

**COURSE DATA****DATA SUBJECT****Code:** 44377**Name:** Discourse analysis and social inequality**Cycle:** Master's Degree**ECTS Credits:** 3**Academic year:** 2025-26**STUDY (S)**

Degree	Center	Acad. year	Period
2243 - Master's Degree in Advanced English Studies	Facultat de Filologia, Traducció i Comunicació	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2243 - Master's Degree in Advanced English Studies	Discourse analysis and social inequality	COMPULSORY

COORDINATION

MARUENDA BATALLER SERGIO

SUMMARY

In this subject, discourse is studied as a form of social activity through which forms of dominance, social inequality and abuse of power are constructed, negotiated, established, resisted and legitimised. The analysis of discourse practices makes it possible to demonstrate and explain how institutions or social groups in hegemonic or peripheral positions recreate social representations and mental models with certain ideological biases. Discursive action is often fuelled by historical and cultural presumptions, which should be questioned given that they have the potential to impede and perpetrate discursive actions which indicate inequalities, injustices or ways of hegemonising power. These typically revolve around the issues of gender, racism, institutional power, or are determined by the means of communication in question. There will be a presentation of frameworks and techniques for critical analysis which allow for the identification of evidence of inequality in the projection of social structures, among which it is worth highlighting the discursive construction of identities, of social actors whose recreation in the discursive activity can impede ideologies of power.

p>

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**



There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

No previous knowledge is required. However, a C1 level of English is highly recommended.

COMPETENCES / LEARNING OUTCOMES

2196 -

Ability to apply theoretical knowledge and skills to conduct critical, rigorous analysis using various tools, including printed and digital formats (ICT), within English Studies.

Ability to develop autonomy in learning, including resource and information search, and to access bibliographic and documentary sources in different areas of English Studies.

Ability to identify fundamental methodologies, theories, topics, and terminological, theoretical, formal, and ideological principles necessary for initiating linguistic or literary research in English Studies.

Ability to organize, structure, and develop ideas in various academic documents, such as essays, technical reports, and advanced research projects masters theses within the field of English Studies.

Ability to publicly present from an advanced and more complex perspective than that of undergraduate studies experiences, ideas, or reports within the field of English Studies.

Advanced ability to understand from a more complex perspective than that of undergraduate studies the methodology required for solving problems specific to the field of English Studies.

Advanced ability to understand from a more complex perspective than that of undergraduate studies those concepts, principles, theories, or models related to different areas of English Studies.

Capacidad para interpretar y analizar textos representativos de la pluralidad lingüística y cultural de las sociedades anglófonas contemporáneas con el fin de reflexionar sobre su relevancia, no sólo en referencia a los contextos socio-lingüísticos, históricos, políticos y culturales en los que se inscriben, sino también en relación con la globalización de la cultura, dentro de los Estudios Ingleses.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should demonstrate self-directed learning skills for continued academic growth.

2243 - Master's Degree in Advanced English Studies

Ability to apply theoretical knowledge and skills to conduct critical, rigorous analysis using various tools, including printed and digital formats (ICT), within English Studies.



Ability to develop autonomy in learning, including resource and information search, and to access bibliographic and documentary sources in different areas of English Studies.

Ability to identify fundamental methodologies, theories, topics, and terminological, theoretical, formal, and ideological principles necessary for initiating linguistic or literary research in English Studies.

Ability to make informed judgments using established criteria and personal reflections. Achievement of proficiency in academic and scientific-technical English, both in written and oral forms.

Ability to organize, structure, and develop ideas in various academic documents, such as essays, technical reports, and advanced research projects masters theses within the field of English Studies.

Advanced ability to understand from a more complex perspective than that of undergraduate studies the methodology required for solving problems specific to the field of English Studies.

Advanced ability to understand from a more complex perspective than that of undergraduate studies those concepts, principles, theories, or models related to different areas of English Studies.

Capacidad para interpretar y analizar textos representativos de la pluralidad lingüística y cultural de las sociedades anglófonas contemporáneas con el fin de reflexionar sobre su relevancia, no sólo en referencia a los contextos socio-lingüísticos, históricos, políticos y culturales en los que se inscriben, sino también en relación con la globalización de la cultura, dentro de los Estudios Ingleses.

Have the learning skills needed to continue studying in a largely self-directed or independent manner.

Know how to apply knowledge and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to the field of study.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

DESCRIPTION OF CONTENTS

1. INTRODUCTION

This unit introduces the course structure and objectives, presenting discourse as a form of social practice. It outlines the concept of social inequality and introduces key notions in Discourse Analysis.

2. CRITICAL DISCOURSE ANALYSIS (CDA)

Students are introduced to the main principles of CDA, with a focus on power, ideology, and the interdisciplinary nature of CDA. The unit includes practical examples of biased language use in everyday



contexts.

3. CDA AND THE DISCURSIVE CONSTRUCTION OF IDENTITY

This unit explores how identity -particularly gender identity- is constructed through discourse. It examines the representation of social actors and approaches to analysing gender inequalities from a multidisciplinary perspective.

4. CDA AND THE MEDIA

The unit analyses media discourse across different formats (press, television, radio), combining quantitative and qualitative methods. It focuses on how discourse constructs news values and influences public perception.

5. MULTIMODAL CDA AND CDA IN EDUCATIONAL CONTEXTS

This unit introduces Multimodal CDA and the interpretation of social meaning through visual and verbal modes. It also examines institutional discourse in educational settings and the ideological content of teaching materials.

Learning Outcomes

Understand discourse as social activity.

Understand discourse as the construction and representation of social structures, communities of practice, and mental models.

Awareness of interdisciplinarity in discourse studies.

Critical ability to relate discursive activity to forms of power exercise and ideological legitimization.

Awareness of techniques of domination and control of discourse.

Relate historical-cultural assumptions to the discursive recreation of stereotypes and authority.

Awareness of discursive construction and legitimization/hegemonization of power.

Ability to relate linguistic uses to social representations.

Ability to relate linguistic uses to the discursive creation of social actors.



Understand the influence of the media (and its democratization) on discursive activity.

Familiarity with models and tools for the analysis of discursive genres.

Techniques for quantitative and/or qualitative corpus study.

Awareness of discursive activities of resistance to power and social inequality.

Awareness of possibilities for recreating emancipatory discourses.

Understand and appreciate, from within the scope of the degree itself, inequalities based on sex and gender in society; integrate the different needs and preferences based on sex and gender in the design of solutions and problem solving.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	24,00
Total hours	24,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	10,00
Independent study and work	23,00
Preparation of lessons	13,00
Preparation for assessment activities	0,00
Resolution of case studies	5,00
Total hours	51,00

TEACHING METHODOLOGY

MD1. Presentation of theoretical content through lectures or teacher-led sessions, supported by ICT tools where appropriate.

MD2. Pair discussions or group debates.

MD3. Reading of relevant materials (independent or guided classroom discussion; selection of information and conceptual connections; study tasks including reading logs, outlines, or summaries).

MD5. Resolution of theoretical-practical problems (exercises, corpus collection for analysis, and examination of written, oral, audiovisual, digital and/or multimodal texts from various genres).

MD6. Development of individual projects (planning and production of work to be presented orally or in writing).



EVALUATION

Assessment breakdown for the first call:

1. Assessment of competences through written and/or oral projects (80%)

Students carry out a critical analysis based on their own corpus selection, applying the theoretical knowledge they have acquired throughout the course.

2. Assessment of active participation in class (20%)

The assessment of active participation will serve to adjust the mark obtained in the competence-based assessment. This includes students' engagement in class dynamics and the completion of practical tasks.

Assessment breakdown for the second call (100%)

Students carry out a critical analysis based on their own corpus selection, applying the input they have acquired throughout the course.

IMPORTANT: Intellectual honesty is a core value in academic communities and essential for the fair assessment of students' work. All assignments submitted for this course must be of **original authorship**. Submissions that involve **fraudulent collaboration** or the use of **generative artificial intelligence** (such as ChatGPT or similar tools) will not be accepted, unless their use is explicitly authorised by the teaching staff and forms part of the course content.

Correct spelling and grammar will be required. Each spelling, punctuation, or expression mistake could result in a reduction of the grade obtained, which may lead to a failing mark.

The general grading system will follow the regulations of the Universitat de València on assessment and grading, approved by the Governing Council on May 30, 2017 (ACGUV 108/2017).

REFERENCES

Core

- Anguri, J. & Baxter, J. (2021). *The Routledge Handbook of Language, Gender and Sexuality*. Routledge.
- Bamberg, M., de Fina, A. and Schiffrin, D. (2011). "Discourse and identity construction". In Schwartz, S.J. et al. (eds.). *Handbook of Identity Theory and Research*. New York: Springer, pp. 177-199.
- Bednarek, M. & Caple, H. (2014). Why do news values matter? Towards a new methodological framework for analysing news discourse in critical discourse analysis and beyond. *Discourse & Society*, 25(2), 135-158.
- Bednarek, M. & Caple, H. (2017). *The Discourse of News Values: How News Organisations Create Newsworthiness*. Oxford: OUP.
- Flowerdew, J. & Richardson, J. (2018). *The Routledge Handbook of Critical Discourse Studies*. New York: Routledge.
- Martin, J.R. & White, P.P.R. (2005). *The Language of Evaluation. Appraisal in English*. New York: Palgrave Macmillan.
- O'Halloran, K. L. (2011). "Multimodal Discourse Analysis". In Hyland, K. and B. Paltridge (eds.). *Companion*



to *Discourse*. London and New York: Continuum, pp. 120-137.

Partington, A.; Duguid, A. & Taylor, C. (2013). *Patterns and Meanings in Discourse. Theory and Practice in Corpus-Assisted Discourse Studies (CADS)*. Amsterdam/Philadelphia: John Benjamins.

Simpson, P., Mayr, A., & Statham, S. (2019). *Language and Power: A Resource Book for Students*. Routledge.

Stoddart, M. C. J. (2007). Ideology, hegemony, discourse: A critical review of theories of knowledge and power. *Social Thought and Research*, 28, 191-225.

Taylor, C. & Marchi, A. (eds.) (2018). *Corpus Approaches to Discourse: A Critical Review*. Routledge.

Van Leeuwen, Th. (2008). *Discourse and Practice: New Tools for Critical Discourse Analysis*. Oxford: OUP.

Supplementary

Baker, P. (2010). *Sociolinguistics and Corpus Linguistics*. Edinburgh: Edinburgh University Press.

Baker, P.; Gabrielatos, C.; McEney, T. (2013). *Discourse Analysis and Media Attitudes: The Representation of Islam in the British Press*. Cambridge: CUP.

Caldas-Coulthard, C. and Coulthard, M. (eds.) (1996). *Texts and Practices. Readings in Critical Discourse Analysis*. London: Routledge.

Chouliaraki, L. and Fairclough, N. (1999). *Discourse in Late Modernity: Rethinking Critical Discourse Analysis*. Edinburgh: Edinburgh University Press.

Fairclough, N. (1995). *Critical Discourse Analysis. The Critical Study of Language*. London: Longman Pearson.

Fairclough, N. (2003). *Analysing Discourse. Textual Analysis for Social Research*. London: Routledge.

Kress, G. (2010). *Multimodality: A Social Semiotic Approach to Contemporary Communication*. London & New York: Routledge.

Kress, G. and van Leeuwen, T. (2001). *Multimodal Discourse*. London: Bloomsbury Academic.

Kress, G., and van Leeuwen, T. (2006). *Reading Images: The Grammar of Visual Design*. London: Routledge.

Lazar, M. (2005). *Feminist Critical Discourse Analysis: Gender, Power and Ideology in Discourse*. New York: Palgrave MacMillan.

Schiffrin, D., Tannen, D. and Hamilton, H.E. (eds.) (2001). *The Handbook of Discourse Analysis*. London: Blackwell.

Schwartz, S.J., Luyckx, K. and Vignoles, V.L. (eds.) (2011). *Handbook of Identity Theory and Research*. Berlin: Springer.

Wodak, R. and Meyer, M. (2001). *Methods of Critical Discourse Analysis*. London: Sage.