

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet: Védenje in diskurz
Course title: Knowledge and Discourse

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Humanistične znanosti, 3. stopnja			
Humanities (PhD)			

Vrsta predmeta / Course type Izbirni/Elective

Univerzitetna koda predmeta / University course code: /

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
20	20			20	90	5

Nosilec predmeta / Lecturer: Doc. dr. Eva Klemenčič

Jeziki / Languages: Predavanja / Lectures: Slovensko in/ali Angleško / Slovenian and/or English
 Vaje / Tutorial: Slovensko in/ali Angleško / Slovenian and/or English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

/

Prerequisites:

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Vsebina:

- Diskurz, ideologija, družba.
- Tematizacija odnosa med jezikom, oblastjo in ideologijo. Jezik kot družbena praksa.
- Pristopi/kategorije/metode kritične analize diskurza.
- Kritična analiza diskurza kot oblika diskurzivnega analitičnega raziskovanja: družbena moč, dominanca, neenakost itd.

Content (Syllabus outline):

- Discourse, ideology, society.
- Thematization of the relationship between language, power and ideology. Language as a social practice.
- Approaches / categories / methods of critical discourse analysis.
- Critical discourse analysis as a form of discourse analytical research: social power, domination, inequality, etc.
- Conceptual metaphors in cognitive

- Konceptualne metafore v kognitivni lingvistiki, konverzijske implikature.
- Struktura znanja.
- Enote znanja: propozicija, scenarij/okvir/shema, argument.
- Povezanost védenja in diskurza.
- Reprezentacije družbenih skupin v različnih diskurzih.
- Družbeni konstruktivizem.

- linguistics, conversational implicatures.
- The structure of knowledge.
- A unit of knowledge: proposition, script / framework / scheme, argument.
- Integration of knowledge and discourse.
- Representations of social groups in different discourses.
- Social Constructivism.

Temeljni literatura in viri / Readings:

- Bratož, S. (2010). *Metafore našega časa*. Koper: Fakulteta za management.
- Burr, V. (2003). *Social Constructionism*. London, New York: Routledge.
- Evers, D. H., & Gerke, S. (2003). *Local and Global Knowledge: Social Science Research on Southeast Asia*. Paper read at the international conference, Kuching, September 2003.
- Fairclough, N. (1992). Discourse and text: Linguistic and Intertextual Analysis within Discourse Analysis. *Discourse and Society*, 3 (2), str. 193–217.
- Fairclough, N. (1995). *Critical Discourse Analysis. The Critical Study of Language*. New York: Longman Publishing.
- Fairclough, N. (2001). *Language and Power*. Essex: Pearson Education Limited.
- Fairclough, N. (2005). Critical Discourse Analysis in transdisciplinary research. V R. Wodak in P. Chilton (ur.), *New agenda in (Critical) Discourse Analysis: Theory, Methodology and Interdisciplinarity* (str. 53–70). Philadelphia: J. Benjamins Publications.
- Fairclough, N. in Wodak, R. (1997). Critical Discourse Analysis. V T. A. van Dijk (ur.), *Discourse as Social Interaction. Discourse Studies: A Multidisciplinary Introduction*. Volume 2, str. 258–285. London: Sage Publications.
- Foucault, M. (2001). *Arheologija vednosti*. Ljubljana: Studia humanitatis.
- Foucault, M. (1989). *The order of Things, An Archeology of the Human Sciences*. London: Routledge.
- Greco, J. Sosa, E. (ur.) (1999). *The Blackwell guide to epistemology*. Massachusetts, Oxford: Blackwell Publishers.
- Grishakova, M. (2009). Beyond the Frame: Cognitive Science, Common Sense and Fiction. V: *Narrative*, Vol. 17, št. 2, May 2009, 188–199.
- Grice, P. H. (1989). *Studies in the way of words*. Cambridge; London: Harvard University Press.
- Jørgensen, M. in Phillips, I. (2002). *Discourse Analysis as Theory and Method*. London, Thousand Oaks, New Delhi: Sage Publications.
- Justin, J. (2014). *Izbrani spisi : filozofija, semiotika, pragmatika*. Ljubljana: Studia humanitatis.
- Justin, J. (2005). Text, Indexical Background Representations, and Representations of the Past. V: B. Jeff, J. Fikfak, P. Grzybek (ur.), *Text and Reality*. Institute of Slovenian Ethnology at ZRC SAZU – Oesterische Gesellschaft fuer Semiotik – Institut fuer Sozio-Semiotische Studien, Vienna, Ljubljana, Wien, Graz, str. 55–78.
- Justin, J. (2007). Faktografsko znanje. V: *Šolsko polje*, let. 18, št. 7/8, 99–119.
- Klemenčič, E. (2013). Protirealistične teorije znanja. *Šolsko polje*, letn. 24, št. 3/4, str. 167–181.
- Klemenčič, E. in Čepič, M. (2014). *Analysis of texts in the field of education : a regulation on textbook approval and a history textbook*. SAGE open (online izdaja).

McKinlay, A., Potter, J. in Whetherell, M. (1993). Discourse analysis and social representations, v: Breakwell, G., Cantor, D. (ur.), *Empirical Approaches to Social Representations*, Oxford University Press, Oxford.

Lakoff, J. in Johnson, M. (1981). *Metaphors we live by*. Chicago ; London: University of Chicago Press.

Potter, J. (1996). *Representing Reality: Discourse, Rhetoric and Social Construction*. London: Sage.

Pritchard, D. (2010). *What is this thing called knowledge?* London, New York: Routledge.

Rogers, R. (2004). *An introduction to critical discourse analysis in education*. Mahwah, New Jersey, London: Lawrence Erlbaum Associates.

Young, M. (2008). *Bringing Knowledge Back In: From Social Constructivism to Social Realism in the Sociology of Education*. London: Routledge.

Van Dijk, T. A. (2004). Multidisciplinary CDA: a plea for diversity. V R. Wodak in M. Meyer (ur.), *Methods of Critical Discourse Analysis* (str. 5-120). London: Sage Publications.

Van Dijk, T. A. (1997). The Study of Discourse. V T. A. van Dijk (ur.), *Discourse as Structure and Process. Discourse Studies: A Multidisciplinary Introduction*. Volume 1 (str. 1-34). London: Sage Publications.

Wodak, R. in Krzyżanowski, M (ur.). (2008). *Qualitative discourse analysis in the social sciences*. Basingstoke ; New York : Palgrave Macmillan.

Woolgar, S. in Ashmore, M. (1988). The next step: an introduction to the reflexive project. V: S. Woolgar (ur.), *Knowledge and Reflexivity*. New Frontiers in the Sociology of Knowledge. London: Sage Publications.

Cilji in kompetence:

- v analizi diskurza, ki posreduje védenje, uporabljajo koncepte sodobne pragmatične teorije;
- preučijo razmerja med védenjem in diskurzom s pomočjo teoretskih konceptov, ki so nastali v epistemologiji, teoriji diskurza, kognitivnih vedah, lingvistiki, sociologiji znanja, filozofski semantiki, pragmatiki;
- pridobijo znanje o spoznavno-teoretskih in metodoloških izhodiščih za analizo diskurza, ki posreduje védenje, o orodjih te analize, njenih metodah, tehnikah in postopkih;
- spoznajo zgradbo in značilnosti diskurza, ki posreduje védenje;
- spoznajo strukturo in enote znanja;
- spoznajo in usvojijo različne teoretske koncepcije, med drugim tudi družbeni konstruktivizem;
- usvojijo aparat za reflektivno branje,

Objectives and competences:

- learn to analyse the discursive transmission of knowledge with the help of pragmatic theory of discourse
- learn about the relationship between knowledge and discourse using theoretical concepts elaborated in epistemology, theory of discourse, cognitive sciences, linguistics, sociology of knowledge, philosophical semantics and pragmatics
- acquire knowledge about epistemological and methodological framework for the analysis of knowledge transmitting discourse, about its methods, techniques and procedures
- become acquainted with the structure of knowledge transmitting discourse
- learn about the structure and units of knowledge
- learn about and acquire knowledge on various theoretical concepts, including

razmišljanje, razumevanje in praktično delo;
 - znajo uporabiti različne tehnike in metode.

social constructivism
 - to adopt reflective tools for reading, thinking, understanding and working in practice.
 - to be able to use a variety of techniques and methods.

Predvideni študijski rezultati:

- analizirati predstavno vsebino diskurza, ki posreduje védenje
- opisati ideološke učinke, ki nastanejo v diskurzivnem posredovanju védenja
- opisati razmerja moči, ki so vpisana v védenje posredujoči diskurz
- razčleniti tiste sestavine diskurza, ki usmerjajo interpretacijo njegovih predstavnih vsebin in ji določajo meje
- raziskovati vlogo, ki jo ima diskurzivno posredovanje védenja v reprodukciji razmerij družbene moči

Intended learning outcomes:

- analyzing the cognitive content of knowledge transmitting discourse
- describing ideological effects produced in discursive transmission of knowledge
- describing the social power relations inscribed in knowledge transmitting discourses
- analyzing those components of discourse that constrain and guide the interpretation
- investigating into the role played by the knowledge transmitting discourses in the reproduction of social power

Metode poučevanja in učenja:

Predavanja, seminarji, diskusije, vaje - praktične analize korpusa diskurzov, ki posredujejo védenje, individualno delo študentov, projektno delo - vključevanje študentov v raziskovalno delo nosilke predmeta, usmerjanje študentov v samostojno raziskovanje.

Learning and teaching methods:

Lectures, seminars, discussions, practical work – analysing samples of knowledge transmitting discourse, student’s individual work, projects participation of students in research projects

Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:

Reference nosilca / Lecturer's references:

Doc. dr. Eva Klemenčič
 KLEMENČIČ, Eva, ČEPIČ, Mitja. Analysis of texts in the field of education : a regulation on textbook

approval and a history textbook. SAGE open, ISSN 2158-2440, Jul. - Sept. 2014, doi: 10.1177/2158244014552430.

KLEMENČIČ, Eva. Protirealistične teorije znanja. Šolsko polje, ISSN 1581-6036. [Tiskana izd.], 2013, letn. 24, št. 3/4, str. 167-181, 207-208.

KLEMENČIČ, Eva. Realistične teorije znanja. Šolsko polje, ISSN 1581-6036. [Tiskana izd.], 2012, letn. 23, št. 5/6, str. 37-61, 136-137.

KLEMENČIČ, Eva, ŠTREMFEJL, Urška, ROŽMAN, Mojca. Znanje o multikulturnih tematikah in zmanjševanje predsodkov. Šolsko polje, ISSN 1581-6036. [Tiskana izd.], 2011, letn. 22, št. 5/6, str. 187-214, 227-228, tabele.

KLEMENČIČ, Eva. The use of Grice's principle of cooperation for the textbook analysis. V: Conference proceedings : 7th Annual Hawaii International conference on education, 4.-7. January, 2009, Honolulu, Hawaii, (Hawaii International Conference on Education, ISSN 1541-5880). Honolulu: Hawaii International Conferences, 2009, str. 4813-4819.

KLEMENČIČ, Eva. The use of metaphorical concepts of strengthening patriotism in the school system. V: Abstracts and Papers : [International conference "Educating the Global Citizen : Globalisation, Education and New Ways of Governance", Universidade Lusófona de Humanidades e Tecnologias Lisbon, 16, 17 and 18 June 2008] = Abstracts e Papers : [Conferência Internacional 'Educando o Cidadão Global Globalização : Educação e Novos Modos de Governança, Universidade Lusófona de Humanidades e Tecnologias Lisboa, 16, 17 e 18 de Junho de 2008]. Lisboa: Universidade Lusófona de Humanidades e Tecnologias, 2008.

KLEMENČIČ, Eva. Spodbujanje državljske vednosti - pot k aktivnemu državljanstvu. V: ŠTREMFEJL, Urška (ur.). Učna (ne)uspešnost : pogledi, pristopi, izzivi : [znanstvena monografija]. Ljubljana: Pedagoški inštitut, 2014, str. 227-246.

KLEMENČIČ, Eva. Globalizacija edukacije. 1. izd. Ljubljana: i2, 2012. 166 str. ISBN 978-961-6348-76-8.

KLEMENČIČ, Eva. Mednarodne raziskave znanja, kurikularne politike in globalno/lokalno znanje : doktorska disertacija. Ljubljana: [E. Klemenčič], 2011. 363 str., ilustr., tabele.