

MODULE DESCRIPTOR

TITLE	Language, Identity and Power
SI MODULE CODE	14-5182-00S
CREDITS	20
LEVEL	5
JACS CODE	Q310
SUBJECT GROUP	English
DEPARTMENT	Humanities
MODULE LEADER	Jodie Clark

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	Placement (if applicable)	Independent Guided Study	Total Number of Study Hours
36		164	200

MODULE AIM

To critically explore the ideas of ideology, domination and power as they have been theorised by a range of authors, and to apply these perspectives to the linguistic analysis of texts using the methods of Critical Discourse Analysis.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to

- engage with a range of theories of power, domination and ideology
- draw upon these theoretical perspectives to offer critical commentary on published empirical studies of language use
- draw upon the methodologies from Critical Discourse Analysis to conduct detailed analyses of linguistic texts

INDICATIVE CONTENT

Topics (and authors) covered will include (but not be limited to): power and ideology (Marx and Althusser), discourse (Foucault), ethnicity (Said), identity (Volsinov), gender (Butler), social class (Bourdieu), and methods of Critical Discourse Analysis.

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways

The module will normally be delivered during a combination of lectures and seminars. Students will be given preparatory reading and/or homework to be completed prior to each week's teaching sessions. The preparatory work will be discussed and evaluated in the seminars. Students will also have the opportunity, in seminars, to discuss the topic of their final essay individually with a tutor.

ASSESSMENT TASK INFORMATION

Task No.*	Short Description of Task	SI Code EX/CW/PR	Task Weighting %	Word Count or Exam Duration**	In-module retrieval available
1	Critical commentary	CW	40	1500 words	N
2	Essay	CW	60	2500 words	N

FEEDBACK

Students will receive feedback on their performance in the following ways
Written and/or audio feedback will be given on the assignments after they have been assessed.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

The module will be supported by appropriate library provision, module handbook and a Blackboard site.

Reading list:

Set text: *The Language, Identity and Power Reader*, which will be supplied at the beginning of the module.

Further Reading

ANTAKI, C., WIDDICOMBE, S. and WIDDICOMBE, S. (1998). *Identities in talk*. London, Sage.

BAKER, Paul (2008). *Sexed texts: Language, gender and sexuality*. London, Equinox.

BERGVALL, V., et al. (1996). *Rethinking language and gender research: Theory and practice*. London, Longman.

BOURDIEU, Pierre (1992). *Language and symbolic power*. Cambridge, Polity.

BUTLER, Judith (2006). *Gender trouble: Feminism and the subversion of identity*. 2nd ed., New York; Abingdon, Routledge.

CAMERON, Deborah and KULICK, D. (2003). *Language and sexuality*. Cambridge, Cambridge University Press.

CAMERON, Deborah and KULICK, Don (2006). *The language and sexuality reader*. London, Routledge.

CHOULIARAKI, Lilie and FAIRCLOUGH, Norman (1999). *Discourse in late modernity*. Edinburgh, Edinburgh University Press.

CLARK, Jodie (2012) *Language, sex and social structure: Analysing discourses of sexuality*. Basingstoke, Palgrave.

COUPLAND, Nikolas, SARANGI, Srikant and CANDLIN, Christopher N. (2001). *Sociolinguistics and social theory*. Harlow, Longman.

ENFIELD, N.J. and STIVERS, Tanya (eds). (2007) *Person reference in interaction: linguistic, cultural and social perspectives*. Cambridge, Cambridge University Press.

FAIRCLOUGH, Norman (2001). *Language and power*. London, Longman.

FOWLER, Roger (1991). *Language in the news: Discourse and ideology in the press*. London, Routledge.

FOWLER, Roger (1996). *Linguistic criticism*. 2nd ed., Oxford, Oxford University Press.

FOWLER, Roger, et al. (1979). *Language and control*. London, Routledge.

HARRIS, Roxy and RAMPTON, Ben (2003). *The language, ethnicity and race reader*. London, Routledge.

JAWORSKI, A. (1999). *The discourse reader*. London, Routledge.

KRESS, Gunther, LEITE-GARCIA, R. and VAN LEEUWEN, Theo (1997). Discourse semiotics. In: VAN DIJK, Teun (ed.). *Discourse as structure and process*. London, Sage.

- LITOSSELITI, L. and SUNDERLAND, J. (2002). *Gender identity and discourse analysis*. Amsterdam, John Benjamins.
- MCILVENNY, P. (2002). *Talking gender and sexuality*. Amsterdam, John Benjamins.
- MILLS, Sara (2003). *Michel Foucault*. London, Routledge.
- MILLS, Sara (2004). *Discourse*. 2nd ed., London, Routledge.
- RAMPTON, Ben (2006). *Language in late modernity: Interaction in an urban school*. Cambridge, Cambridge University Press.
- REISIGL, M. and WODAK, Ruth (2000). *Discourse and discrimination: Rhetorics of racism and antisemitism*. London, Routledge.
- ROBSON, Mark and STOCKWELL, Peter (2005). *Language in theory: A resource book for students*. London, Routledge.
- SAID, Edward W. (2003). *Orientalism*. New ed., London, Penguin. Penguin classics. .
- SIMPSON, P. (1993). *Language, ideology and point of view*. London, Routledge.
- SUNDERLAND, J. (2004). *Gendered discourses*. Basingstoke, Palgrave.
- TALBOT, Mary, ATKINSON, Karen and ATKINSON, David (2003). *Language and power in the modern world*. Edinburgh, Edinburgh University Press.
- THOMAS, Linda (2004). *Language, society and power: An introduction*. 2nd ed., London, Routledge.
- THORNBORROW, J. (2002). *Power talk: Language and interaction in institutional discourse*. Harlow, Longman.
- VAN DIJK, Teun (1997). *Discourse as social interaction*. London, Sage.
- VAN LEEUWEN, Theo (2005). *Introducing social semiotics*. London, Routledge.
- VOLOSINOV, V. N. (1973). *Marxism and the philosophy of language*. New York, Seminar Press.
- WALSH, C. (2001). *Gender and discourse: Language and power in politics, the church, and organisations*. Harlow, Longman.
- WEISS, Gilbert and WODAK, Ruth (2003). *Critical discourse analysis :Theory and interdisciplinarity*. Basingstoke, Palgrave Macmillan.
- WILKINSON, S., KITZINGER, C. and KITZINGER, C. (1995). *Feminism and discourse*. London, Sage.
- WODAK, Ruth (1996). *Disorders of discourse*. Harlow, Longman.
- WODAK, Ruth and MEYER, Michael (2001). *Methods of critical discourse analysis*. London, Sage.
- YOUNG, Robert (1981). *Untying the text: Post-structuralist reader*. Routledge & Kegan Paul.

Journals (available in hard copy or electronic form at SHU learning centre)

Critical Discourse Studies
 Discourse & Society
 Gender and Language
 Journal of Linguistic Anthropology
 Journal of Sociolinguistics
 Language and Literature
 Language and Communication
 Language in Society

SECTION 2 MODULE INFORMATION FOR STAFF ONLY

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	N
EXISTING MODULE - NO CHANGE	Y
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	N
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	MM/YYYY

MODULE DELIVERY PATTERN - Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.

	Module Begins	Module Ends
Course Intake 1	06/01/2015	01/06/2015

Is timetabled contact time required for this module?	Y
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Are any staff teaching on this module non-SHU employees?	N
If yes, please give details of the employer institution(s) below	

What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	
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MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked	
*Overall PERCENTAGE Mark of 40%	Y
*Overall PASS / FAIL Grade	N

SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?	N
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FINAL TASK

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)	Task No. 2
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NON-STANDARD ASSESSMENT PATTERNS

MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg ALL TASKS MUST BE PASSED AT 40%.	
NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.	

REVISIONS

July 2017	Operational change approved by Humanities Departmental Board 21/06/17
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