

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF SOCIAL ANTHROPOLOGY & HISTORY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	W/S-071	SEMESTER	H
COURSE TITLE	DEIXIS AND INDEXICALITY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background (undergraduate seminar)		
PREREQUISITE COURSES:	Introduction to Linguistics, reading aptitude in English		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.aegean.gr/courses/SA233/		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course aims at a holistic approach to deixis, focusing on Greek for practical reasons but not limiting itself to a description of phenomena in Greek alone. Its goal is to familiarize student in the social sciences with the study of deixis, which is grounded in philosophy and has systematically preoccupied linguistic and anthropological research. Students acquire knowledge which furthers the understanding of language as a complex phenomenon with a cognitive and social basis, while the relevant skills enable them to analyze linguistic phenomena of various levels in a systematic fashion. The ultimate goal of the course is the preparation of social scientists who have a firm grasp of the anchoring of social phenomena in “discours” (as set forth by, e.g., Foucault). However, given that Foucauldian *discours* cannot but follow Saussurian *parole*, in this course we follow the historical progression of these notions. The first part of the course focuses

narrowly on deictics as the basic and useful linguistic expressions which acquire meaning only within the context of their use, while the second part utilizes the pragmatic theory of deixis in order to draw connections between linguistic form and language use and make the passage from Saussure's notion of *parole*, as speech production in specific circumstances, to Foucault's notion of *discours*, as a practice constituting social reality.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment
Production of new research ideas	Others...

- Free, creative, and inductive thought
- Individual work
- Team-work

(3) SYLLABUS

In this course, students are introduced to the study of deixis and indexicality, the branch on pragmatics dealing with the connection of linguistic forms to the circumstances of an utterance. The term *deixis* refers to one of the most basic things we do with language: it means "pointing" through language. Linguistic expressions used to point at something are called deictic expressions and shows the dependence of the language user on context for the production and interpretation of utterances: i.e., the deictic anchoring on the circumstances in which an utterance is made, based on the deictic center which is, characteristically, understood as the *I*, *here*, and *now*. Deictic expressions are among the first linguistic forms we acquire as children and are used to identify persons through *person deixis* (*I*, *you*), place or space through *spatial deixis* (*here*, *there*), and time through *time deixis* (*now*, *then*). The interpretation of such expressions depends on a speaker and an addressee who share a common (linguistic and extralinguistic) context. Moreover, person deixis codifies information regarding the social status and relations between speaker(s) and addressee(s), while, by metaphorically extending the notions of place and time we can talk of textual deixis. Therefore, deixis relates to participant roles in the communicative event. Because of this, deixis is the main mechanism for the linguistic expression of relative proximity and distance. Deixis in this narrow sense, is an instantiation of the wider phenomenon of indexicality which characterizes language at large as communicative practice. Indexicality is implicated in identity-construction and carries complex messages vis-à-vis the socially positioned self (cf. gender, class, age, education, national group), one's stances, ideology and social

action. In this sense, some characteristics of our utterances are codified into the linguistic system –enriching it while also drastically constraining its “autonomy”.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of educational materials available online through the eclass platform	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Activity	Semester workload
	Lectures	45
	Oral presentation	45
	Quizzes	30
	Written exercises	60
	Course total (30 hours per credit unit)	180
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Language of evaluation: Greek</p> <p>Method of evaluation:</p> <p>Oral presentation 30%</p> <p>Two written quizzes (in lieu of midterm) (2 x 10%) 10%</p> <p>Written assignments (every two weeks) 50%</p>	

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

- *Related academic journals:*

Κανάκης, Κ. 2007. *Εισαγωγή στην πραγματολογία: Γνωστικές και κοινωνικές όψεις της γλωσσικής χρήσης*. Αθήνα: Εικοστός Πρώτος.

Yule, G. 2006. *Πραγματολογία*. Θεσσαλονίκη: ΙΝΣ.

Συμπληρωματική βιβλιογραφία:

Fillmore, Ch. 1972. *Santa Cruz Lectures on Deixis*. Διαθέσιμο ηλεκτρονικά.

Duranti, A. 1997. *Linguistic Anthropology*. Cambridge: Cambridge University Press.

Τσιτσιπής, Λ. 2005. *Από τη γλώσσα ως αντικείμενο στη γλώσσα ως πράξη*. Αθήνα: Νήσος.