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“Belarusian State University of Culture and Arts”

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DISCOURSE ANALYSIS OF CULTURAL TEXTS

*The syllabus of the academic discipline for the specialty
of the II stage of higher education
1-21/80 13 Culturology*

2019

The syllabus is completed in accordance with the educational standard of the II stage of higher education OCBO 1-21 80 13-2019 “Culturology” and the Curriculum in the Specialty 1-21 80 13 Culturology, reg. No. D 21-2-006 / пр-тип. March 21, 2019

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Recommended by:

Department of Cultural Studies of the Educational Establishment “Belarusian State University of Culture and Arts” (Minutes No. 12 dated 29.05.2019);

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EXPLANATORY NOTE

World culture is a complex, multi-level, full of internal contradictions and collisions system, which affects the development of society on its all directions. In the XXI century, in spite of the clear trend of social and cultural differentiation of various ethnic and national communities, communicative processes have got determinant. In this regard, in the sphere of humanities the notion of "discourse", has come into widespread use. This notion is interpreted first of all as speech, inscribed in the communicative situation.

However, in modern conditions the representatives of social sciences and humanities mean by discourse a communicative phenomenon, a complex, hierarchically organized system of knowledge that contains linguistic and extra-linguistic elements (knowledge of the world, opinions, attitudes, goals of its participants, the ideological aspects, which are necessarily to take into account in order to understand the texts of culture. In this sense, discourses have important social and cultural implications for the subjects of cultural creative activities.

Culturological knowledge as a part of the humanities also appears in the discursive incarnation. It is now possible to talk about the diversity of culturological discourses, which have different bases. Therefore, the modern fundamental cultural studies serve as a methodological basis for the investigation of discursive practices and discourse features.

Thus, the discipline "Discursive analysis of cultural texts" is a necessary component of the training of future researchers of culture. It organizes knowledge about cultural attitudes and practices, lets culturology function as a special type of discourse in the context of the humanities; it forms a special knowledge and competencies the masters in this field need to carry out their professional research and teaching activities.

In the course of studying the discipline "Discursive analysis of cultural texts", undergraduates form the following special competencies:
SC-6. Possess the skills of discursive analysis of cultural texts.

The purpose of the course is to deepen the professional condition of the masters in the field of theory and methodology of culture, of modern scientific achievements and development trends in the sphere of culturology.

The objectives of the discipline:

- to form an idea of science as a system of knowledge, which is based on specific principles, logic and methodology;
- to characterize the structure and substantive content of contemporary cultural discourses;

- To ensure knowing and using by masters the system of the key terms and definitions of the categories, fundamentally important for successful cultural studies;
- to develop masters' academic competences needed to perform research and innovation in the field of cultural studies;
- to facilitate the acquisition of practical skills of investigating cultural texts;
- to foster scientific creativity and innovative thinking that is based on the values of science; develop the skills of independent work with cultural texts.

As a result of studying the course masters must **know**:

- the history of science as a system that constantly evolves;
- the complex of disciplines devoted to the study of culture and their theoretical and methodological basis;
- universal scientific, private, disciplinary and interdisciplinary methods;
- key approaches, methods and techniques of cultural studies;
- topical themes and problems of culturological discourse;
- the essence of the textual approach to the study of culture;
- the characteristic features of discursive analytical procedures;
- the thorough characteristics of discursive analytical practices in relation to cultural texts.

As a result of studying the course masters must **be able**:

- to characterize modern methodological paradigms;
- to know and to apply the categorical apparatus of philosophy and methodology of science, and culturology;
- to analyse the current theoretical and methodological problems of modern culturology;
- to apply the methodological techniques and technology of the discourse analysis of cultural texts;
- to analyse the structure of the scientific method.

Masters must **possess**:

- communication skills to work in an interdisciplinary and international environment.

The curriculum for the study of the deductible discipline provides a total of 202 hours, of which 102 hours are classroom sessions. Attached is the distribution of classroom hours by type of class: 40 hours-lectures, 62 hours-practical classes.

The recommended form of knowledge control for undergraduates is an exam.

THE CONTENT OF THE EDUCATIONAL MATERIAL

INTRODUCTION

The importance of discipline "Discourse Analysis of Cultural Texts" in the training the researchers in the sphere of culturology. Subject, content, purpose, objectives and structure of the course. Types of classes. Sources of information on the problems of discipline. Control forms.

THE TEXTUAL PERSPECTIVE IN CULTUROLOGICAL RESEARCH

The essence, peculiar features and relevance of textual approach to the studying culture. The groundbreaking character of R. Barthes differentiation between work and text ("From Work to Text"). The metaphors of "culture as text" and of "cultural text". Cultural text and cultural situation. The local and global coherence of text. The idea of "unstable text". The text form of expression of cultural, historical and civilizational experience of the subjects. Author's figure and the formula of "author's death" (R. Barthes). The explicit and implicit premises of text understanding. The possibility of socio-cultural historical reconstruction and actual formation of "spirit of time": priority factor problem. The place of textual approach in the sphere of humanities.

THE GENERAL DESCRIPTION OF DISCOURSE, ITS STRUCTURES AND TYPES

Discourse as totality of language tools used in a given theoretical or practical sphere. Discourse as a socio-cultural framework determining the conditions of meaningful speaking. The discourse interpretation as reflexive communication, taking place at the level of speech and presupposing the intrinsic value of the speaking manifestation of all the relevant for the speakers communication aspects (J. Habermas). The understanding of discourse as "speech that is appropriated by those who utter" (E. Benveniste). The discourse as violence that takes place over things (M. Foucault).

The statement as a unit of discourse. The statement as a dialogical process taking between the subjects. Over-individual modus of "utterance" in the discourse.

The actualization of a specific text in the discourse. Representational discourses and texts: the selection criteria.

The classification of discourses in terms of organization level. Institutionally organized and institutional discourse. The ordinary and highly organized forms of discourse. The types of discourse according to the social spheres of deployment and application (educational, political, and so on.). The types of discourse according to cognitive realm (philosophical, art critical, and others.). The essence and peculiarities of culturological discourse. The set of culturological texts as its basis (the historical-cultural, thematic aspects - A. Moles). Culturological schools and movements. Belarusian culturological community.

The planning, production and reproduction of discourse. The internal organization of discourses and external links between them (the phenomenon of inter-discursivity). The problem of the scope of discourses. Discourse practices and socio-cultural reality: discourse as affecting individuals' perspective on real processes and phenomena. The interrelationship between discourse and politics as well as policy making.

The modernist interpretation of discourse as functional in the context of social progress and the rise of knowledge. The investigation of the links between discourse and power, discourse and ideology in postmodernist theories. The postmodernist understanding of subject as a variable and as a complex function of discourse. The contemporary constructionist theories of discourse: the way of talking about and understanding the world shapes it (E. Laclau and C. Mouffe).

THE CONTEXTUAL ASPECT OF DISCURSIVE PRACTICES

The peculiar features of discursive contextual relations. Correlative character of concepts "discourse" and "text". Highlighting discursive integrity through the notion of "context". Identification of discursive integrity as a unity of formal semantic, subjective, phraseological, translational, objectively expressed, mythological, cultural code units ("organization"). The kronotope of discourse. The external and internal contexts of discourse. The interrelationship between discourse structures and historical as well as cultural macro-contexts. The connection of discourse with contextual cultural entities. Discursive formation as a structure with non-rigid internal contextual interconnection of cultural elements: the impossibility to reduce it to the individual statements; the blurred relations between cognitive structures, unclear character of regulatory signs sets which are applied with respect to the texts and cultural forms, the lack of uniform semiotics and semantic systems; the uncertainty of communication strategies, practices of communication and transmission of cultural and civilizational experience; no special institutionally-

renewable infrastructure; no fixed membership among the subjects of the formation – its creators and custodians.

The external context of discursive formation. The context and background aspect of discursive actualization of a particular text. The interrelationship of texts with contextual discursive formations. Meta-subjective character of discursive formations in cultural dynamics. Discourse context as identifying the relationships of conjugate texts. The reconceptualization of text in the discourse. The manifestation in discourse practices historically, culturally and typologically certain forms of mentality, production and translation of cultural experience. The non-isomorphic character of relation between discursive formation and text. Positioning of subjects in the contexts of discursive formations. The relative isolation of the formation from the subjects. Discursive formation as the system of selection and management of individual and group discourses. Representative-canonical texts - cultural patterns - in test function. The decisive regulatory influence of discursive formation on the cultural creativity and subjective searches for the correct evaluation of cultural and civilization realities. The problem of interrelationship between the formal semantic structure of discursive formation and individual creativity. Designing targeted discursive environments depending on the needs of the social actors.

DISCOURSE ANALYSIS: THEORETICAL AND METHODOLOGICAL ASPECTS

Discourse analysis as a theoretical and methodological whole. The philosophical bases of corresponding approaches: the main versions. A critical approach to taken-for-granted knowledge as a fundamental characteristic of discourse analytical perspective. The necessity to take into account the historical and cultural specificity of human views and knowledge within the scope of discourse analytical approach. The idea of deep connection between knowledge and socio-cultural processes as widely shared by discourse analysts. The different types and levels of discourse analysis. The interdisciplinary character of corresponding ideas, procedures, techniques etc. The traditional forms of discourse analysis (based on the erudition and sensibility of interpretators). Formal discourse analysis (oriented towards semiotics and linguistics). Discourse analysis and hermeneutics. Discourse analysis and deconstruction. The definition of interpretation in terms of semantic representations as based on subjective mental

models of language users. The composition of mental models (settings – time and space, participants and their identities, roles, relations as well as their knowledge and goals, one or more events and actions). The role of general human knowledge in forming the subjective mental models; the relevance of peculiar epistemic communities in the process. The idea of cognitive psychology of discourse as a study of the basic structures of subjective mental models of interpretative activities. The problem of interrelationship between descriptive and normative aspects of discourse analysis. The tradition of critical discourse analysis: the exploration of possibilities for socio-cultural change.

THE MULTIDIMENSIONAL CHARACTER OF THE DISCOURSE ANALYSIS OF CULTURAL TEXTS

Discursive reading and analysis of cultural texts as a system of cognitive procedures. Text analysis from the perspective of a particular cultural form. The complex nature of the analysis (which is carried on the semantic, syntactic, pragmatic, paradigmatic and syntagmatic levels). Discursive text analysis, semantically correlated with the cultural prerequisites. The semiotic analysis of the cultural texts. The disclosure of correlations between the text and the narrative structures of the discursive nature (at the level of theme, plot, subjective activities (cultural creativity)). The formal aspects of discursive approach to the analysis of cultural texts. Designing the models of assimilation, mastering and interiorizing by the subjects the cultural values on the basis of discursive analysis of cultural texts. The discourse analysis of cultural texts in the context of intercultural dialogue. The interdisciplinary character of discursive reading and analysis of cultural texts. The problem of interrelationship between discursive analysis of cultural texts and “poetics of culture” (S. Greenblatt) as a framework for their reading.

THE ANALYSIS OF CULTURAL TEXTS WITH RESPECT TO DISCURSIVE FORMATIONS

Episteme and discourse practices (in the context of analysis of cultural texts). The analysis of specific discursive formation as a medium of origin, operation and interpretation of the text in the aspect fits prerequisites. The analysis of cultural texts in the context of the language specific to the respective discursive formation. The disclosure of connection between the discursive formation and analyzed text at the level of the relationship between the code of the text and code rules of formation. Identification of translation and transmutation influences on the contexts in which a cultural form functions in the realm of discursive formation. The analysis of the text transformations (semiotic and semantic, at the level of

internal context, from the standpoint of meaning), which take place in the own dynamics of discursive formation. Identifying the impact of contextual formation relations on the procedures of understanding, interpretation, application and creation of a new objective form of culture.

THE METHODOLOGICAL BASIS AND TECHNIQUES OF DISCURSIVE ANALYSIS OF CULTURAL TEXTS

The recognition of fundamental role of language and communication in the development of culture and cultural creativity. The identification of language and communication as fundamentally important subject matters of culturological research. The principal directedness of the research towards the search for the historical and cultural determinants of cultural texts. The principle of unity and interconnection of diachronic and synchronic approaches. The principle of unity of semantic and pragmatic analysis in the discourse reading of cultural texts. The indispensable character of the taking into account the contextual aspects of creation and understanding of cultural texts. The necessity of the investigation of evident and hidden factors influencing the cultural texts creation, of the superficial and deep levels of their meaning, of explicit and implicit prerequisites of their understanding and interpretation. The unity of the process and result in discourse analysis.

EDUCATIONAL AND METHODOLOGICAL MAP OF EDUCATIONAL DISCIPLINE

Chapter, topic number	Chapter, topic title	Time for classroom work		Number of hours of managed student work	Assessment
		Lectures	Seminars		
1	2	3	4	5	6
1.	Introduction	1			
2.	Topic 1. The textual perspective in culturological research	2	4		
3.	Topic 2. The general description of discourse, its structures and types	3	2	4	ppt
4.	Topic 3. The contextual aspect of discursive practices	2	4		
5.	Topic 4. Discourse analysis: theoretical and methodological aspects	2	4	4	ppt
6.	Topic 5. The multidimensional character of the discourse analysis of cultural texts	4	4	2	sww
7.	Topic 6. The analysis of cultural texts with respect to discursive formations	2	2	4	Testing
8.	Topic 7. The methodological basis and techniques of discursive analysis of cultural texts	2	4	4	Colloquium
	Altogether ...	12	22	18	

INFORMATION AND METHODOLOGICAL PART

Literature

The main sources

1. https://monoskop.org/images/9/90/Foucault_Michel_Archaeology_of_Knowledge.pdf
2. <http://r.duckduckgo.com/l/?kh=-1&uddg=http%3A%2F%2Ftimothyquigley.net%2Fvcs%2Fbarthes-wtsum.pdf>
3. Jørgensen, M. Discourse Analysis as Theory and Method / M. Jørgensen, L. Phillips. – London, New Delhi: SAGE Publications, 2002. – 229 p.

Further reading

1. ["Discourse Analysis – What Speakers Do in Conversation | Linguistic Society of America". www.linguisticsociety.org.](http://www.linguisticsociety.org)
2. Gutting, Gary and Oksala, Johanna, "Michel Foucault", *The Stanford Encyclopedia of Philosophy* (Spring 2019 Edition), Edward N. Zalta (ed.), URL = <<https://plato.stanford.edu/archives/spr2019/entries/foucault/>>.
3. https://en.wikipedia.org/wiki/Roland_Barthes
4. <https://literariness.org/2018/03/20/key-theories-of-roland-barthes/>
5. <http://www.politicseastasia.com/studying/how-to-do-a-discourse-analysis/>

THE DIAGNOSTICS MEANS OF LEARNING OUTCOME

The most effective teaching methods and technologies that contribute to the search for and using by students the culturological knowledge, acquisition of independent research experience with respect to cultural processes and phenomena are:

- problem-modular training technology;
- teaching and research activities technology;
- design technology;
- communication technologies;
- gaming technology;
- case method.

To manage the training process and the organization of the control and evaluation activities for teachers it is recommended to use the rating, the credit-modular system of evaluation of master students' educational and research activities, variable models of led by the teacher self-study, educational complexes.

To create the necessary social and personal, social and professional competence of the masters a participatory approach to learning, discussion forms should be adopted in the practice of holding seminars. It is recommended to use the criterion-oriented tests as an element of educational achievements of students/ They are a set of tests in a closed shape with one or more embodiments of correct answers; tasks which suggest to establish a correspondence between elements of two variants with different number of ratios and the same or a different number of elements and versions; the test tasks which have the open form claiming a formalized response; tasks to establish the correct sequence. To determine compliance of educational achievements of students with the requirements of the educational standard it is also possible to use a problem, creative tasks involving heuristic activities and non-formalized answers.

GUIDELINES ON THE ORGANIZATION OF INDEPENDENT WORK OF STUDENTS

The role and place of individual work in the educational process of the university is determined by the current requirements to the graduates, the need to improve the quality of education and at the same time shift the time, energy and labor costs of the teacher and the student to prepare for the traditional lectures,

seminars, practical and other activities, requirements connected with the entry into world educational space. All this affects the determination of the status of students' independent work as a compulsory basic element of professional training of specialists in social and cultural sphere. To improve the efficiency of students' independent work, in our opinion, it is necessary to adhere to the following guidelines:

- to determine at the beginning of the semester the key themes of the fundamental culturology that foster personal and professional competence of the specialist;
- to organize independent work
- to carry out systematic monitoring of the intersessional students' independent work and its management;
- to create favorable conditions for its execution;
- to recommend the necessary educational, scientific literature, periodicals culturological profile;
- to carry out, if necessary, counseling and correcting students' mistakes made in the process of independent study of certain topics;
- to sum up the results of mastering by students certain issues, using various forms of control (tests, colloquiums, short written work, presentations, etc.).