

**FICHA IDENTIFICATIVA****Datos de la Asignatura**

Código	44377
Nombre	Análisis del discurso y desigualdad social
Ciclo	Máster
Créditos ECTS	3.0
Curso académico	2020 - 2021

Titulación(es)

Titulación	Centro	Curso	Periodo
2196 - M.U. en Estudios Ingleses Avanzados	Facultad de Filología, Traducción y Comunicación	1	Primer cuatrimestre

Materias

Titulación	Materia	Caracter
2196 - M.U. en Estudios Ingleses Avanzados	10 - Análisis del discurso y desigualdad social	Obligatoria

Coordinación

Nombre	Departamento
MARUENDA BATALLER, SERGIO	155 - Filología Inglesa y Alemana
RODRIGUEZ ABRUÑEIRAS, PAULA	155 - Filología Inglesa y Alemana

RESUMEN

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.



CONOCIMIENTOS PREVIOS

Relación con otras asignaturas de la misma titulación

No se han especificado restricciones de matrícula con otras asignaturas del plan de estudios.

Otros tipos de requisitos

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

COMPETENCIAS

2196 - M.U. en Estudios Ingleses Avanzados

- Que los/las estudiantes sepan aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con su área de estudio.
- Que los/las estudiantes sean capaces de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios.
- Que los/las estudiantes posean las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo
- Capacidad para comprender, desde un enfoque avanzado, de mayor complejidad respecto del de los estudios de Grado, aquellos conceptos, principios, teorías o modelos relacionados con los distintos campos de los Estudios Ingleses.
- Capacidad para conocer, desde un enfoque avanzado, de mayor complejidad respecto del de los estudios de Grado, la metodología necesaria para la resolución de problemas propios del área de los Estudios Ingleses.
- Capacidad para presentar en público experiencias, ideas o informes dentro del área de los Estudios Ingleses, desde un enfoque avanzado, de mayor complejidad respecto del de los estudios de Grado.
- Capacidad para reconocer las metodologías y teorías, así como los temas, principios terminológicos, teóricos, formales e ideológicos fundamentales para la introducción a la investigación lingüística o literaria en el área de Estudios Ingleses.
- 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.
- Capacidad para aplicar e integrar las destrezas y los conocimientos teóricos adquiridos sobre las distintas herramientas disponibles tanto en soporte impreso como informático (TIC) con objeto de realizar un análisis crítico propio y riguroso, dentro de los Estudios Ingleses.



- Capacidad para conseguir autonomía progresiva en el aprendizaje, búsquedas propias de recursos e información, accediendo para ello a fuentes bibliográficas y documentales sobre los distintos ámbitos que conforman los Estudios Ingleses.
- Capacidad para organizar, estructurar y desarrollar las ideas en variados tipos de documentos académicos, de mayor o menor envergadura: desde el ensayo, el informe técnico, el comentario crítico, hasta el planteamiento inicial que debe subyacer a un trabajo de investigación de más amplio calado como es la realización de un Trabajo Fin de Máster, dentro de los Estudios Ingleses.

RESULTADOS DE APRENDIZAJE

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.

DESCRIPCIÓN DE CONTENIDOS

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.

**VOLUMEN DE TRABAJO**

ACTIVIDAD	Horas	% Presencial
Clases de teoría	24,00	100
Elaboración de trabajos individuales	10,00	0
Estudio y trabajo autónomo	10,00	0
Lecturas de material complementario	8,00	0
Preparación de actividades de evaluación	5,00	0
Preparación de clases de teoría	5,00	0
Preparación de clases prácticas y de problemas	8,00	0
Resolución de casos prácticos	5,00	0
TOTAL	75,00	

METODOLOGÍA DOCENTE

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).

EVALUACIÓN**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:

1. 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.

REFERENCIAS

Básicas

- Flowerdew, J. & Richardson, J. (2018). *The Routledge Handbook of Critical Discourse Studies*. New York: Routledge.
- Stoddart, Mark C.J. (2007). "Ideology, hegemony, discourse: A critical review of theories of knowledge and power. *Social Thought and Research* 28: 191-225.
- Van Leeuwen, Th. (2008). *Discourse and Practice: New Tools for Critical Discourse Analysis*. Oxford: OUP.
- Bamberg, M., de Fina, A. and D. Schiffrin (2011). Discourse and identity construction. In Schwartz, S.J. et al. (eds.). *Handbook of Identity Theory and Research*. New York: Springer, pp. 177-199.
- Partington, A.; Duguid, A. & Taylor, C. (2013) *Patterns and Meanings in Discourse. Theory and Practice in Corpus-Assisted Discourse Studies (CADS)*. Amsterdam/Philadelphia: John Benjamins.
- OHalloran, K. L. (2011). Multimodal Discourse Analysis. In Hyland, K. and B. Paltridge (eds.). *Companion to Discourse*. London and New York: Continuum, pp. 120-137.
- Bednarek, M. and Caple, H. (2014). Why do news values matter? Towards a new methodological framework for analysing news discourse in critical discourse analysis and beyond. *Discourse & Society* 25(2): 135-158.
- Bloor, M. and Bloor, Th. (2018). Systemic functional linguistics. In Flowerdew, J. and J.E. Richardson (eds.). *The Routledge Handbook of Critical Discourse Studies*. London and New York, pp. 151-164.
- Bednarek, M. & Caple, H. (2017). *The Discourse of News Values: How News Organisations Create Newsworthiness*. Oxford: OUP



- Martin, J.R. & White, P.P.R. (2005). *The Language of Evaluation. Appraisal in English*. New York: Palgrave MacMillan.

Complementarias

- Fairclough, N. (1995). *Critical Discourse Analysis. The Critical Study of Language*. London: Longman Pearson.
- 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.
- Fairclough, N. (2003). *Analysing Discourse. Textual Analysis for Social Research*. London: Routledge.
- Kress, G. and van Leeuwen, T. (2001). *Multimodal Discourse*. London: Bloomsbury Academic.
- Kress, G., and van Leeuwen, T. (2006). *Reading Images: The Grammar of Visual Design*. London: Routledge.
- Chouliaraki, L. and Fairclough, N. (1999). *Discourse in Late Modernity: Rethinking Critical Discourse Analysis*. Edinburgh: Edinburgh University Press.
- Schiffrin, D., Tannen, D. and Hamilton, H.E. (eds.) (2001). *The Handbook of Discourse Analysis*. London: Blackwell.
- Schwartz, S.J., Luyckx, K. and Vignoles, V.L. (eds.) (2011). *Handbook of Identity Theory and Research*. Berlin: Springer.
- Lazar, M. (2005). *Feminist Critical Discourse Analysis: Gender, Power and Ideology in Discourse*. New York: Palgrave MacMillan.
- Baker, P.; Gabrielatos, C.; McEnery, T. (2013). *Discourse Analysis and Media Attitudes: The Representation of Islam in the British Press*. Cambridge: CUP.
- Baker, P. (2010). *Sociolinguistics and Corpus Linguistics*. Edinburgh: Edinburgh University Press.

ADENDA COVID-19

Esta adenda solo se activará si la situación sanitaria lo requiere y previo acuerdo del Consejo de Gobierno

HYBRID LEARNING MODE (BLENDED)

1. Contents

Same contents as in the original teaching guide.



2. Workload and teaching schedule

No change.

3. Methodology

Hybrid model with face-to-face class + synchronous sessions via Blackboard Collaborate or Teams.

4. Assessment

The assessment system will be the same as in the original teaching guide. For their oral presentation (session 6), students will present their provisional paper via Blackboard Collaborate or Teams in a synchronous session.

5. Bibliography

Same as in the original teaching guide.

DISTANCE (ONLINE) LEARNING

1. Contents

Same contents as in the original teaching guide.

2. Workload and teaching schedule

No change

3. Methodology

Synchronous teaching via Blackboard Collaborate or Teams

4. Assessment



The assessment system will remain the same. For their oral presentation (session 6), students will present their provisional paper via Blackboard Collaborate or Teams in a synchronous session.

5. Bibliography

The list of set readings will be reduced to those available online through the university library catalogues.