**PROBLEMS IN THE THEORY AND PHILOSOPHY OF DISCOURSE**

**Course descriptor**

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| Title of the course | | | | **Problems in the Theory and Philosophy of Discourse** | | | | | | |
| Title of the Academic Programme | | | | Comparative Literature and Linguistics | | | | | | |
| Type of the course | | | | Core (mandatory) | | | | | | |
| Prerequisites | | | | There are no prerequisites for the course. Students should be fluent in English. | | | | | | |
| ECTS workload | | | | 8 | | | | | | |
| Total indicative study hours | | | | Directed Study | | Self-directed study | | | Total | |
| 104 | | 238 | | | 342 | |
| Course Overview | | | | The course presents a historical and theoretical analysis of the 20th century discourse studies from the interdisciplinary perspective. The course focuses on such aspects of language and discourse as language generation, acquisition, cognition, highlighting the struggle between different schools and scientists. Students receive profound knowledge of generative grammar evolution and prerequisites. The course also enables students to see achievements and limitations of various language acquisition theories, analyse the contribution of philosophy, psychology, child language studies, cognitive studies in the theory of discourse development. In the tutorials students discuss the theories and study their practical application. | | | | | | |
| Intended Learning  Outcomes (ILO) | | | | Upon successful completion of this course, students will be able to define the basic terms of discourse theory, describe the development of academic thought in the discipline, highlight the key arguments of each school of though. The course will enable students with skills of discourse analysis of different types of texts from different perspectives. | | | | | | |
| Content and Structure of the Course | | | | | | | | | | |
| **№** | | **Topic / Course Chapter** | | | **Total** | | **Directed Study** | | | **Self-directed**  **Study** |
| **Lectures** | **Tutorials** | |
| 1 | | The reflection of knowledge vs. labor of cognition | | | 14 | | 2 | 2 | | 10 |
| 2 | | The quest for a linguistic golden age | | | 14 | | 2 | 2 | | 10 |
| 3 | | The dialectic of language and thought | | | 14 | | 2 | 2 | | 10 |
| 4 | | Representations of language as ideal form | | | 14 | | 2 | 2 | | 10 |
| 5 | | Linguistics as a formal science: *Syntactic Structures* | | | 14 | | 2 | 2 | | 10 |
| 6 | | The return of mentalism: *Aspects* | | | 14 | | 2 | 2 | | 10 |
| 7 | | Chomskyan revolutions if any | | | 14 | | 2 | 2 | | 10 |
| 8 | | ‘Linguistics Wars’: Chomsky vs. generative semantics | | | 14 | | 2 | 2 | | 10 |
| 9 | | Chomskyan nativisms | | | 14 | | 2 | 2 | | 10 |
| 10 | | Knowledge of language and its philosophical implications | | | 18 | | 2 | 2 | | 14 |
| 11 | | Intuitions and judgments as linguistic data | | | 14 | | 2 | 2 | | 10 |
| 12 | | The critique of ideal form | | | 14 | | 2 | 2 | | 10 |
| 13 | | Language and desire | | | 14 | | 2 | 2 | | 10 |
| 14 | | Memory and bricolage | | | 20 | | 4 | 4 | | 12 |
| 15 | | Classical cognitivism and representational theory of mind | | | 16 | | 2 | 2 | | 12 |
| 16 | | Modularity | | | 18 | | 2 | 2 | | 14 |
| 17 | | Fodorian concept nativism | | | 16 | | 2 | 2 | | 12 |
| 18 | | Symbol-manipulation– connectionism debate | | | 14 | | 4 | 4 | | 10 |
| 19 | | Embodied cognition and second- generation cognitive science | | | 16 | | 2 | 2 | | 12 |
| 20 | | Evolution of language within cognitive science | | | 18 | | 2 | 2 | | 14 |
| 21 | | Methodological naturalism: Chomskyan late philosophy of science | | | 16 | | 4 | 4 | | 8 |
| 22 | | Prospects for a philosophy of linguistics | | | 18 | | 4 | 4 | | 10 |
|  | **Total study hours** | | | | 342 | | 52 | 52 | | 238 |
| Teaching and Learning Methods | | | Lectures, seminars, presentations, groupwork, original articles and books owerview | | | | | | | |
| Indicative Assessment Methods and Strategy | | | Students’ progress is monitored during the course by **home assignments, work during tutorials, presentations, essays, tests.**  All assignments will be evaluated of max 100%. They will be distributed in the class and will be due in approximately two weeks. Homework assignments (only paper versions!) are to be handed in **before class** on the day they are due. No late homework will be accepted.  In the middle and after each module there is a midterm paper, which jointly account for for 25% of the final grade.  At the end of the course there is a **final exam**, which is a presentation of a project.  The final grade consists of the following elements:  **Classwork (25%):** The class will be divided into working groups of 4-5 students. During Part 1 of the first module, each group will spend the second half of our sessions working on the discussion questions (listed in the syllabus) and developing the abstract of an argument in response. For each session, a group secretary will be charged with writing up the argument (**750 words**). For groups of 5 (or sessions, when the assigned secretary has a legitimate reason for being absent), this assignment will be moved to one of the sessions in Part 3.  **Essay (25%):** At the end of the first module, each student will write an essay on the topic of “Memory and Desire” with specific reference to the theory of construction grammar, as discussed in Session 14 (**1500 words**).. | | | | | | | | |
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| Readings / Indicative  Learning Resources | | | **Mandatory**  Chomsky, N. Aspects of the Theory of Syntax. MIT Press, 2014. ProQuest  Lakoff, G., and Wehling, E. Your Brain’s Politics: How the Science of Mind Explains the Political Divide. Andrews, 2016. ProQuest  **Optional**  Fodor, J. A. Concepts: Where Cognitive Science Went Wrong. Oxford  University Press, 1998. ProQuest  Rowlands, M. The New Science of the Mind : From Extended Mind to Embodied Phenomenology. MIT Press, 2010. ProQuest  Tomasello, M. Constructing a Language: A Usage-Based Theory of Language Acquisition. Harvard University Press, 2005. ProQuest | | | | | | | | |
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| Course Instructor | | | Mikhail Knyazev, Jonathan Platt | | | | | | | | |