



## COURSE DATA

### Data Subject

<b>Code</b>	44377
<b>Name</b>	Discourse analysis and social inequality
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	3.0
<b>Academic year</b>	2024 - 2025

### Study (s)

Degree	Center	Acad. Period	Year
2243 - Master's Degree in Advanced English Studies	Faculty of Philology, Translation and Communication	1	First term

### Subject-matter

Degree	Subject-matter	Character
2196 - Master's Degree in Advanced English Studies	10 - Discourse analysis and social inequality	Obligatory
2243 - Master's Degree in Advanced English Studies	10 - Discourse analysis and social inequality	Obligatory

### Coordination

Name	Department
MARUENDA BATALLER, SERGIO	155 - English and German

## SUMMARY

In this subject, discourse is studied as a form of social activity through which forms of dominance, social inequality and abuse of power are constructed, negotiated, established, resisted and legitimised. The analysis of discourse practices makes it possible to demonstrate and explain how institutions or social groups in hegemonic or peripheral positions recreate social representations and mental models with certain ideological biases. Discursive action is often fuelled by historical and cultural presumptions, which should be questioned given that they have the potential to impede and perpetrate discursive actions which indicate inequalities, injustices or ways of hegemonising power. These typically revolve around the issues of gender, racism, institutional power, or are determined by the means of communication in question. There will be a presentation of frameworks and techniques for critical analysis which allow for the identification of evidence of inequality in the projection of social structures, among which it is worth highlighting the discursive construction of identities, of social actors whose recreation in the discursive activity can impede ideologies of power.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

No previous knowledge is required. However, a C1 level of English is highly recommended.

### 2196 - Master's Degree in Advanced English Studies

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Advanced ability to understand ? from a more complex perspective than that of undergraduate studies ? those concepts, principles, theories, or models related to different areas of English Studies.
- Advanced ability to understand ? from a more complex perspective than that of undergraduate studies ? the methodology required for solving problems specific to the field of English Studies.
- Ability to publicly present ? from an advanced and more complex perspective than that of undergraduate studies ? experiences, ideas, or reports within the field of English Studies.
- Ability to identify fundamental methodologies, theories, topics, and terminological, theoretical, formal, and ideological principles necessary for initiating linguistic or literary research in English Studies.
- Capacidad para interpretar y analizar textos representativos de la pluralidad lingüística y cultural de las sociedades anglófonas contemporáneas con el fin de reflexionar sobre su relevancia, no sólo en referencia a los contextos socio-lingüísticos, históricos, políticos y culturales en los que se inscriben, sino también en relación con la globalización de la cultura, dentro de los ?Estudios Ingleses.
- Ability to apply theoretical knowledge and skills to conduct critical, rigorous analysis using various tools, including printed and digital formats (ICT), within English Studies.
- Ability to develop autonomy in learning, including resource and information search, and to access bibliographic and documentary sources in different areas of English Studies.
- Ability to organize, structure, and develop ideas in various academic documents, such as essays, technical reports, and advanced research projects ? master?s theses ? within the field of English Studies.



On successful completion of this course, students will be able to:

1. Characterise and analyse discourse as a social practice.
2. Apply models to examine discourse as a construction and representation of social structures, communities of practice and mental models.
3. Combine interdisciplinary approaches to the study of discourse.
4. Critically relate discursive activity with ways of exercising power and with ideological legitimisation, showing awareness of strategies for dominating and controlling discourse.
5. Relate historical-cultural assumptions with the discursive recreation of stereotype and authority, showing awareness of the discursive construction and legitimation of power.
6. Relate uses of language with social representations, and with the discursive creation of social actors.
7. Apply theoretical tools to scrutinise the influence of the media (and its democratisation) in discursive activity.
8. Show acquaintance with models and tools to analyse discursive genres.
9. Apply techniques for quantitative and/or qualitative corpus analysis.
10. Critically appraise discursive activities to resist power and social inequality.
11. Recognise possibilities for the recreation of discourses of emancipation.

## DESCRIPTION OF CONTENTS

### 1. INTRODUCTION

Brief introduction to the subject and overview of the course planner  
Discourse as a form of social practice  
The concept of social inequality  
Key concepts in Discourse Analysis

### 2. CRITICAL DISCOURSE ANALYSIS

Introduction to CDA: key concepts, objectives and frameworks  
Power and ideology  
CDA and multidisciplinary language study  
Examples of CDA: practical contexts of biased language use

### 3. CRITICAL DISCOURSE ANALYSIS AND THE DISCURSIVE CONSTRUCTION OF IDENTITY

Identity construction and the representation of gender: a case study  
The discursive construction of gender inequalities  
Multidisciplinary approach to the discursive construction of identity  
The discursive representation of social actors



**4. CRITICAL DISCOURSE ANALYSIS AND THE MEDIA**

Critical analysis of media discourse: press, television and radio  
 A quantitative analysis of newspaper texts  
 Critical analysis of media discourse: The discourse of news values  
 A qualitative analysis of newspaper texts

**5. MULTIMODAL CRITICAL DISCOURSE ANALYSIS AND CDA IN EDUCATIONAL CONTEXTS**

An overview of Multimodal Critical Discourse Analysis  
 Multimodal/multi-semiotic analysis of texts and social meaning  
 CDA in educational contexts: institutional actors  
 Educational materials and ideology: practical cases

**6. ASSESSMENT**

Students submit their papers  
 Brief oral presentation of the students work (class discussion and feedback)  
 N.B.: Plagiarism will not be tolerated; it is a serious academic offence. Any student who is found to have committed plagiarism in his/her work for the course will face serious consequences, which will lead to failing the whole subject.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	24,00	100
Development of individual work	10,00	0
Study and independent work	10,00	0
Readings supplementary material	8,00	0
Preparation of evaluation activities	5,00	0
Preparing lectures	5,00	0
Preparation of practical classes and problem	8,00	0
Resolution of case studies	5,00	0
<b>TOTAL</b>	<b>75,00</b>	

**TEACHING METHODOLOGY**

TM2\_Pair or group work.



TM3\_ Set readings (autonomous reading or with classroom discussion, selecting relevant information, relating concepts, studying, completing work sheets, writing outlines or summaries).

TM4\_ Oral presentation of set readings, oral or written summaries.

TM5\_ Theoretical and practical problem solving (exercises, compilation of data for analysis, analysis of written, oral, audiovisual, digital and/or multimodal texts from different genres).

## EVALUATION

### ASSESSMENT BREAKDOWN FOR FIRST CALL:

#### 1. Assessment of competences through written and/or oral projects (80%)

Students carry out a critical analysis based on their own corpus selection, applying the theoretical knowledge they have acquired throughout the course.

#### 2. Assessment of class attendance and active participation (20%)

The assessment of attendance and active participation will serve to adjust the mark obtained in the part of the assessment of the competences. This involves the students' engagement in the class dynamics and the resolution of practical tasks.

### ASSESSMENT BREAKDOWN FOR SECOND CALL:

Assessment for second call (100%)

Students carry out a critical analysis based on their own corpus selection, applying the input they have acquired throughout the course.

Having another person or company do the writing of an assignment for you, which includes using artificial intelligence tools like ChatGPT, is considered plagiarism, thus a violation of academic integrity. It will automatically lead to a failing grade and MAES instructors reserve the right to conduct an investigation and reassess students who are suspected of having resorted to any sort of plagiarism in their work.

**REFERENCES****Basic**

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- Anguri, J. & Baxter, J. (2021). *The Routledge Handbook of Language, Gender and Sexuality*. Routledge.
- Simpson, P., Mayr, A., & Statham, S. (2019). *Language and Power: A Resource Book for Students*. Routledge.
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**Additional**

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- Wodak, R. and Meyer, M. (2001). *Methods of Critical Discourse Analysis*. London: Sage.
- Caldas-Coulthard, C. and Coulthard, M. (eds.) (1996). *Texts and Practices. Readings in Critical Discourse Analysis*. London: Routledge.



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- Lazar, M. (2005). *Feminist Critical Discourse Analysis: Gender, Power and Ideology in Discourse*. New York: Palgrave MacMillan.
- Baker, P.; Gabrielatos, C.; McEney, T. (2013). *Discourse Analysis and Media Attitudes: The Representation of Islam in the British Press*. Cambridge: CUP.
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