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MODBOOK
SEMESTER 2

ACADEMIC YEAR 2019/2020
CENTRE FOR ENGLISH
LANGUAGE COMMUNICATION
IDEAS AND EXPOSITION
MODULES

20

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UTW1001B

WHAT IS A NATION? TEXTS, IMAGES AND NATIONAL IDENTITY

taught by Dr Namala Lakshmi Tilakaratna

TIMETABLE	Mondays and Thursdays	8:00am - 10:00am	RC4 - SR5
	Tuesdays and Fridays	8:00am - 10:00am	CAPT - SR5
	Tuesdays and Fridays	10:00am - 12:00nn	CAPT - SR5

“...national identity is something that is constructed through language and images and that it only exists when people talk or write about it... give students the ability to understand how national identity changes over time either in times of crisis...”

How do you bring your field of interest into the seminar?

My field of interest is linguistics and sociology and so I use both these approaches to expand the way that students look at national identity. In the course, we begin with the idea that national identity is something that is constructed through language and images and that it only exists when people talk or write about it. I want to train students to see any texts they engage with as purposefully produced so that students understand how they are positioned by the producers of images and language to receive and act according to a certain message. So to understand what a nation is and how its identity is constructed, we analyse a range of texts (which includes language and image) that construct with the nation from media such as newspapers, documentaries, films and political discussions to advertisements, branding and social media.

What do you intend for students to learn from the module?

The course will give students the ability to understand how national identity changes over time either in times of crisis such as war or in anticipation of an unknown future. Accounting for how national identity changes and adapts means that students can move from the idea that identities are fixed to understanding that identity is dynamic. By the end of the course, I want students to be able to analyse and deconstruct something that they take for granted – their own communal identities. For instance, if they look at a McDonald’s advertisement that aims to encourage its people to eat more fries on national day, then I want them to look at how this text uses national identity and loyalty as a way of persuading us to consume more of their products.

What are some key topics that will be covered in the module? Would it be possible to provide some sample readings for the module?

The course is organised so that we can move from the famous readings on theories of national identity to analytical frameworks. We unpack theories such as Benedict Anderson's notion of 'imagined communities' and then move to more hands-on analysis using frameworks like Kress and van Leeuwen's Multimodal Discourse Analysis – a way of analysing images that are complemented by our understanding of language. In other words, we look in the course at how language and image contribute to the overall message in placing us as readers of nationalistic texts. For example, how do magazines represent world leaders when they are in positions of power (e.g. Prime Minister Boris Johnson after winning the British elections) as opposed to moments of weakness (e.g. President Donald Trump and impeachment).



UTW1001C

AT THE EDGES OF THE LAW:

ETHICS, MORALITY AND SOCIETY

taught by Dr Zhou Ziqian Jan

TIMETABLE Mondays and Thursdays 10:00am - 12:00nn RC4 - SR5
Mondays and Thursdays 14:00am - 16:00am RC4 - SR5
Mondays and Thursdays 16:00am - 18:00nn RC4 - SR5

“...disciplined way of getting closer to those answers, in virtue of which we gain a better understanding of ourselves if not a sense of wonder towards the human condition...”

How do you bring your field of interest into the seminar?

I am a philosopher, and rigorous analysis is what I am trained to do. We engage in such analysis or argumentation (i.e. we philosophize) not simply in esoteric philosophy classes but whenever we ask the most searching questions of which no easy answers avail themselves. What does morality require of me? How do I know if the state really is a just one? Is it permissible if the young teenage mother opts for an abortion? Is this ugly object in front of me really art because of the mere fact that it is displayed in a gallery? Am I free? How do I know if I am happy? Is there God? I am sure that we ask ourselves such questions at some points in our lives; the method of philosophical inquiry, then, offers one not so much pre-packed answers but a disciplined way of getting closer to those answers, in virtue of which we gain a better understanding of ourselves if not a sense of wonder towards the human condition.

Apart from my own training as a philosopher, I bring also into class a love of the arts and a deep affection for my students.

What do you intend for students to learn from the module?

I intend for all students enrolled in my module to gain a deeper understanding of some of the most pressing and controversial topics that have inspired heated public debates. For instance, I intend to cover issues such as the freedom of speech, euthanasia and the same-sex debate, which are issues that, when discussed in some societies or communities, threatens excommunication, if not the possibility of harm to oneself. Singapore, several decades ago, may be one such society. Through a discussion of such issues or topics, students will learn to assemble their thoughts in a manner both imaginative and highly logical, and to articulate these thoughts with the right expressions in the right order with an unflinching eye towards the truth.

But enough of this module already. Let me make a plea for this creature called the 'Ideas and Exposition' programme. The advertised goal that unifies all IEMs is that students gain a foundation in academic writing. Yet, 'academic' or 'expository' writing, to my mind, may be largely what a student needs to do in order to survive university (or bits of it), and that success in one's future career hardly requires that we revisit this skill, much less excel in it. There is some truth in the foregoing, I have to confess; yet, there is also some truth in what I am now going to say. I hope that students realise or come to realise that writing well requires thinking well and reading well, or what learned folks call the skills of critical thinking and comprehension. Now, even if there is profit to be reaped from being able to reason, read and write—i.e. to 'compete in a global economy' or to be 'future-proof'—this ought not to be a student's only motive for doing these well. Reasoning, reading and writing are processes that are inextricably bound up with the acquisition of knowledge. We are not passive brains in a vat, nor our professors the wires through which information is fed to us. Knowledge is not something superadded (as an afterthought) to an already existing store of the abilities of reasoning, reading and writing; rather, knowledge trickles down to us in virtue of our engaging in these processes. Those who emphasise or see only the monetary value of the skills of reasoning, reading and writing are often individuals who read little, reason badly, and, as a result, write nonsense.

Now, back to this module: by the time you start working you would have forgotten (or not found much use for) most of what you have learnt in university. But you will remember most of what you have learnt in this module. Reasoning has an important role to play in our lives. If you reason well you lessen the likelihood of your being swayed by false beliefs. And, when your beliefs are not held hostage by the arbitrary winds of fashion, your capacity for autonomous and, hence, responsible action expands, which is something to shout about.

What are some key topics that will be covered in the module? Would it be possible to provide some sample readings for the module?

Any good op-ed on issues surrounding the three topics covered in this module should suffice to introduce students to what is being discussed.

For instance:

- 1) <https://www.theguardian.com/commentisfree/2019/jan/11/john-finn-is-oxford-university-academic-freedom-law>
- 2) <https://www.theatlantic.com/magazine/archive/1997/03/whose-right-to-die/304641/>
- 3) <https://www.todayonline.com/singapore/dissecting-ex-cj-chan-sek-keongs-paper-377a-what-it-says-what-it-doesnt-say-and-what-next>

Module description

Cyberbullying, cyber-racism, online falsehoods. These are some of the phenomena that can be observed online. In an era of overwhelmingly diverse viewpoints within social media platforms, how has digital communication shaped and changed the way we communicate and respond to each other as human beings? Have we compromised more than we have gained? Drawing upon perspectives from various disciplines, this module helps students explore how opinions and ideas are formed, debated and transmitted in an age where human interaction is constantly mediated by technology.

UTW1001D

SELF, SOCIETY, AND THE DIGITAL TSUNAMI ERA

taught by Dr James Stephens

TIMETABLE	Mondays and Thursdays	8:00am - 10:00am	CAPT - SR4
	Mondays and Thursdays	12:00nn - 14:00pm	RC4 - SR6
	Tuesdays and Fridays	14:00am - 16:00pm	RC4 - SR5
	Tuesdays and Fridays	16:00pm - 18:00pm	RC4 - SR5

UTW1001F **THE INTERNATIONALISATION OF HIGHER EDUCATION:**

IMPACT AND CHALLENGES

taught by Dr Fong Yoke Sim

TIMETABLE	Mondays and Thursdays	14:00pm - 16:00pm	CAPT - SR4
	Mondays and Thursdays	16:00pm - 18:00pm	CAPT - SR4
	Tuesdays and Fridays	10:00am - 12:00nn	RC4 - SR6
	Tuesdays and Fridays	12:00nn - 14:00pm	RC4 - SR6

“... Against this backdrop of general understanding, they will compare the different paths that regions, countries, and institutions take in IHE and examine the results of these diverse case studies...”

How do you bring your field of interest into the seminar?

My interest in the internationalisation of higher education (IHE) began with my own postgraduate studies in the UK, first for my MSc and then PhD. The latter experience especially impressed on me the marvel of IHE: I was teaching in NUS but studying for a doctorate degree from a foreign university. Besides the brief annual residency requirement, I completed the bulk of my coursework and communicated with my supervisors on my dissertation via the Internet. Both the topic of my dissertation and my contact with the international students I teach also led me to research and publish around the subject of learning and learners in study-abroad contexts. Thus, I bring to UTW1001F my interest in IHE, research insights on the topic and first-hand experience of its benefits. However, recent literature has highlighted the controversies of IHE and this has led me on a new search to study the developments of IHE and its challenges to higher education and its stakeholders.

What do you intend for students to learn from the module?

NUS UTown college students are surrounded by and engaged in IHE: students and faculty from all around the world, academic/exchange/internship programmes, opportunities for global experiences, etc. These are but only the manifestations of the phenomenon. Through participating in the module, students will delve more deeply into the process of IHE and critically reflect on its rationales, approaches, developments and strategies. Against this backdrop of general understanding, they will compare the different paths that regions, countries, and institutions take in IHE and examine the results of these diverse case studies. Students will then be ready to grapple with the controversies that confront IHE and its impacts on individuals, institutions, society and the world.

What are some key topics that will be covered in the module? Would it be possible to provide some sample readings for the module?

While analysing the key impacts and challenges of IHE, students will engage in debates surrounding IHE. How have, say, academic mobility and cross-border alliances influenced students, institutions, countries and the world? What are the implications of English as medium of instruction (EMI) for cultural and academic values in countries where English is a foreign language? Students may also choose to investigate other topics like marketisation of IHE and global citizenship. For a sample of readings, here are some to begin with:

Contexts:

Altbach, P.G., & Knight, J. (2007). *The Internationalization of Higher Education: Motivations and Realities*. *Journal of Studies in International Education* 11, 290-305.
DOI: 10.1177/1028315307303542

Knight, J. (2004). *Internationalization Remodeled: Definition, Approaches, and Rationales*. *Journal of Studies in International Education*, 8:1, Spring 2004, 5-31.
DOI: 10.1177/1028315303260832

Case Studies:

Daquila, T. C. (2013). *Internationalizing Higher Education in Singapore: Government Policies and the NUS Experience*. *Journal of Studies in International Education* 17:5, 629–647. DOI: 10.1177/1028315313499232

Hong, M. (2018). *A comparative study of the internationalization of higher education policy in Australia and China (2008–2015)*. *Studies in Higher Education*.
DOI: 10.1080/03075079.2018.1553154

Controversies:

Gu, M. M., & Lee, J. C.-K. (2018). “They lost internationalization in pursuit of internationalization”: students’ language practices and identity construction in a cross-disciplinary EMI program in a university in China. *Higher Education* 2018. <https://doi.org/10.1007/s10734-018-0342-2>

Knight, J. (2013). *The changing landscape of higher education internationalisation – for better or worse? Perspectives: Policy and Practice in Higher Education*, 17:3, 84-90.
DOI: 10.1080/13603108.2012.753957

Module description

Using social media as a political battleground during the 2011 General Election changed Singapore's political landscape indelibly. It exemplified an emerging trend: the increasing use of Facebook, Twitter, Instagram and Snapchat by politicians to gain greater political support and popularity. In fact, using social media for political communication has gone viral in Singapore, Asia-Pacific and beyond. This module explores the dynamics of social media in political communication, with a focus on Singapore, as well as the United States as case studies. Students will analyse the impact of conventional means of political communication as opposed to those using social media.

UTW1001W

THE ONLINE POLITICIAN: USE OF SOCIAL MEDIA IN POLITICAL COMMUNICATION

taught by Dr Nazerene Ibrahim

TIMETABLE	Mondays and Thursdays	12:00nn - 14:00pm	CAPT - SR6
	Mondays and Thursdays	16:00pm - 18:00pm	CAPT - SR5
	Tuesdays and Fridays	12:00nn - 14:00pm	CAPT - SR5
	Tuesdays and Fridays	14:00nn - 16:00pm	CAPT - SR5

UTW1001Z

COLOUR:

THEORY, MEANING AND PRACTICE

taught by Dr Laetitia Monbec

TIMETABLE	Mondays and Thursdays	8:00nn - 12:00nn	RC4 - SR6
	Mondays and Thursdays	14:00pm - 16:00pm	CAPT - SR4
	Tuesdays and Fridays	10:00nn - 12:00nn	TC - SR6
	Tuesdays and Fridays	12:00nn - 14:00pm	TC - SR6

“... From this, I bring a focus on semiotics, how colour makes meanings...”

How do you bring your field of interest into the seminar?

My field of interest is meaning-making, initially through language, and more recently through multimodality and specifically through colour. From this, I bring a focus on semiotics, how colour makes meanings. I also practise watercolour so I bring an element of technicality to the classroom, such as knowledge of colour theory and pigments.

What do you intend for students to learn from the module?

Colour plays a crucial role in visual communication but very often we are only aware of basic meanings and uses of colour. In this module, students practise looking more closely and noticing, then they analyse how meanings are constructed in different contexts. Students bring artefacts from their disciplines or their personal interests to investigate and understand more deeply. In this module, the meaning making practices linked to colour become visible to students. Students also learn how to write about their analyses.

What are some key topics that will be covered in the module? Would it be possible to provide some sample readings for the module?

After a brief overview of colour theory, students explore the ways different cultures conceptualise colour and how culturally constructed meanings are assigned to different hues. Then we explore how colour functions in marketing, film, design, architecture and political campaigns. We explore colour and gender as well as colour and race. Students are encouraged to explore their own disciplinary contexts for the ways color is used.

UTW2001H

RISK AND POPULAR CULTURE

taught by Dr Anuradha Ramanujan

TIMETABLE	Mondays and Thursdays	14:00pm - 16:00pm	CAPT - SR6
	Mondays and Thursdays	16:00pm - 18:00pm	CAPT - SR6
	Tuesdays and Fridays	12:00nn - 14:00pm	RC4 - SR5
	Tuesdays and Fridays	16:00pm - 18:00pm	CAPT - SR6

Module description

We live in a time characterized by an intensified awareness of risk. Our perception of risk, whether related to new technology or social activity, is greatly influenced by how mass media represents it. Taking prominent social theories of risk as its critical frame of reference, this course will explore the role of news, television shows, popular fiction and films in shaping public opinion on, and responses to, potential and presumed threats. These range from environmental pollution, pathogens and medical procedures to terrorism, cybercrime, immigration/immigrants and un(der) employment. Case studies may include Fukushima, Chernobyl and the Y2K phenomenon.



UTW2001J

BLOOD, DEATH AND DESIRE, INTERPRETING THE VAMPIRE

taught by Dr Coleen Angove

TIMETABLE	Mondays and Thursdays	8:00am - 10:00am	CAPT - SR5
	Mondays and Thursdays	10:00pm - 12:00nn	CAPT - SR5
	Tuesdays and Fridays	8:00am - 10:00am	CAPT - SR4
	Tuesdays and Fridays	10:00pm - 12:00nn	CAPT - SR4

“... I hope students will learn about how pop culture is seldom just about entertainment, but provides cultural documents, albeit often encoded in ways that need careful analysis...”

How do you bring your field of interest into the seminar?

I've long been interested in Gothic studies, now a respectable field of study, although historically regarded as sensational and academically inferior. Similarly, the study of contemporary pop cultural products of horror is also gaining academic respectability. There is an explosion of research into how fictional monsters reveal the anxieties of the cultural and historical contexts within which they appear. This allows for a fascinating exploration of films and television series to see what they reveal about how we see our world.

What do you intend for students to learn from the module?

Apart from reflecting on good writing practice, I would like each student to become engrossed in what a (fictional or real) monster of his/her choice reveals about the prejudices, subconscious desires and/or cultural anxieties of a particular historical place and time. I hope students will learn about how pop culture is seldom just about entertainment, but provides cultural documents, albeit often encoded in ways that need careful analysis.

What are some key topics that will be covered in the module? Would it be possible to provide some sample readings for the module?

We will look at ways of defining monsters, consider the theories on the social function of the monster, and also read analyses of monsters, including vampires and zombies in contemporary films and television series.



UTW2001M

SPORTS AND SOCIALISATION

taught by Dr Mark Brooke

TIMETABLE	Mondays and Thursdays	8:00am - 10:00am	CAPT - SR6
	Mondays and Thursdays	10:00pm - 12:00nn	CAPT - SR6
	Tuesdays and Fridays	8:00am - 10:00am	RC4 - SR5
	Tuesdays and Fridays	10:00pm - 12:00nn	RC4 - SR5

“... we investigate the role that social structure or significant others play in a person’s choice to enter sport...”

How do you bring your field of interest into the seminar?

As we use a small class seminar approach, the space we share is ideal for eliciting opinions about academic topics covered. We discuss issues related to the module’s journal article reading syllabus. Sometimes we look at case studies to discuss these issues such as the stories of Kerri Walsh Jennings warned to avoid pregnancy by sponsors unless she wanted to give up sport as a career; or Maria Toorpakai who pretended to be a boy in Pakistan so that she could play sports. I like to hear what students have to say and to share my knowledge and views on these current affairs topics.

What do you intend for students to learn from the module?

We have presentations of academic journal papers covering diverse scholarly perspectives on sport socialisation processes. We explore the content and the form of these papers; perhaps their critical theories and methodologies (normally within the interpretivist paradigm) as well as their academic language and writing techniques. One of the main goals of the course is to convert this reading into writing. At the end of the module, students’ produce their own research papers on a topic that they find motivating. If it is good enough, and they have the time, I am happy to help students take their work further and publish it. So far, I have co-published 2 journal papers with IEM2 students.

What are some key topics that will be covered in the module? Would it be possible to provide some sample readings for the module?

We examine processes of socialisation into, out of and through sport. For example, we investigate the role that social structure or significant others play in a person's choice to enter sport. We look at the relationship between sport participation and a person's gender, race, class, and physical ability. Is sport empowering or not? Currently, my interest is in exploring sport as a popular culture site advocating inclusive masculinity and feminism. I am also very interested in upcoming and developing sporting cultures such as e-sports and lifestyle sports such as Ultimate Frisbee and Skateboarding.

My 2019 book *Case Studies in Sport Socialisation* covers several of the key subjects we discuss in the module. This is available at the NUS library as an eBook.

Example module readings used in the past are:

Salter, A., & Blodgett, B. (2012). Hypermasculinity & dickwolves: The contentious role of women in the new gaming public in the *Journal of broadcasting & electronic media*, 56(3), 401-416;

Le Clair, J. M. (2011). Transformed identity: from disabled person to global Paralympian. *Sport in society*, 14(9), 1116-1130;

Velija, P., Mierzewski, M., & Fortune, L. (2013). 'It made me feel powerful': women's gendered embodiment and physical empowerment in the martial arts. *Leisure studies*, 32(5), 524-541.

Module description

Science fiction is less about the future than it is about the present. Many science fiction narratives critique contemporary social issues, particularly imperialism and colonialism. This course will introduce students to the theories of colonialism and their importance in a modern context. Armed with this knowledge, students will engage with classic and contemporary science fiction texts in order to understand, as well as question, how such narratives describe and proscribe ways of ordering the world. In developing their original research projects, students will explore how this intersection between popular narrative and ideology influences many of the ways we think about culture today.

UTW2001P

SCIENCE FICTION AND EMPIRE

taught by Dr Jason Lawrence Banta

TIMETABLE	Mondays and Thursdays	14:00pm - 16:00pm	TC - SR6
	Tuesdays and Fridays	12:00nn - 14:00pm	CAPT - SR4
	Tuesdays and Fridays	14:00pm - 16:00pm	CAPT - SR4

UTW2001Q

“WHAT’S IN A WORD?”

MEANING ACROSS CULTURES

taught by Dr Wong Jock Onn

TIMETABLE	Mondays and Thursdays	14:00pm - 16:00pm	RC4 - SR6
	Mondays and Thursdays	16:00pm - 18:00pm	RC4 - SR6
	Tuesdays and Fridays	12:00nn - 14:00pm	TC - SR5
	Tuesdays and Fridays	14:00pm - 16:00pm	TC - SR5

“... what meaning is about and its ethnocentric nature... this module focuses on word meaning. Key topics include semantic universals: Are there meanings that are found in every language...”

How do you bring your field of interest into the seminar?

I am a semanticist by training and semantics (the study of meaning) is my primary area of research; I have published a number of papers on word meaning in English, Mandarin, Cantonese and Singlish. Unfortunately, while semantics is relevant to almost all fields of study, it is not something that many scholars pay attention to. As a result, an excellent researcher may not always be the best communicator. Meaning lies at the heart of language and studying it can help us become better communicators. As a semanticist and academic writer, I want to help students become better communicators.

What do you intend for students to learn from the module?

Students will learn what meaning is about and its ethnocentric nature. They will learn how a language, with its language-specific meanings, can predispose speakers to view the world in a certain way. They will realize that there is a difference between the world created by the language they speak and the ‘objective’ world. In addition, students will learn how to write with clarity and how to organize their ideas cohesively. Above all, they will learn how to express complex ideas in simpler English, something which most other writing programs do not emphasize.

What are some key topics that will be covered in the module? Would it be possible to provide some sample readings for the module?

This module focuses on word meaning. Key topics include semantic universals: Are there meanings that are found in every language? Key topics also include the semantic structures of emotion terms, particles, interjections, address forms and cultural artifacts. What does an emotion consist in? What do particles do? What goes into an interjection? What do address forms reflect? How complex is the idea of a cultural artifact. How do we state their meanings? These are some of the questions we will explore.

Emotions of Jesus' by Anna Wierzbicka:

<http://journals.rudn.ru/linguistics/article/view/17846>

A semantic menagerie: The conceptual semantics of ethnozoological categories' by Cliff Goddard:

<http://journals.rudn.ru/linguistics/article/view/19346/16160>

Jiashu Tao & Jock Wong, 2019. The confounding Mandarin colour term 'qing': Green, blue, black or all of the above and more? In Lauren Sadow, Bert Peeters & Kerry Mullan (eds.), *Studies in Ethnopragmatics, Cultural Semantics and Intercultural Communication: Minimal English and Beyond* (pp.95-116). Singapore: Springer



UTW2001R

DISCOURSE, CITIZENSHIP, AND SOCIETY

taught by Dr Gene Segarra Navera

TIMETABLE	Mondays and Thursdays	12:00nn - 14:00pm	TC - SR5
	Mondays and Thursdays	14:00pm - 16:00pm	TC - SR5
	Tuesdays and Fridays	8:00am - 10:00am	CAPT - SR6
	Tuesdays and Fridays	12:00nn - 14:00pm	CAPT - SR6

“... I want them to be competent, critical and creative in crafting messages as well as in decoding these messages with the ultimate goal of helping society change for the better—into one that is just and humane.”

How do you bring your field of interest into the seminar?

As a scholar, I'm interested in investigating discourse in society—talk, text, and the use of symbols in social contexts at large. Specifically, my research interest lies in critically examining how (political) discourse reproduces dominant ideas that circulate in society and shape the way people think, feel and act. I bring these interests into the module by teaching and enabling students to study systematically discourses on social issues that they are interested in or feel strongly about. It is important that students find these social issues significant to them so that they will be able to invest time and effort in their individual research projects. To help them carry out these projects, I introduce them to frameworks or ways of analyzing texts and talk through class readings and discussion. In that way, they become critically aware of how language and the use of symbols in general can perpetuate or potentially change social practices and behavior.

What do you intend for students to learn from the module?

Through the module, I hope that students would be able to develop strong research skills and a critical disposition toward scholarly or academic writing. The students should be able to write their ideas in a clear and engaging fashion; they should be able to engage the literature by reaffirming current ideas, challenging others or offering possibilities of extending or complicating existing ones.

In terms of content, I hope they become aware of how they can develop into good (that is, critical, engaged, productive, ethical, responsible) producers and consumers of discourse. I hope that they turn into good “rhetorical citizens”—members of society that use and study language and other symbolic resources in order to understand why society works in certain ways and what may be done to sustain or alter these ways. I want them to be competent, critical and creative in crafting messages as well as in decoding these messages with the ultimate goal of helping society change for the better—into one that is just and humane.

What are some key topics that will be covered in the module? Would it be possible to provide some sample readings for the module?

The module starts with the notion “rhetorical citizenship”, a concept introduced by rhetoric scholars Christian Kock and Lisa Villadsen in several papers. Rhetorical citizenship pertains to the ways citizens or members of polities or social groups use language and other non-linguistic symbolic resources to enact change, influence policies, sustain or transform social practices. Once students have a clear theoretical grounding on the relationship of discourse/rhetoric and society and how such a relationship is mediated as well as shape or define citizenship, they are introduced to case studies that offer specific analytical frameworks in studying discourse in society.

The case studies vary. One reading investigates rhetorical practices in public deliberation between civil society and government agencies and how these rhetorical strategies are mobilized to come up with an agreeable solution to all parties. Another case looks into public debates on controversial social issues and interrogates the competing narratives on both sides; the paper further interrogates the kind of language used by speakers on both side that polarize society, rend politics and poison the rhetorical atmosphere. We also look into local cases written by Singaporean and Singapore-based academics scholars. Some of these cases examine how citizen discourse on multiculturalism is used to resist liberal immigration policies, how online spaces are utilized to engender public participation, and how symbolic resources are used by local activists to challenge boundaries while staying pragmatic by towing the line.

The readings also include cases that investigate how dominant ideas are reproduced and circulated and how they are resisted and potentially transformed using certain rhetorical strategies. By studying these cases, students familiarize themselves with ways through which other researchers study systematically social problems from a discourse or rhetorical perspective. They are introduced to theoretical and methodological options from which they can select that which are appropriate for their individual projects.



information made available in this edition of Modbook is accurate as of 1 January 2020

to find out more about how the University Town
College Programme (UTCP) fits into your overall
education plan, please refer to

<https://tembusu.nus.edu.sg/education>