perspective**

10 ECTS

### **Institution teaching the course**

Department of German Studies, Faculty of Philosophy  
J.E. Purkyně University in Ústí nad Labem

### **Course description and objectives**

Movable type printing significantly simplified the spread of propaganda. Leaflets and leaflet newspapers, pamphlets, small treatises and later even newspapers began to be printed. This seminar analyses, describes and discusses research into the linguistic and visual specifics of propaganda and how it is communicated, including an overview of propaganda from different periods in history. Doctoral candidates acquire the skills to recognise and identify means of producing propaganda. Finally, propaganda texts are analysed as an example of how linguistics contributes toward the clarification of historical contexts.

### **Skills acquired**

Doctoral candidates are able to identify and describe the means and methods of communicating propaganda, enabling them through this knowledge and capability to analyse specific texts.

### **Major points**

- Propaganda - definitions, historical development of terms, language aspects of propaganda, the contribution of linguistics to propaganda research
- Background into how propaganda originated – language and visual specifics
- “Nation” and “nationality” as propaganda keywords in Bohemia and Moravia during the 19<sup>th</sup> century
- Continuation of nationalist propaganda in 20<sup>th</sup> century Bohemia and Moravia
- Propaganda during World War I
- Propaganda during World War II
- Examples of propaganda content, resources and methods after World War II.

### **Conditions for completing the course**

Active participation in seminars, written homework on selected issues

### **References**

- BUSSEMER, T. (2008): Propaganda. Konzepte und Theorien. Wiesbaden: VS Verlag für Sozialwissenschaften.
- BONFADELLI, H./JARREN, O./SIEGERT, G. (2010) (eds.): Einführung in die Publizistikwissenschaft. Bern/Stuttgart/Wien: UTB.
- DIJK, T. v. (2008): Discourse and Power. Chippenham, Eastbourne: Macmillan.
- GRIES, R./SCHMALE, W. (2005) (eds.): Kultur der Propaganda. Bochum: Winkler.
- GRIESWELLE, D. (1972): Propaganda der Friedlosigkeit. Eine Studie zu Hitlers Rhetorik 1920-1933. Stuttgart: F. Enke.
- LÜGER, H.-H. (1995): Pressesprache. Tübingen: Niemeyer.
- NIEHR, T. (2014): Einführung in die linguistische Diskursanalyse. Darmstadt: WBG.
- NIEHR, T. (2014): Einführung in die Politolinguistik. Göttingen: UTB.
- NOELLE-NEUMANN, E./SCHULZ, W./WILKE, J. (2009) (eds.): Fischer Lexikon Publizistik Massenkommunikation. Frankfurt am Main: Fischer.
- O'SHAUGHNESSY, N. J. (2004): Politics and Propaganda. Weapons of mass seduction. Michigan: University of Michigan Press.
- WARNKE, I./SPITZMÜLLER, J. (2008) (eds.): Methoden der Diskurslinguistik. Sprachwissenschaftliche Zugänge zur transtextuellen Ebene. Berlin/New York: De Gruyter.

## ***Res publica* in Contemporary Literature in German-speaking Countries**

10 ECTS

### **Institution teaching the course**

Department of German Philology, University of Wrocław

### **Course description and objectives**

This course researches contemporary German literature derived from the discussed model of *Res publica*. There is a belief that contemporary literature reflects the collapse of the world order during the Cold War and the parallel dynamic development of technology offering a new or revised social order. Two significant aspects of the social order related to technological developments are discussed in the course:

#### 1. Public interest considering ubiquitous state supervision

Ever since Aristotle, personal freedom has been one of the most important principles of the republican thread and its guarantee is one of the most important tests of trust in social institutions. Due to the growing need for government agencies to control in the name of certainty, societies have been at risk of losing these values. Yet another danger has risen from private sector social media, with users voluntarily coming under their control and giving up their own private lives and personal freedom. Examples such as *Angriff auf die Freiheit* by Ilija Trojanow and Juli Zeh, *Anaconda 0.2* by Urs Richte and *GRM Brainfuck* by Sibylle Berg examine questions of what alternative models of the liberal social order are evolving in literature, together in connection with *The Circle* by Dave Eggers, a novel which has been very much discussed in the German-speaking world.

#### 2. Society and artificial intelligence

Artificial intelligence has opened a wide range of questions related to the “post-human era”, which have been examined by scientists such as Bruno Latour, Rosa Braidotti and Katharine Hayles. Questions about human limits have been raised as people confront machines whose artificial intelligence make them able to feel and suffer. There is also a focus on other areas that concern people and their environment, which is analysed in novels such as *Aufstand der Denkcomputer* by Richard Weiner, *Die Verteidigung des Paradieses* by Thomas Steinaecker and a short story from Frank Hohler, *Die Rückeroberung. Machines Like Me* by Ian McEwan provides an example for reading of an Anglo-Saxon novel.

### **Skills acquired**

Knowledge of the latest literature, interdisciplinary thinking that combines literary science with issues of sociology and the history of thought, learning about new trends in literature, practice for writing a scientific paper

### **Major points**

- Contemporary literature in German-speaking countries
- Common interest
- Social order
- Post-humanism

### **Conditions for completing the course**

Active participation in discussions during seminars, short papers on one of the novels or issues discussed in the course

### **References**

- BERG, S. (2019): GRM-Brainfuck. Köln: Kiepenheuer und Witsch Verlag.
- EGGERS, D. (2013): The Circle. New York: Large Print Press.
- HOHLER, F. (1984): Die Rückeroberung. Zürich: BTB.
- McEWAN, I. (2019): Machines like me. London: Jonathan Cape.
- RICHLE, U. (2016): Anaconda 0.2. Zürich: Limmat Verlag.
- STEINAECKER, T. (2016): Die Verteidigung des Paradieses. Berlin: Fischer.
- TROJANOW I./ZEH J. (2009): Angriff auf die Freiheit. München: Carl Hanser Verlag.
- WEINER, R. (2014): Aufstand der Denkcomputer. Marburg an der Lahn: LiteraturWissenschaft.de.

## **Selected Study Lexicography Chapters**

10 ECTS

### **Institution teaching the course**

Department of German Studies, Faculty of Philosophy  
J.E. Purkyně University in Ústí nad Labem

### **Course description and objectives**

Study lexicography, as a component in educational lexicography producing language dictionaries, plays only a marginal role in German studies today, as lexicography itself has undergone extensive changes in recent decades because of the development of electronic data carriers and multimedia communication. The course familiarises doctoral candidates with the modern science of how dictionaries operate. It is all too frequent that they are seen only as tools. Analysing selected monolingual dictionaries covering German as a foreign language and also bilingual dictionaries where German is one of the two languages, the course discusses the typical users of study dictionaries, the routine situations when such dictionaries are used and related specifics such as their macro- and microstructure.

### **Skills acquired**

Doctoral candidates are able to describe specific study dictionaries and teach lexicographically about the function of dictionaries. They can also empirically argue about specific monolingual and bilingual dictionaries.

### **Major points**

- Introduction to general lexicography and study lexicography
- Introduction to teaching lexicography
- Typical users
- Typical user situations
- Macrostructure and microstructure specifics
- Monolingual study dictionaries for German as a foreign language
- Bilingual German study dictionaries

### **Conditions for completing the course**

Active participation in seminars, completion of assignments

## References

- PÖLL, B./OLLIVIER, Ch. (Hg.) (2002): Lernerlexikographie und Wortschatzerwerb im Fremdsprachenunterricht. Wien: Praesens Verlag.
- RUNTE, M. (2015): Lernerlexikographie und Wortschatzerwerb. Berlin: De Gruyter.
- SCHAEEDER, B. (2017): Germanistische Lexikographie. Berlin/Boston: De Gruyter.
- TARP, S. (2008): Lexicography in the Borderland between Knowledge and Non.Knowledge: General Lexikographical Theory with Particular Focus on Learner's Lexicography. Tübingen: De Gruyter.
- WIEGAND, H. E. (Hg.) (1998): Perspektiven der pädagogischen Lexikographie des Deutschen: Untersuchungen anhand von „Langenscheidts Großwörterbuch Deutsch als Fremdsprache“. Tübingen: Niemeyer.
- WIEGAND, H. E. (Hg.) (2002): Perspektiven der pädagogischen Lexikographie des Deutschen II: Untersuchungen anhand des „de Gruyter Wörterbuchs Deutsch als Fremdsprache“. Tübingen: Niemeyer.

## **Stylistics of Text**

10 ECTS

### **Institution teaching the course**

Department of German Studies, Faculty of Philosophy  
J.E. Purkyně University in Ústí nad Labem

### **Course description and objectives**

The course expands and deepens knowledge among doctoral candidates of stylistics and text linguistics, concentrating on routine, institutional, professional and mass media communication and on the types and forms of text used in these areas. The stylistics of their text is comprehensively analysed to consider its construction, function, cohesion, coherence and the means of producing the linguistic style.

### **Skills acquired**

Doctoral candidates are able to classify text from certain communication categories into the types and forms of text for these areas and to analyse these texts comprehensively according to all text-linguistic and text-stylistic criteria.

### **Major points**

- Stylistics of text and of text types
- Communication areas and their own type and form of text
- Methods for comprehensively analysing text for style
- Types of text used in routine communication
- Types of text used in institutional communication
- Types of text used in professional communication
- Types of text used in mass media

### **Conditions for completing the course**

Active participation in seminars, independent, comprehensive stylistic analysis of text

## References

- BRINKER, K./ANTOS, G./HEINEMANN, W./SAGER, S. F. (Hrsg.) (2000): Text- und Gesprächslinguistik, Linguistics of Text and Conversation: Ein internationales Handbuch zeitgenössischer Forschung, An International Handbook of Contemporary Research. 2. Halbband. Berlin/New York: De Gruyter.
- FANDRYCH, C. / THURMAIR, M. (2011): Textsorten im Deutschen. Linguistische Analysen aus sprachdidaktischer Sicht. Tübingen: Stauffenburg.
- FIX, U./GARDT, A./KNAPE, J. (2008) (Hrsg.): Rhetorik und Stilistik / Rhetoric and Stylistics HSK-Bände 31.1./2. Berlin/New York: De Gruyter.
- GANSEL, C. / JÜRGENS, F. (2009): Textlinguistik und Textgrammatik. Göttingen: UTB.
- SANDIG, B. (2006): Textstilistik des Deutschen. Berlin/New York: De Gruyter.

## **Syntactical Theories and Modern Linguistics**

10 ECTS

### **Institution teaching the course**

Department of German Studies, Faculty of Philosophy,  
University of St. Cyril and Methodius in Trnava

### **Course description and objectives**

This course acquaints doctoral candidates with current European trends in contemporary syntax. The focus gradually moves toward different syntactic theories, while critically evaluating the basic features and typical approaches in describing syntactic phenomena. Syntactic relationships and the interconnection of syntactic and semantic functions is the centre of attention.

### **Skills acquired**

Doctoral candidates obtain an understanding of how syntactic theories developed, starting with traditional syntax, then moving through constitutive, generative and dependent syntaxes, and ending with syntax in construction grammar, enabling them to interpret and compare syntactic phenomena based on these concepts.

### **Major points**

- Syntax in modern European linguistics
- Structuralism and traditional syntax
- Constituent, generative and X-bar syntax
- Dependency and constructive syntax
- Syntactic means of expression
- Syntactic relationships and syntactic and semantic functions
- Categories and categorisation, categorical syntax
- Topological sentences within “text grammar”

### **Conditions for completing the course**

Active participation in seminars, seminar paper, successful discussion in a colloquium

## References

- BRINKER, K. (1977): Modelle und Methoden der strukturalistischen Syntax. Stuttgart u.a.: Kohlhammer.
- CHOMSKY, N. (1957): Syntactic Structures. The Hague/Paris: Mouton.
- CANN, R. (1994): X-Bar-Syntax. In: Asher, R.E./ Simpson, J.M.Y. [eds.] Encyclopedia of Language and Linguistics. Vol. IX. Oxford: ELL.
- ENGEL, U. (2004): Deutsche Grammatik, München: IUDICIUM.
- JACOBS, J. - STECHOW, A. - STERNRFELD, W. - VENNEMANN, T. (Hg.) (1995). Syntax. Ein internationales Handbuch der zeitgenössischen Forschung (HSK 9.2). Berlin: De Gruyter.
- SAUSSURE, F. de: Course in General Linguistics. London: Duckworth.
- STERNEFELD, W. (2007): Syntax. Eine morphologisch motivierte generative Beschreibung des Deutschen. B.1. Tübingen: Stauffenburg.
- EROMS, H.-W. (2000): Syntax der deutschen Sprache. Berlin: de Gruyter.
- ZIEM, A. - LASCH, A. (2013): Konstruktionsgrammatik, Konzepte und Grundlagen gebrauchsbasierter Ansätze, [Construction Grammar: Concepts and Basic Principles in Practice-Based Approaches], Series: Germanistische Arbeitshefte 44. Berlin/Boston: de Gruyter.

## **Text Linguistics Paradigms and Research Trends**

10 ECTS

### **Institution teaching the course**

Department of German Philology, University of Wrocław

### **Course description and objectives**

Text linguistics is a sub-discipline established in the mid-20th century that has been becoming more significant. Modern technologies and their use to produce texts and modern textual expressions have made it possible to discover new dimensions in linguistic analysis of texts. The course focuses on modern concepts in today's text linguistics. The course also concentrates on the paradigms of the linguistic analysis of text, based on how these linguistic sub-disciplines appeared on the scene. A major element in the course is its methodological approach, illustrated in specific examples that are taken from the analysis. Another objective of the course is to provide candidates with a comprehensive knowledge of the methodology behind linguistic analysis of texts and show perspectives of research.

### **Skills acquired**

Doctoral candidates obtain knowledge about text linguistics, become acquainted with the relevant professional literature and undertake their own research in this area.

They obtain an understanding about the linguistic analysis of texts, thus enhancing their analytical skills, as well as choosing and creating a suitable corpus for text analysis, presenting the results of the analysis and improving their scientific writing skills. The candidates are able to work in a team and independently create a work schedule.

### **Major points**

- Text linguistics in a historical overview
- Text – an overview of definitions
- Text signs and textuality criteria
- Modern theories about text and approaches
- Text linguistics and a discourse on linguistics
- Methodology of modern text linguistics

- Analysis models in text linguistics to date

### **Conditions for completing the course**

Active participation in seminars, preparing a presentation on a selected topic in your mother or a foreign language and writing a paper on the contents of the presentation (approx. 8 pages)

### **References**

- ADAMZIK, K. (Hrsg.) (2000): Textsorten. Reflexionen und Analysen. Tübingen: Staufenburg.
- ADAMZIK, K. (2010): Textlinguistik: Eine einführende Darstellung. Berlin: De Gruyter.
- ADAMZIK, K. (2016): Textlinguistik: Grundlagen, Kontroversen, Perspektiven. Berlin: De Gruyter.
- BRINKER, K. (2010): Linguistische Textanalyse. Berlin: Erich Schmidt Verlag.
- DIJK, T.A. van (1980): Textwissenschaft. Tübingen: De Gruyter.
- DRESSLER, W.U. – de Beaugrande, R. (1981): Einführung in die Textlinguistik. Tübingen: De Gruyter.
- GÜLICH, E. – RAIBLE, W. (Hrsg.) (1975): Textsorten. Differenzierungskriterien aus linguistischer Sicht. Wiesbaden: Atheneion.
- HEINEMANN, W. – VIEHWEGER, D. (1991): Textlinguistik. Eine Einführung. Tübingen: De Gruyter.
- HEINEMANN, M. – HEINEMANN, W. (2002): Grundlagen der Textlinguistik: Interaktion – Text – Diskurs. Tübingen: De Gruyter.
- ROLF, E. (1993): Die Funktionen der Gebrauchstextsorten. Berlin/New York: De Gruyter.
- VATER, H. (2001): Einführung in die Textlinguistik. Stuttgart: UTB.
- SANDIG, B. (2006): Textstilistik des Deutschen. Berlin/New York: De Gruyter.
- WAWRZYŃIAK, Z. (1980): Einführung in die Textwissenschaft. Warszawa: PWN.
- WEINRICH, H. (1993/2003): Textgrammatik der deutschen Sprache. Mannheim: Olms.

## **Theoretical and Practical Aspects of Interference Phenomena**

10 ECTS

### **Institution teaching the course**

Department of German Philology, University of Wrocław

### **Course description and objectives**

The first language's strong influence on the second and further languages is a well-known phenomenon in mastering a foreign language, characterised by a high incidence and complexity. While interference had already been researched by linguists in the late 19th century (Bogorodicki, 1883), systematic research began in the mid-20<sup>th</sup> century (Weinreich, Lado) and continued in the 1970s (Juhasz, Czochralski, Lüllwitz, Dulay und Burt), 1980s and 1990s (Helbig, Kellermann, Marton). Individual research phases were characterised by different, interdisciplinary perspectives of the interference phenomena, which were captured in many definitions and hypotheses of it. Empirical research conceived from comparison has identified not only typical areas in the confronted language systems, but also the scale of interference range in these phenomena.

### **Skills acquired**

Doctoral candidates learn about the state of interference research (history and tendencies) and the various definitions of interference, and are also able to correlate them to certain phases of research, determine the reasons for negative transfers, classify interference linguistics into linguistics in general, develop the concept for their research into selected interference phenomena and evaluate the results.

### **Major points**

- Development of interference research
- Interference versus transfer
- “Reciprocal interference”
- Interlingual and intralingual interference
- Negative positive transfer
- Interference as a psychological problem
- Interference versus contrastive linguistics

- Interference versus linguistic analysis of mistakes
- Empirical research into interference
- Language pedagogical implications of interference phenomena

### Conditions for completing the course

Elaboration of your own research into an interference phenomenon (L1 - L2 - L...)

### References

- BAWEJ, I. (2008): Błąd leksykalny jako skutek procesów interferencyjnych. Poradnik metodyczny dla dydaktyków języka niemieckiego. Bydgoszcz: Wydawnictwo Uniwersytetu Kazimierza Wielkiego.
- CZOCHRALSKI, J. A. (1971): Zur sprachlichen Interferenz, in: *Linguistics* 67, S. 5-25.
- CZOCHRALSKI J. A. (1973): Ausgewählte Probleme der Strukturinterferenz, in: *Wissenschaftliche Zeitschrift der Humboldt-Universität zu Berlin*, S. 191-194.
- CZOCHRALSKI, J. A. (1975): Eine Analyse von Sprachfehlern bei polnischen Germanistikstudenten, in: *Kwartalnik Neofilologiczny* 1, S. 21-39.
- JUHÁSZ, J. (1970): *Probleme der Interferenz*, Budapest: Akadémiai Kiadó.
- JUHÁSZ, J. (1980): *Interferenzlinguistik*, in: Hans P. Althaus; Helmut Henne (Hrsg.) *Lexikon der germanistischen Linguistik*. Tübingen: De Gruyter.
- LIETZ, G. (1996): Zwischensprachliche Interferenz als Fehlerquelle in schriftlichen Arbeiten polnischer Germanistikstudenten, in: *Glottodidactica* XXIV, S. 73-120.
- SZULC, A. (1970): Towards a general theory of interference, in: *The Nordic Languages and Modern Linguistics* 1, S. 507-517.
- PODGÓRNI, H. (2010): *Interferenzbedingte Sprachfehler im lexikalischen und grammatischen Subsystem des Deutschen bei polnischen Germanistikstudenten*. Kraków: Jagiellonian University Press.
- PRĘDOTA, S. (1979): *Die polnisch-deutsche Interferenz im Bereich der Aussprache*. Wrocław: Zakład Narodowy im. Ossolińskich.
- TRAORE, S. (2000): *Interlinguale Interferenzerscheinungen*. Frankfurt am Main: Peter Lang.
- TRBONJA-Omanic, A. (2017): Positiver und negativer Transfer im Unterricht des Deutschen als zweiter Fremdsprache, in: *Istrazivanja*, 12, S. 83-93.

## **Theory of Grammaticalisation**

10 ECTS

### **Institution teaching the course**

Department of German Studies, Faculty of Philosophy,  
University of St. Cyril and Methodius in Trnava

### **Course description and objectives**

Doctoral candidates become acquainted through the course with the theory of grammaticalisation, with attention centring on the process of transferring the lexeme to the grammatical formative. From a diachronic point of view, grammaticalisation is the process of language change, so one of the points discussed in the course is the theory of language change. At the synchronous level, it transforms a construct into another grammatical structure at the level of phonology, morphology or syntax. Nonetheless, the focus is on interpreting the theory of grammaticalisation in German linguistics.

### **Skills acquired**

Doctoral candidates comprehend the development of language compared to the grammaticalisation theory. They are also able to explain grammaticalisation processes and both understand and interpret grammaticalisation theory in the German language.

### **Major points**

- Language adaptation - analogy
- Reanalysing grammaticalisation
- Grammaticalisation theories and processes
- Syntagmatic parameters in grammaticalisation
- Paradigmatic parameters in grammaticalisation
- Degrees of grammaticalisation
- Principal of unidirectionality
- Degrammaticalisation

### **Conditions for completing the course**

Active participation in seminars, seminar paper, oral examination

## References

- DIEWALD, G. (1997): Grammatikalisierung. Eine Einführung in Sein und Werden grammatischer Formen. Tübingen: Niemeyer.
- LEHMANN, Ch. (2002): Thoughts on grammaticalization. Second, revised edition. Erfurt: Seminar für Sprachwissenschaft der Universität (Arbeitspapiere des Seminars für Sprachwissenschaft der Universität Erfurt; 9).
- SZCZEPANIAK, R. (2011): Grammatikalisierung im Deutschen. Eine Einführung. 2. Auflage. Tübingen: Narr.
- TRAUGOTT, E. C. (2011): Grammaticalization and mechanisms of change. In: Narrog, H. / Heine, B. (eds.): The Oxford Handbook of Grammaticalization, Oxford et al.: OUP, S. 19-30.

## **Verbalisation of Sensory Perceptions**

10 ECTS

### **Institution teaching the course**

Department of German Philology, University of Wrocław

### **Course description and objectives**

The course considers the linguistic and philosophical aspects of perception. It first acquaints doctoral candidates with the philosophy of perception from a historical perspective. Later they learn about linguistic relativity and discuss the possibilities of verbalising sensory perceptions in different languages, while focusing on the German language and the language of the candidates attending the course.

### **Skills acquired**

Doctoral candidates acquire systematic knowledge about the options available for verbalising perceptual areas within semantics and syntax and are able to analyse and compare possibilities for verbalising sensory perceptions in German and their native languages.

### **Major points**

- Philosophy of perception
- Linguistic relativity
- Description of visual sensations
- Description of auditory sensations
- Description of tactile sensations
- Description of gustatory sensations
- Description of olfactory sensations
- Synthesis

### **Conditions for completing the course**

Preparing a presentation on a chosen topic and subsequently discussing it.

## References

- BAICCHI, A. et al. (eds.) (2018): *Sensory Perceptions in Language, Embodiment and Epistemology*. Cham: Springer.
- BERLIN, B. – KAY, P. (1969): *Basic Color Terms. Their Universality and Evolution*. Berkeley: Center for the Study of Language and Inf.
- JONES, W. J. (2013): *German Colour Terms*. Amsterdam/Philadelphia: John Benjamins Publishing.
- MATTHEN, M. (2015): *The Oxford Handbook of Philosophy of Perception*. Oxford: Oxford University Press.
- MILLER, G. – JOHNSON, L. (1976): *Language and Perception*. Cambridge: Cambridge University Press.
- SPEED, L. et al. (eds.) (2019): *Perception Metaphors*. Amsterdam/Philadelphia: John Benjamins.
- STANIEWSKI, P. (2016): *Das Unantastbare beschreiben. Gerüche und ihre Versprachlichung im Deutschen und Polnischen*. Frankfurt am Main: Peter Lang.
- WINTER, B. (2019): *Sensory Linguistics*. Amsterdam/Philadelphia: John Benjamins.

## 10 Overview of Courses by University

UCM = University of Ss. Cyril and Methodius, Trnava, Slovakia

UJEP = Jan Evangelista Purkyně University, Ústí nad Labem, Czech Republic

UWr = University of Wrocław (Breslau), Poland

	UCM	UJEP	UWr
20th Century Grammatical Theory	X		
Basic Concepts of Phraseology and Paremiology			X
Comparing "Grammar" as Part of Applied Linguistics			X
Concepts of Gender and Queer Theory in Cultural Research	X		
Confessional Propaganda in Early Modern Literature and Art		X	
Corpus Linguistics	X		
Cultural Scientific Concepts in German Studies	X		
Developing Projects and Applying for Grants	X		
Engaged Literature and Authors in 21st Century Europe			X
Ethnic Science Writing Style: between myth and truth			X
European Cultural History		X	
Feminist Concepts in Literary Science		X	
General and Special Histories of Language	X		
History of Linguistics		X	
History of Specialist Languages	X		
Ideas for a Scientific Article or How to Manage Scientific Work			X
Intercultural and Transcultural Literature		X	
Intertextuality and Intermediality		X	
Introduction to Cognitive Linguistics			X
Introduction to Emotional Linguistics		X	
Jewish Literature in German		X	
Language Contacts	X		
Language in Mass Media		X	
Language in Political Discourse	X		
Literature and Politics		X	
Lyric Poetry and Hermeticism		X	
Multilingualism and Language Policy	X		
Multimodal Texts between Argumentation, Persuasion and Manipulation			X
New Concepts and Paradigms in Pragmalinguistic and Sociolinguistic Research			X
Onomastics – research, directions and tasks			X
Practical Aspects of Writing and Compiling Scientific Publications			X
Principles of Publishing Research Results	X		
Propaganda from a Linguistic Perspective		X	
Res publica in Contemporary Literature in German-speaking Countries			X
Selected Study Lexicography Chapters		X	
Stylistics of Text		X	
Syntactical Theories and Modern Linguistics	X		
Text Linguistics Paradigms and Research Trends			X
Theoretical and Practical Aspects of Interference Phenomena			X
Theory of Grammaticalisation	X		
Verbalisation of Sensory Perceptions			X

## 11 Overview of Courses by Research and Discipline

SM / M = Scientific Method/Management

LS = Literary Science

L = Linguistics

C = Culturology

	SM/M	LS	L	C
20th Century Grammatical Theory			X	
Basic Concepts of Phraseology and Paremiology			X	
Comparing "Grammar" as Part of Applied Linguistics			X	
Concepts of Gender and Queer Theory in Cultural Research				X
Confessional Propaganda in Early Modern Literature and Art		X		X
Corpus Linguistics			X	
Cultural Scientific Concepts in German Studies				X
Developing Projects and Applying for Grants	X			
Engaged Literature and Authors in 21st Century Europe		X		
Ethnic Science Writing Style: between myth and truth	X		X	
European Cultural History				X
Feminist Concepts in Literary Science		X		
General and Special Histories of Language			X	
History of Linguistics			X	
History of Specialist Languages			X	
Ideas for a Scientific Article or How to Manage Scientific Work	X			
Intercultural and Transcultural Literature		X		
Intertextuality and Intermediality		X	X	
Introduction to Cognitive Linguistics			X	
Introduction to Emotional Linguistics			X	
Jewish Literature in German		X		
Language Contacts			X	X
Language in Mass Media			X	
Language in Political Discourse			X	X
Literature and Politics		X		X
Lyric Poetry and Hermeticism		X		
Multilingualism and Language Policy			X	X
Multimodal Texts between Argumentation, Persuasion and Manipulation			X	
New Concepts and Paradigms in Pragmalinguistic and Sociolinguistic Research			X	
Onomastics – research, directions and tasks			X	
Practical Aspects of Writing and Compiling Scientific Publications	X			
Principles of Publishing Research Results	X			
Propaganda from a Linguistic Perspective			X	X
Res publica in Contemporary Literature in German-speaking Countries		X		
Selected Study Lexicography Chapters			X	
Stylistics of Text			X	
Syntactical Theories and Modern Linguistics			X	
Text Linguistics Paradigms and Research Trends			X	
Theoretical and Practical Aspects of Interference Phenomena			X	
Theory of Grammaticalisation			X	
Verbalisation of Sensory Perceptions			X	



This publication was produced as part of the project  
“Internationali-zation and development of PhD studies“  
Erasmus+ 2018-1-SK01-KA203-046375

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ISBN 978-80-572-0101-4