VNIVERSITAT (Ð DE VALÈNCIA

COURSE DATA

Data Subject	
Code	44377
Name	Discourse analysis and social inequality
Cycle	Master's degree
ECTS Credits	3.0
Academic year	2021 - 2022

Study (s)			
Degree	**Center**	**Acad. year**	**Period**
2196 - M.D. in Advanced English Studies	Faculty of Philology, Translation and Communication	1	First term

Subject-matter		
Degree	**Subject-matter**	**Character**
2196 - M.D. in Advanced English Studies	10 - Discourse analysis and social inequality	Obligatory

Coordination	
Name	**Department**
MARUENDA BATALLER, SERGIO	155 - English and German
RODRIGUEZ ABRUÑEIRAS, PAULA	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.

OUTCOMES

2196 - M.D. 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.

- Ability to interpret and analyze texts that represent the linguistic and cultural diversity of contemporary English-speaking societies. Students should be able to reflect on their significance, considering their sociolinguistic, historical, political, and cultural contexts, as well as the impact of globalization on culture, within the field of English Studies.

- 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 masters theses within the field of English Studies.

LEARNING OUTCOMES

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
TOTAL	75,00	

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:

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.

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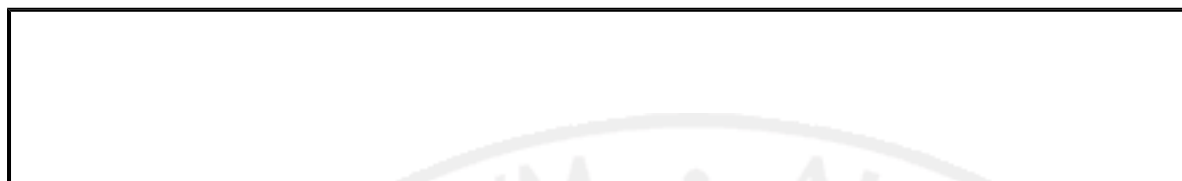
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Basic

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- 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.

Additional

- 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.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

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.