

<b>Subject Code</b>	ENGL520
<b>Subject Title</b>	Critical Language and Cultural Studies
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Pre-requisite / Co-requisite/ Exclusion</b>	N/A
<b>Objectives</b>	<p>This course focuses on developing an awareness of critical literacy and critical discourse analysis as a way to gain insights into the core cultural meanings in contemporary social life. We will analyse discourse in order to understand the cultural assumptions embedded within texts. More specifically, we will investigate how texts reflect power relations, political ideologies, and group identities. The subject seeks to investigate:</p> <p style="padding-left: 40px;">How language conventions and language practices are invested with power relations and processes which people are often unaware of. It criticizes mainstream language study for taking conventions and practices at face value as objects to be described, in a way which obscures their political ideological investment.</p> <p style="text-align: right;">(Fairclough, 1992:7)</p> <p>We will examine a range of genres including educational, political, workplace and media texts.</p>
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. understand what is meant by the terms ‘critical thinking’ and ‘critical literacy’;</li> <li>b. understand the dialectical relationship between language and society;</li> <li>c. develop the ability to critically examine and discuss texts in terms of prevailing social and cultural assumptions, as well as political ideologies, power relations, and group identities;</li> <li>d. be able to apply similar critical thinking skills to other texts in daily life.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<ul style="list-style-type: none"> <li>• What is (critical) discourse analysis?</li> <li>• Types of discourse analytical approaches</li> <li>• Relevant issues in (critical) discourse analysis <ul style="list-style-type: none"> <li>○ Language and power</li> <li>○ Language and political ideology</li> <li>○ Language and group identity</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Why study the media.</li> <li>• Media discourse as a process of mediation</li> <li>• Understanding a post-modern society</li> <li>• Propaganda model</li> <li>• The discourse of fear</li> <li>• The myth in war discourse</li> <li>• Gender and discourse</li> <li>• Political discourse</li> <li>• The discursive construction of myth</li> </ul>																																														
<b>Teaching/Learning Methodology</b>	<ol style="list-style-type: none"> <li>1. Lectures with a heavy dose of interactive discussions and examples from current affairs; powerpoints, handouts and web-based resource materials available.</li> <li>2. In-class group activities and assignments focusing on reading assignments and short analysis and discussion of selected texts.</li> </ol>																																														
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b> <i>(Note 4)</i>	<table border="1" data-bbox="565 823 1450 1318"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Seminar presentation</td> <td>25%</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Take-home exam</td> <td>25%</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. Term paper</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p data-bbox="565 1373 1341 1440">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="565 1507 1446 1709">Student group presentations in the form of (i) literature reviews and (ii) in-progress reports of final projects. The tasks focus on critical analyses of media, political and other forms of public and private discourse, based on assigned readings. These tasks will help foster independent critical thinking skills as well as effective public speaking skills. Length: 20 minute presentation + 5 minutes for discussion.</p> <p data-bbox="565 1749 1398 1850">The take-home exam aims at assessing students' understanding of selected readings and their ability to apply theoretical concepts to the analysis and discussion of texts. Length: around 1000 words.</p> <p data-bbox="565 1869 1406 1927">Final project papers should focus on contemporary issues that can be further elaborated through a theoretical analysis and discussion —this</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. Seminar presentation	25%	✓		✓	✓			2. Take-home exam	25%		✓	✓	✓			3. Term paper	50%	✓	✓	✓	✓			Total	100 %						
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																																											
		a	b	c	d																																										
1. Seminar presentation	25%	✓		✓	✓																																										
2. Take-home exam	25%		✓	✓	✓																																										
3. Term paper	50%	✓	✓	✓	✓																																										
Total	100 %																																														

	activity helps develop the integration of critical thinking and coherent writing skills. Length: 4000 words.	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lecture	39 Hrs.
	▪ Seminar	0 Hrs.
	Other student study effort:	
	▪ Preparation for seminars and lectures	42 Hrs.
	▪ Preparation for assignments	39 Hrs.
	Total student study effort	120 Hrs.
<b>Reading List and References</b>	<p><b>1. Recommended readings (selected chapters)</b></p> <p>Altheide, David. (2006). <i>Terrorism and the politics of fear</i>. Oxford: AltaMira Press.</p> <p>Barthes, Roland. (2006). Operation Margarine; (ii) Myth today. Marx, Karl and Engels, Friedrich. (2006). The ruling class and the ruling ideas. In: Meenakshi Gigi Durham &amp; Douglas Kellner (eds). <i>Media and cultural studies: Keywords</i>. Malden, USA: Blackwell Publishing.</p> <p>Fairclough, Norman. (2012). Critical discourse analysis. In: James Paul Gee and Michael Handford. <i>The Routledge Handbook of Discourse</i>. New York: Routledge.</p> <p>Fairclough, Norman. (2001). <i>Language and power</i>. London: Pearson Education Limited. (Chapters 1-3)</p> <p>Harvey, D. (1989). The condition of postmodernity. Oxford, UK &amp; Cambridge, USA: Basil Blackwell Ltd. (Chapter 17)</p> <p>Hall, Stuart. (2006). Encoding/decoding. In: Meenakshi Gigi Durham &amp; Douglas Kellner (eds). <i>Media and cultural studies: Keywords</i>. Malden, USA: Blackwell Publishing.</p> <p>Herman, Edward and Chomsky, Norman. (2006). A propaganda model. In: Meenakshi Gigi Durham &amp; Douglas Kellner (eds). <i>Media and cultural studies: Keywords</i>. Malden, USA: Blackwell Publishing.</p> <p>Machin, David &amp; van Leeuwen, Theo. (2007). Global media discourse: A critical introduction. New York: Routledge. Chapter 6.</p> <p>Marx, Karl and Engels, Friedrich. (2006). The ruling class and the ruling ideas. In: Meenakshi Gigi Durham &amp; Douglas Kellner (eds). <i>Media and cultural studies: Keywords</i>. Malden, USA: Blackwell Publishing.</p>	

Meurer, J. L. (2004). Role prescriptions, social practices, and social structures: a sociological basis for the contextualization of analysis in SFL and CDA. In: L. Young and C. Harrison (eds.). *Systemic functional linguistics and critical discourse analysis: studies in social change*. London, New York: Continuum.

Robbins, R. H. (2006). Cultural anthropology: a problem-based approach. Plattsburgh, USA: Wadsworth Publishing. Chapter 4.

Silverstone, Roger. (1999). Why study the media? London: SAGE Publications.

Veloso, Francisco O. D. & Bateman, John. (2013). The multimodal construction of acceptability: Marvel's Civil War comic books and the PATRIOT Act. *Critical Discourse Studies*. Volume 10, Issue 4. DOI:10.1080/17405904.2013.813776

Veloso, Francisco O. D. (2012). Comic books and the construction of reality: A critical approach in the classroom. In: Christina DeCoursey (Ed.). *Language Arts in Asia: Literature and Drama in English, Putonghua and Cantonese*. Cambridge, UK: Cambridge Scholars Publishing, pp. 83-102. ISBN (10): 1-4438-3669-9, ISBN (13): 978-1-4438-3669-2.

## 2. Further readings

Baudrillard, Jean. (2006). The precession of simulacra. In: Meenakshi Gigi Durham & Douglas Kellner (eds). *Media and cultural studies: Keywords*. Malden, USA: Blackwell Publishing.

Bell, Allan & Peter Garrett. 1998. *Approaches to Media Discourse*. Oxford: Blackwell.

Bevitori, C. 2001. Negotiating Conflict: Interruptions in British and Italian Parliamentary Debates. In *Cross-cultural Perspectives on Parliamentary Discourse*. Batley Paul (ed.), 87-110. Amsterdam: Philadelphia.

Bourdieu, Pierre. (2006). On television. In: Meenakshi Gigi Durham & Douglas Kellner (eds). *Media and cultural studies: Keywords*. Malden, USA: Blackwell Publishing.

Cao, Qing. 2007. Western Representations of the Other. In *Discourse as Cultural Struggle*, Shi-xu (ed.), 105-122. Hong Kong: Hong Kong University Press.

Changfeng, Chen & Jiani Zhang. 2008. News Coverage on Soong Meiling's Death across Mainland China, Hong Kong and Taiwan. In *Discourses of Cultural China in the Globalizing Age*. Wu Dorren D (ed.), 167-186. Hong Kong : Hong Kong University Press

Coates, Jennifer (ed.). 1998. *Language and Gender: A Reader*. Oxford: Blackwell.

Drew, Paul & John Heritage. 1992. Analyzing Talk at Work: An Introduction. In *Talk at Work*, Paul Drew & John Heritage (eds.), 3-65. Cambridge: Cambridge University Press.

- Eagleton, Terry. (2010). *On evil*. New Haven & London: Yale University Press.
- Eckert, Penelope & McConnell-Ginet, Sally. 2003. *Language and Gender*. Cambridge: Cambridge University Press.
- Erlich, Susan. 2008. Sexual Assault Trials, Discursive Identities and Institutional Change. In *Analyzing Identities in Discourse*, Rosana Dolon & Julia Todoli (eds.), (Discourse Approaches to Politics, Society and Culture 28), 159-177. Amsterdam: John Benjamins.
- Fairclough, Norman. 2006. The Media, Mediation and Globalization. In *Language and Globalization*, 97-120. Abingdon: Routledge.
- Haarman, Louann & Lombardo, Linda (eds.). 2009. *Evaluation and Stance in War news: A Linguistic Analysis of America, British and Italian Television News Reporting of the 2003 Iraqi War*. London: Continuum.
- Hussein, Lutfi M. 2008. 9-11 Response(s): Three Arab-American Groups Respond Discursively to the Attacks of September 11, 2001. In *Analyzing Identities in Discourse*, Rosana Dolon & Julia Todoli (eds.), (Discourse Approaches to Politics, Society and Culture 28), 131-155. Amsterdam: John Benjamins.
- Lauerbach, Gerda. 2006. Discourse Representation in Political Interviews: The Construction of Identities and Relations Through Voicing and Ventriloquizing. *Journal of Pragmatics* 38 (2): 196-205.
- Lê, Thao & Lê, Quynh. 2009. Critical Discourse Analysis: An Overview. In *Critical Discourse Analysis: An Interdisciplinary Perspective*. Thao Lê, Quynh Lê & Megan Short (eds), 3-16. New York: Nova Science.
- Maier, Robert. 2001. Negotiation and Identity. In *Negotiation and Power In Dialogic Interaction*, Weigand, Edda & Dascal Marcelo (eds.), 225-238. Amsterdam: Philadelphia.
- Miller, Donna R. 2004. 'Truth, Justice and the American Way': The Appraisal System of Judgement in the U.S. House debate on the impeachment of the President, 1998. In *Cross-Cultural Perspectives on Parliamentary Discourse*, Paul Bayley (ed.), (Discourse Approaches to Politics, Society and Culture 10), 271-300. Amsterdam: John Benjamins.
- Mittchel, W. J. T. (2011). *Cloning terror: the war of images, 9/11 to the present*. Chicago & London: Chicago University Press.
- Najafbagy, Reza. 2007. Intercultural Communication and Conflict Resolution. In *Discourse as Cultural Struggle*, Shi-xu (ed.), 177-186. Hong Kong: Hong Kong University Press.
- O'Keeffe, Anne. 2006. *Investigating Media Discourse*. London: Routledge.
- Scollon, Ron. 2002. Attribution and Power in Hong Kong News Discourse. In *Critical Discourse Analysis: Critical Concepts in Linguistics*. Michael Toolan (ed.), 375-389. London: Routledge.
- Tannen, Deborah. 1990. *You Just Don't Understand: Women and Men in Conversation*. London: Virago Press.
- van Dijk, Teun A. 2008. War Rhetoric of a Little Ally: Political Implications and Aznar's legitimization of the War in Iraq. In *Discourse and Power*, 185-210. New York: Palgrave Macmillan.

	<p>Williams, Ashley M. 2005. Fighting Words and Challenging Expectations: Language Alternations and Social Roles in a Family Dispute. <i>Journal of Pragmatics</i> 37 (3): 317-328.</p> <p>Willis, Paul E. 1977. <i>Learning to Labour: How Working Class Kids Get Working Class Jobs</i>. London: Saxon House.</p> <p>Ying, Yang. 2011. A Corpus-Assisted Discourse Study of the Renminbi Issue: Comparing Chinese and US Newspaper Discourse. Unpublished MA thesis. The Department of English, The Polytechnic University of Hong Kong.</p> <p>Yip, Joan. 2003. <i>Adversarial Questioning in News Interviews: How Hong Kong journalists exert pressure on public figures on the air and the deployment of politeness (face) strategies</i>. Unpublished MA thesis. The Department of English, Chinese University of Hong Kong.</p>
--	--

Revised as of August 2017