# DEGREE CURRICULUM
# SPECIAL TOPICS IN ENGLISH LANGUAGE AND LINGUISTICS

Coordination: MARTÍN RUBIO, FRANCISCO JAVIER

Academic year 2021-22

## Subject's general information

| | |
|---|---|
| **Subject name** | SPECIAL TOPICS IN ENGLISH LANGUAGE AND LINGUISTICS |
| **Code** | 101284 |
| **Semester** | 1st Q(SEMESTER) CONTINUED EVALUATION |

**Typology**

| Degree | Course | Character | Modality |
|---|---|---|---|
| Bachelor's Degree in English Studies | 4 | OPTIONAL | Attendance-based |
| Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation | 4 | OPTIONAL | Attendance-based |

| | |
|---|---|
| **Course number of credits (ECTS)** | 6 |

**Type of activity, credits, and groups**

| Activity type | PRAULA | TEORIA |
|---|---|---|
| **Number of credits** | 3 | 3 |
| **Number of groups** | 1 | 1 |

| | |
|---|---|
| **Coordination** | MARTÍN RUBIO, FRANCISCO JAVIER |
| **Department** | ENGLISH AND LINGUISTICS |
| **Teaching load distribution between lectures and independent student work** | contact hours: 50 (60 but 10 less from 5 bank holidays on 28th September, 12th October, 1st November, 6th and 7th December).<br>autonomous work: 90 hours |
| **Important information on data processing** | Consult this link for more information. |
| **Language** | English |
| **Distribution of credits** | Module 1 (Sònia Mas Alcolea): 2 ECTS<br>Module 2 (Xavi Martin-Rubió): 4 ECTS |

| Teaching staff | E-mail addresses | Credits taught by teacher | Office and hour of attention |
|---|---|---|---|
| MARTÍN RUBIO, FRANCISCO JAVIER | xavier.martinrubio@udl.cat | 4 | |
| MAS ALCOLEA, SÒNIA | sonia.mas@udl.cat | 2 | Office 2.22<br>Monday, 8:00-9:00 |

## Learning objectives

This subject aims to deepen the students' knowledge about the field of discourse analysis, an offshoot of linguistics, by reflecting upon the way(s) in which language intersects and connects with the social, cultural and political aspects of power and, thus, by developing critical thinking about how discourses are used in context and how they reflect and shape the world. Therefore, the students are expected to fulfill the following objectives through this subject:

1. Gain a theoretical grounding in the field of discourse analysis which will enable them to analyse written and spoken text for various research related purposes.

2. Learn how to analyse different texts using various discourse-analytic methodologies.

3. Critically reflect on the applicability of discourse analysis in language teaching contexts.

4. Identify the gender patterns that rule communication, ackowledge the existnece of different communication styles, and develop non-androcentric interpretation guides.

5. Be able to identify sexist and androcentric uses of language.

6. Be able to problematise the idealised representation of male and female bodies, as well as the frequent representations of women as passive objects of sexual desire.

## Competences

**General competences:**

- Demonstrate motivation for quality and rigour.

- Apply theoretical knowledge in practice.

**Specific competences:**

- Define the systematic aspects of the English language usage from a discourse-analytic perspective.

- Apply different methodologies to the study of linguistic and communicative phenomena.

**Transversal competences:**

- Apply the gender perspective to the tasks associated to its professional sphere.

## Subject contents

1. **Introduction to the subject. Key concepts.**
   a. Language / Discourse / Text
   b. Critical Discourse Analysis. What is it?
2. **Module 1. Language and Gender**
   a. Sex vs. Gender
   b. Sexist Language
   c. The 'doing' of gender. Butler's notion of 'performativity'
   d. Linguistic Studies on Gender: deficit, dominance and difference
   e. Analysing Gender – MCA / Transitivity
3. **Module 2. Language and Politics**
   a. Language and national allegiance
   b. Social class: we are all middle class now?
   c. We versus them: migration.
   d. The language in the (social) media and fake news.
   e. Political correctness.

## Methodology

Lectures. The lecturer orally presents the contents oin the course.

Seminar. Group discussion of the reading material.

Written task. A written document is submitted for evaluation.

Case studies. Method employed to analyse an individual, an institution, a problem, et cetera. in a detailed and contextualised fashion.

Individual oral presentations.

## Development plan

**Module 1**

13, 14, 20, 21, 27/09

4, 5, 11/10

8 sessions, including test and oral presentation.

**Module 2**

18/10: introductory session

19/10: Gill 2005

25/10: Billig 1995

26/10: Lars and Umut 2020

2/11: Jones 2011

8/11: Lockyer 2010

9/11: Boulila 2017

15/11: Baynham 2006

16/11: Wodak 2015

22/11: Bernardez 2020

23/11: fake news and political correctness (find articles)

29 and 30/11: review drafts

13/12: oral presentations 1/2

14/12: oral presentations 2/2

20/12: final feedback

21/12: farewell

Part 3: 22, 23, 29, 30/11 4 sessions

Oral presentations: 13, 14, 20, 21/12

Final test: module 2 test.

## Evaluation

**Tests: 20%**

10% Module 1 test.

10% Module 2 test.

**Oral presentations: 20%**

10% Module 1 oral presentation.

10% Module 2 oral presentation.

**Active participation: 20%**

**Projects: 40%**

10% Individual written project for module 1.

10% First draft of the written project for module 2.

20% Individual written project for module 2.

**WORK INCOMPATIBILITIES AND ALTERNATIVE EVALUATION.**

Students who work full time (or part-time if the work and class schedules overalp) and who can prove this may be allowed to ask for *avaluació alternativa*, at the end of the course, if formal petition to do so is provided within 5 days and by following the administrative regulations for this type of assessment. For more information please contact academic@lletres.udl.cat or Secretaria de Lletres (in the Rectorat building).

## Bibliography

**Compulsory reading:**

For module 1:

Butler, J. (2011). *Gender trouble: Feminism and the subversion of identity*. Routledge.

Jule, A. (2017). *A Beginner's Guide to Language and Gender*. Multilingual Matters.

Stokoe, E., & Attenborough, F. T. (2014). Gender and categorial systematics. *Handbook of language, gender and sexuality,* 161-179.

For module 2:

Baynham, M. (2006). 'Performing self, family and community in Moroccan narratives of migration and settlement', in de Fina, A., Schiffrin, D. and Bamber, M. (Eds.) *Discourse and identity*. Cambridge: CUP (pp. 376-397).

Bernardez-Rodal, A., Requeijo Rey, P. and Franco, Y. G. (2020). Radical right parties and anti-feminist speech on Instagram: Vox and the 2019 Spanish general election, *Party Politics*, online.

Billig, M. (1995). *Banal Nationalism*. London: Sage. (chapter 2 (pp. 13-36)).

Boulila, S. C., Carri, C. (2017). On Cologne: Gender, migration and unacknowledged racisms in Germany, *European Journal of Women's Studies*, 24 (3): 286-193.

Gill, F. (2005). 'Public and private: national identities in a Scottish Borders community', *Nations and nationalisms*, 11 (1): 83-102.

Jones, O. (2011). *Chavs. The demonization of the working class*. London: Verso. (introduction (pp. 1-12) and chapter 5 (pp. 139-167)).

Lockyer, S. (2010) 'Dynamics of social class contempt in contemporary British television comedy', *Social Semiotics*, 20 (2): 121-138.97).

Trägardh, L. and özkirimli, U. (2020). Why might Sweden's Covid-19 policy work? Trust between citizens and state, The Guardian, 21 April. Available online: https://www.theguardian.com/world/commentisfree/2020/apr/21/sweden-covid-19-policy-trust-citizens-state

Wodak, R. (2015). The Politics of Fear. What Right-Wing Populist Discourses Mean. Available at: https://www.researchgate.net/publication/282572733_The_Politics_of_Fear_What_Right-Wing_Populist_Discourses_Mean