

Dutch Linguistics: Discourse Analysis (A005717)

Course size *(nominal values; actual values may depend on programme)*

Credits 5.0

Study time 150 h

Course offerings in academic year 2026-2027

A (semester 2)

Dutch

Gent

Lecturers in academic year 2026-2027

Vogl, Ulrike

LW06

lecturer-in-charge

Offered in the following programmes in 2026-2027

crdts

offering

Bachelor of Arts in Linguistics and Literature(main subject Dutch - English)

5

A

Bachelor of Arts in Linguistics and Literature(main subject Dutch - French)

5

A

Bachelor of Arts in Linguistics and Literature(main subject Dutch - German)

5

A

Bachelor of Arts in Linguistics and Literature(main subject Dutch - Greek)

5

A

Bachelor of Arts in Linguistics and Literature(main subject Dutch - Italian)

5

A

Bachelor of Arts in Linguistics and Literature(main subject Dutch - Latin)

5

A

Bachelor of Arts in Linguistics and Literature(main subject Dutch - Spanish)

5

A

Bachelor of Arts in Linguistics and Literature(main subject Dutch - Swedish)

5

A

Exchange Programme Linguistics and Literature

5

A

Linking Course Master of Arts in Linguistics and Literature(main subject Dutch)

5

A

Preparatory Course Master of Arts in Linguistics and Literature(main subject Dutch)

5

A

Preparatory Course Master of Arts in Linguistics and Literature(main subject Dutch - English)

5

A

Preparatory Course Master of Arts in Linguistics and Literature(main subject Dutch - French)

5

A

Preparatory Course Master of Arts in Linguistics and Literature(main subject Dutch - German)

5

A

Preparatory Course Master of Arts in Linguistics and Literature(main subject Dutch - Italian)

5

A

Preparatory Course Master of Arts in Linguistics and Literature(main subject Dutch - Spanish)

5

A

Teaching languages

Dutch

Keywords

language and politics, language and power, critique discourse analysis, (language) ideology, media

Position of the course

In recent years, political parties in the Dutch-speaking world have increasingly turned to social media to reach voters. Through carefully crafted discourses, they seek to persuade - and at times manipulate - public opinion. Traditional media, such as newspapers and televised debates, continue to play a significant role as well, shaping how we think about key issues, groups, events, and broader societal developments. Together, these platforms contribute to the construction of public discourses on topics such as climate change, multilingual education, anglicization, migration, confederalism, COVID-19, abortion, #MeToo, public health, the reading crisis, the energy crisis, teacher shortages, colonial history, unemployment, (anti-) woke movements, political comebacks, nuclear energy, war, the militarization of leisure time, and many others.

Contents

This course introduces students to the core tools of Critical Discourse Analysis (CDA), with particular emphasis on the Discourse-Historical Approach (DHA). Students will learn to identify underlying ideologies and worldviews, uncover contradictions and inconsistencies within discourses, and trace how discourses evolve over time. A central tenet is that discourse is both socially constituted and socially constitutive: for instance, media representations of unemployed individuals not only reflect their societal status but also influence public perceptions and attitudes toward unemployment.

The course is structured in two parts. Following a theoretical and methodological introduction (delivered through blended learning), students will conduct a small-scale discourse-analytical project on a socially relevant topic within the Dutch-speaking context. Findings will be presented in a scholarly paper (3,000-5,000 words). Students will also present their research proposals and preliminary results. Collaborative research (in pairs) is encouraged.

Initial competences

basic knowledge of the Dutch language system and use (cf. first two years of the ba programme)

Final competences

- 1 to be able to critically evaluate the representation of socially relevant topics in public discourse in Belgium
- 2 being acquainted with theory and methods of Critical Discourse Analysis (CDA) and Discourse-Historical Approach (DHA)
- 3 to be able to identify ideologies which inform a specific kind of argumentation
- 4 to be able to identify and name discursive strategies
- 5 to be able to relate discourse(s) to the sociopolitical and historical context of the Dutch language area
- 6 to be able to present results from their own empirical research (1) in an (online) oral presentation and (2) in a scientific paper and (3) and provide feedback to fellow students' research

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Seminar, Lecture, Independent work, Peer teaching

Extra information on the teaching methods

This course combines a theoretical and methodological introduction delivered through blended learning with interactive activities, both online and on campus, such as group discussions and presentations of students' own research.

All online lessons are recorded and the lesson recording is made available to all students, until after the second exam period. Interactive on-campus lessons are not recorded.

Study material

Type: Slides

Name: Power point presentations
Indicative price: Free or paid by faculty
Optional: no
Language : Dutch
Number of Slides : 185
Available on Ufora : Yes

Type: Audiovisual Material

Name: video lessons
Indicative price: Free or paid by faculty
Optional: no
Language : Dutch
Available on Ufora : Yes

Type: Other

Name: articles and chapters about CDA

Indicative price: Free or paid by faculty

Optional: no

Language : English

Number of Pages : 125

Available on Ufora : Yes

References

- Gee, James Paul (2018): Discourse analysis. From grammar to society. New York, NY: Routledge.
- Montesano Montessori, Nicolina, de Lange, Rob, & Schuman, Hans (2012): Kritische discoursanalyse. De macht en kracht van taal en tekst. Brussel: Academic & Scientific Publ.
- Wodak, Ruth; Meyer, Michael (2016): Methods of critical discourse studies. 3rd edition. Los Angeles: SAGE.

Course content-related study coaching

group and individual support

Assessment moments

continuous assessment

Examination methods in case of periodic assessment during the first examination period

Examination methods in case of periodic assessment during the second examination period

Examination methods in case of permanent assessment

Participation, Presentation, Peer and/or self assessment, Assignment

Possibilities of retake in case of permanent assessment

examination during the second examination period is possible in modified form

Extra information on the examination methods

participation, presentation (online / on campus), paper

Students may use GenAI applications for (the editing of) their presentations and paper if they deem it useful, but they have to declare the use of AI and remain responsible for the form and content.

Calculation of the examination mark

- Permanent evaluation: participation (10%), presentations (40%), written assignment (50%) In case students do not participate in all evaluations or get a score lower than 8/20 for one form of evaluation, they cannot pass the course. In this case, if the average of the partial evaluations yealds a score of 10 or higher, it will be reduced to 9/20.
- Students are expected to develop their reading, listening, writing and speaking skills during all activities and tasks inside and outside of the classroom. For evaluation, we expect a language proficiency that is adequate for the course's place in the curriculum.

Facilities for Working Students

- High flexibility because of hybride format
- Feedback is given via Ufora, by email or via MSTeams