



Universitat de Lleida

DEGREE CURRICULUM

# **SPECIAL TOPICS IN ENGLISH LANGUAGE AND LINGUISTICS**

Coordination: MARTIN RUBIO, FRANCISCO JAVIER

Academic year 2022-23

## 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	MARTIN RUBIO, FRANCISCO JAVIER			
Department	ENGLISH AND LINGUISTICS			
Teaching load distribution between lectures and independent student work	contact hours: 60 hours. autonomous work: 90 hours.			
Important information on data processing	Consult <a href="#">this link</a> for more information.			
Language	English			
Distribution of credits	Module 1 (Sònia Mas Alcolea): 2 ECTS Modules 2 and 3 (Xavier Martin-Rubió): 4 ECTS			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
MARTIN RUBIO, FRANCISCO JAVIER	xavier.martinrubio@udl.cat	4	
MAS ALCOLEA, SONIA	sonia.mas@udl.cat	2	Office 2.22 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, acknowledge the existence 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

## **Introduction to the subject. Key concepts.**

Language / Discourse / Text

Critical Discourse Analysis. What is it?

## **Module 1. Language and Gender**

Sex vs. Gender; Sexist Language; The 'doing' of gender. Butler's notion of 'performativity'

Linguistic Studies on Gender: deficit, dominance and difference; Analysing Gender – MCA / Transitivity

## **Module 2. Language and Politics I**

Social class: we are all middle class now?

Language and national allegiance.

## **Module 3. Language and politics II**

We versus them: migration.

The language in the (social) media and fake news; Political correctness.

## **Methodology**

Lectures. The lecturer orally presents the contents of 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**

12, 13, 19, 20, 26 and 27/09

3, 4, 10 and 11/10

10 sessions, including test and oral presentation.

### **Module 2**

17, 18, 24, 25 and 31/10: social class

7, 8, 14, 15 and 21/11: nationalism

22/11: module 2 test

### **Module 3**

28 and 29/11; 5/12: migration

12, 13 and 19/12: fake news and political correctness

20/12: Module 3 test

Oral presentations for Modules 2 and 3 will take place in January 12th from 9 am to 12 pm in room 1.03.

## Evaluation

### **Tests: 30%**

10% Module 1 test.

10% Module 2 test.

10% Module 3 test

### **Oral presentations: 25%**

10% Module 1 oral presentation.

15% Modules 2/3 oral presentation.

### **Active participation: 20%**

### **Projects: 25%**

10% Individual written project for module 1.

15% Individual written project for modules 2/3.

IN CASES OF PLAGIARISM, THE MEASURES ESTABLISHED BY THE 'NORMATIVA DE L'AVALUACIÓ I LA QUALIFICACIÓ DE LA DOCÈNCIA EN ELS GRAUS I MÀSTERS A LA UdL' WILL BE ENFORCED.

### **WORK INCOMPATIBILITIES AND ALTERNATIVE EVALUATION.**

Students who work full time (or part-time if the work and class schedules overlap) 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](mailto: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:

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

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).

## For module 3:

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.

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.

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](https://www.researchgate.net/publication/282572733_The_Politics_of_Fear_What_Right-Wing_Populist_Discourses_Mean)