Universitat de Lleida

DEGREE CURRICULUM

SPECIAL TOPICS IN ENGLISH LANGUAGE AND LINGUISTICS

Coordination: MARTIN RUBIO, FRANCISCO JAVIER

Academic year 2023-24

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	FOREIGN LANGUAGES AND LITERATURES
Teaching load distribution between lectures and independent student work	contact hours: 60 hours. 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 Module 2 (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	Office 2.20 send message through campus virtual to make appointment
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, 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

Introduction to the subject and key concepts.

Language in use. Discourse and ideology.

Module 1. Members' gendering work: Membership categorization analysis as a means of studying gender ideologies

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. Milk float MCA... applied to different issues

Social class: we are all middle class now?

Language and national allegiance.

Extreme right's appeal and use of social media.

Them versus us: migration stories.

Analysing... issues: *MCA, narrative positioning (3 levels), small stories.*

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

12, 18, 19, 25 and 26/09

2, 3, 9 and 10/10

10 sessions, including **Oral Presentation for Module 1 (20%).**

Module 2

16/10: milk float + 17/10: small stories

23/10: 3-level narrative positioning + 24/10: MCA recap - device, CBA, predicate

30/10: banal nationalism + 31/10: post-modernism and identity

DEADLINE FOR DRAFT 1 OF THE REPORT: 3RD NOVEMBER **(no grade)**

6/11: language policy + 7/11: genre (not gender!)

13/11: extreme and radical right/left + 14/11: migration stories

20/11: chavs + 21/11: language and politics

DEADLINE FOR DRAFT 2 OF THE REPORT: 24TH NOVEMBER **(10%)**

27/11: the environment + 28/11: referencing session

4 and 5/12: practical sessions (**10% participation** will pay much attention to how these sessions develop)

11/12: **practical test (20%)** + 12/12:FEEDBACK ON TEST

DEADLINE FOR FINAL VERSION OF THE REPORT: 15TH DECEMBER **(15%)**

18 and 19/12: recap sessions

11/01 at 9 am in room 0.10.A: **final test (25%)**

Evaluation

Practical test block: 20%

20% Practical test.

Theoretical test block: 25%

25% Final test.

Oral presentation block: 20%

20% Module 1 oral presentation.

Active participation block: 10%

Project block: 25%

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

15% Final version of the Individual written project for module 2.

If academic fraud or spontaneous copying is detected, we will apply what is established in the Regulations for the Assessment and Grading of Student Learning in UdL Bachelor's and Master's Degrees.

Students who want to ask for alternative assessment must submit an employment contract or justify, in a letter addressed to the dean, the reasons that make it impossible for him/her to carry out the continuous assessment within five (5) days after the beginning of the semester. For information, please send an e-mail to **lletres.secretariacentre@udl.cat** or ask for information at the Faculty's academic office (Secretaria Acadèmica de la Facultat de Lletres).

For people in the alternativa evaluation system, active participation will be measured through the student's participation in the subject's Telegram channel. The other evaluation items will remain the same.

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)).

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).

Jones, O. (2023). Across Europe, the far right is rising. That it seems normal is all the more terrifying. *The Guardian*, 31st May. Available online: https://www.theguardian.com/commentisfree/2023/may/31/across-europe-the-far-right-is-rising-that-it-seems-normal-is-all-the-more-terrifying [Retrieved 23rd June 2023]

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