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The interdisciplinary concept of discourse plays a significant role in contemporary social science, social linguistics and cultural studies. Its prominence is evident in the growing number of studies that use the various concepts and methods of discourse analysis to define and explore problems in their respective fields.

The aim of this PhD course is partly to investigate the reasons for the explosion of this interest, such as dissatisfaction with mainstream positivist and structuralist approaches to language use in binary distinctions, the belated impact of the so-called 'linguistic turn,' and the emergence of a distinctive field of discourse analysis within linguistics during the 1970s influenced by various sociologists interested in the relationship of language and society.

The course will focus on the epistemological status of 'discourse' in critical studies of meaning making and the methodological consequences and validity of the various approaches calling themselves discourse analysis. We shall explore the disciplinary origins of the approaches, investigate the ways the 'abstract' concepts of discourse are meant to be applied to 'empirical' research questions, demonstrating the relative gains and losses of the proliferating 'discourses of discourse'. The approaches are going to be symbolic interaction, ethnomethodology, and critical discourse analysis (CDA). The focus of our discussions is on the exploring the perspective of a given discourse through the three constitutive elements of discourse, that is, thematization, membership, and authority.

Weekly topics and mandatory readings:

1. Introduction and orientation: Discourse is not a category of language
- 2-3. Language-in-action: cutting across the text/context binary
 - James Paul Gee (1999) *An Introduction to Discourse Analysis*. Chapter 2 & 3, Routledge, 11-39 and 40-57.
4. Symbolic interaction
 - Celine-Marie Pascal (2011): *Cartographies of Knowledge*. Chapter 4, Sage, 77-104.
5. Ethnomethodology
 - Celine-Marie Pascal, *ibid.*, Chapter 5, 105-138.
- 6 -7. Critical Studies of Discourse*
 - Norman Fairclough (2003): *Analyzing Discourse*. Chapter 2 & 3, Routledge.
8. Language (and) ideology

- Deborah Cameron (2003): Gender and Language Ideologies. In *Handbook of Language and Gender*. Janet Holmes & Miriam Meyerhoff (eds.) Blackwell Publishing, 447-467.

9-10. Relative distinctions: Language and identity*

- Cameron, Deborah & Don Kulick (2003): *Language and Sexuality*. Chapters 3 and 4. CUP, 44-73, 74-105.

11. Language and desire*

- Penelope Eckert (2002): “Demystifying sexuality and desire” in *Language and Sexuality*, K. Campbell-Kibler, et al. (eds.) CSLI Publications, 99-110.
- Ingrid Piller & Takahashi, Kimie (2006): A passion for English: Desire and the language market. In *Bilingual Minds*. Ann Pavlenko (ed.) Multilingual Matters, 59-83.

12: Consolidation: Discussion of students’ projects

Assessment:

- (1) Class performance, including the 15-minute presentation each student is to do (see the readings marked with* in the second half of the course) and participation in the discussion of the weekly readings.
- (2) Take-home paper (4000-5000 words, excluding references and appendix). A minimum of 15 references (which may include maximum five readings from the list of mandatory readings). The analysis should explore the textual production of ‘point of view’ and the production of meaning of the concepts identified in the particular social event the text comes to articulate. Time: TBA in class.
- (3) Grade is based on the paper – one notch higher or lower depending on classroom performance.