



# A Discoursal Approach to 'Identity' and its Potentials for Educational Purposes

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# Mobilization 'grounded' in identity:

- The relationship between language use, power and ideology
  - Discourse: regulated practice of text/context distinctions (James Paul Gee)
    - Dialectic overlap of text/context
    - Language -in- Action
    - Genre-in-Instituion



- Relationship between meaning and ideology (Denise Thompson)
  - categorization practices
  - stigma (Goffman) versus naming



- Butler's (2015) precarity of life:
  - vulnerability as a site of intervention to keep fear and anxiety from turning into murderous action
  - against the articulations of particular demands
- identity (like any category) is structured by plurality: so potentially useful for inclusionary progressive political acts



# Questions to ask/explore

- Under what conditions and with what consequences has the meaning of various identities become sedimented, to what levels of ‘obviousness’ in the actual discourses of progressive pedagogies?
- How can we expose these ideological routines – if at all – when trying to evoke people as a group of belonging?
- Which aspect/s of identity accomplishments seem to be most effective for our pedagogical purposes?



- The difference between woman-centeredness (Probyn, 1997) and feminist critique
- The status of (academic) postfeminist discourses
- The actual issues and their g/local history

