

Course: CONF 695-X01 Introduction to Discourse Analytical Methods in Conflict Resolution.

Tutor: Tom Bartlett. tbartlett1@verizon.net

Credits: 1.

Duration: 15 hours.

Schedule: Tuesdays, May 20th to June 27th 2006, 5:00 p.m. until 8:00 p.m.

Grading: By contribution to class analyses and one submitted piece of analysis and discussion.

Set text: Fairclough, Norman. 2003. *Analysing Discourse: Textual Analysis for Social Research*. London and New York: Routledge.

Goals: To introduce students to the concept of discourse as action; to familiarise students with the main trends in discourse analysis and to enable them to use these tools at a basic level towards the analysis and resolution of conflictual situations.

Course Description: Language is behaviour at many levels, from the microdiscourse of negotiating speaking rights and expressing points of view to the macrodiscourses of cultural and ideological systems. At all levels language is tied up with power, or powers, that can be unitary, oppositional or collaborative. An understanding of this relationship and an ability to analyse discourse behaviour is crucial to analysing conflict. This course considers the theoretical basis of discourse as action and introduces methods for analysing discourse at various levels and for interrelating them through concepts of ideology, reproduction and power. There is a strong emphasis on the practical use of methods and the course will be taught largely in a workshop format with analysis and discussion of key examples and intense groupwork on texts of specific interest.

Course Outline:

Session 1. Introduction.

Pre-Reading: Fairclough Chapters 1-3.

In this session we will look at different approaches to discourse analysis, highlight the complementarities and differences between them and discuss their potential application within the field of conflict analysis and resolution. Themes to be covered are:

- Discourse as social action;
- The difference between discourse as interpersonal activity and Discourse as “the set texts of a social order”;
- Establishing the links from Discourse to discourse and back again.

Class Analysis: Levels of action in a political debate.

Session 2. Structure, Tension and Agency.

Pre-Reading: Fairclough Chapters 4-6; L. van Langenhove and R. Harré. 1999. *Introducing Positioning Theory*. In Rom Harré and Luk van Langenhove (Eds) *Positioning Theory*. Oxford, UK and Malden, Mass.: Blackwell.

In this session we will look at the social conventions surrounding discourse and the limits these place on free activity. Themes to be covered are:

- determinism, agency and the power of text;
- Positioning Theory;
- symbolic capital and embodied power(s) and the textual marketplace;
- linguistic features of genre;
- genre as structure or genre as ideology?

Class Analysis: US/Iran nuclear debate.

Session 3. Discourse as the (Re)Construal of Society.

Pre-Reading: Fairclough Chapters 7-8; Emo Gotsbachner. 2001. *Xenophobic normality: The discriminatory impact of habitualized discourse dynamics*. In *Discourse and Society 12(6)*.

In this session we will look at the role of discourse in shaping our understanding of reality at the individual and social level. Themes to be covered are:

- social constructivism and the discursive mind;
- the reproduction of ideology;
- stereotyping;
- cognition as accessible narratives.

Class Analysis: Stereotypes in text.

Session 4. Language and Identity.

Pre-Reading: Fairclough Chapter 9-Conclusion; Masataka Yamaguchi. 2005. *Discursive representation and enactment of national identities: The case of generation 1.5 Japanese*. In *Discourse and Society 16(2)*.

In this session we will look at the role of discourse in shaping our understanding of ourselves and how this extends to the creation of “the other”. Themes to be covered are:

- style and self-identity;
- the language of racism and exclusion;
- hate media.

Class Analysis: Hate media in Rwanda.

Session 5. Difference, Overlap and Wiggle Room.

Pre-Reading: None.

In this session we will consider how discourse analysis can highlight both differences and similarities across discourses and how areas of common meaning potential might be exploited as *wiggle room* for continuing negotiation. Themes to be covered are:

- different levels of discourse;
- productive tensions within and between discourses;
- common meaning potential.

Class Analysis: Students' texts.