

Department of Communication and Culture
Communications Studies (COMS) 717.96
Discourse Analysis
Winter 2013
Block week, Jan. 2-7, 2013, SS 202

Instructor: Barbara Schneider
Office/Phone Number: 403 220 6460
Office Hours: By appointment
Email: baschnei@ucalgary.ca

Course Description

This course is an introduction to discourse analysis in some of its many varieties. Discourse analysis as a field has exploded in recent years. I have selected some approaches, but in the week we have available it is not possible to cover all or even most of the ways in which scholars are doing discourse analysis, or the topics to which it is applied. We will examine examples of discourse analysis in action, as this is often the best way to get a sense of how to do discourse analysis.

The course will be run as a seminar, based on class discussion rather than lecture, so it is essential that students be well prepared before coming to class. This means you will have to complete the reading over the holiday as it will be very difficult to accomplish the readings in sufficient detail during the week. Reading assignments will be made by mid-December to give you enough time to prepare.

Course Objectives

1. To introduce students to some varieties of discourse analysis.
2. To give students experience in analyzing empirical data from several discourse analytic perspectives.

Assignments and Evaluation

1. Reading presentations. 2 @ 5% = 10%. Due various dates during class time

Each student will lead discussion on two readings during the course. Some readings offer an overview of discourse analysis or a programmatic description of a particular approach. In these readings, identify the key theoretical underpinnings of the article and the analytic goals of scholars who take this approach. Be prepared with three key questions to frame class discussion. Others offer empirical examples of discourse analysis from one approach. Locate these readings in the context of a particular strand of discourse analysis; identify the key question(s) the author is addressing and how they locate themselves within the field of discourse analysis. Be ready to discuss how successful the author is in accomplishing his/her analytic goals and how persuasive the author is making his/her argument through the analysis of empirical materials.

2. In class assignment 15%. Due in class on the afternoon of January 7.

Please hand in your presentation notes.

In this assignment you will work with one other person in the class to carry out a small discourse analysis on data of your choosing using an approach of your choosing. Time will be provided in the afternoons for you to work on this assignment.

3. Book review 25%. 1000 words. Due January 14, 4:00 pm.

Choose a book length empirical study that positions itself as using a discourse analytic approach. The book must undertake the analysis of some form of empirical data, for example, interviews, focus groups, media materials, or documents. Write a review suitable for publication in an academic journal that is sympathetic to discourse analysis, for example, *Discourse and Society* or *Critical Discourse Studies*. Strategies for writing good book reviews will be discussed in class.

4. Final Paper 50%. 20 pages. Due February 15, 4:00 pm.

In this paper you will carry out discourse analysis on data of your choosing. You will try two of the approaches discussed in the course on the same material. Please find existing data (talk, documents, media materials) as we do not have ethics approval to engage in any data generating activities that involve other people (e. g. interviews or focus groups). Please clear your choice of data with me before you begin.

Note: It is the student's responsibility to keep a copy of each submitted assignment.

Please hand in your papers directly to your instructor if possible. If it is not possible to do so, a daytime drop box is available in SS320; a date stamp is provided for your use. A night drop box is also available for after-hours submission. Assignments will be removed the following morning, stamped with the previous day's date, and placed in the instructor's mailbox.

Schedule of Readings and Lectures

Day 1, Wednesday, Jan. 2, 2013: Introduction to Discourse Analysis.

AM

Nikander, P. (2008). Constructionism and discourse analysis. In J. Holstein & J. Gubrium (Eds.), *Handbook of constructionist research*. London: Sage. Pp. 413-428.

Holstein, J & Gubrium, J. (2012). The constructionist analytics of interpretive practice. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research, 4th edition*. London, Sage.

Schneider, B. (2007). Power as interactional accomplishment: An ethnomethodological perspective on the regulation of communicative practice in organizations. In M. Zachary & C. Thralls (Eds.), *Communicative practices in workplaces and the professions: Cultural perspectives on the regulation of discourse in organizations*. New York: Baywood.

Holstein, J. A. (1988). Court ordered incompetence: Conversational organization in involuntary commitment hearings. *Social Problems, 35*(4), 458-473.

PM

Miller, L. (1991). Talking bodies: Female bodybuilders colonize a male preserve. *Quest, 43*(2), 148-163.

Rapley, T. (2005). Doing conversation, discourse and document analysis. *The Sage qualitative research kit*. London: Sage. Chapter 6.

Day 2, Thursday, Jan. 3, 2013: Conversation Analysis & Discursive Psychology

AM

Heritage, J. (1997). Conversation analysis and institutional talk: Analyzing data. In D. Silverman (Ed.), *Qualitative research: Theory, method, and practice*. London: Sage.
in the red Silverman book

Edley, N. (2001). Analyzing masculinity: Interpretive repertoires, ideological dilemmas and subject positions. In M. Wetherell, S. Taylor, & S. Yates, *Discourse as Data: A Guide for Analysis*. London: Sage. Pp. 189-228.

Clayman, S. (1988). Displaying neutrality on television news interviews. *Social Problems, 35*(4), 474-492.

Additional Reading

Hutchby, I. (1996). Power in discourse: The case of arguments on a British radio show. *Discourse and Society*, 7(4), 481-497.

Schegloff, E. (1988). On an actual virtual servo-mechanism for guessing bad news: A single case conjecture. *Social Problems*, 35(4), 442-457.

PM

Guest Speaker: Tom Strong

Masfeller, H. & Strong, T. (2112). Clients as conversational agents. *Patient Education and Counseling*, 88, 196-202.

Antake, C., Billig, M., Edwards, D., & Potter, J. (2002). Discourse analysis means doing analysis: A critique of six analytic shortcomings.

<<http://www.shu.ac.uk/daol/articles/v1/n1/a1/antaki2002002-paper.html>>.

Day 3, Friday Jan. 4, 2012: Critical Discourse Analysis

AM

Fairclough, Mulderrig & Wodak (2011). Critical discourse analysis. In T. Van Dijk, *Discourse studies: A multidisciplinary introduction*. Pp. 357-378.

Phillips, N. & Hardy, C. (1997). Managing multiple identities: Discourse, legitimacy and resources in the UK refugee system. *Discourse and Organization*, 4(2), 159-185.

Fairclough, N. (1993). Critical discourse analysis and the marketization of public discourse: The universities. *Discourse & Society*, 4(2), 133-168.

PM

Guest Speaker: Liza McCoy

Reading TBA

Day 4, Saturday, Jan. 5, 2012: Foucault and Poststructuralist Discourse Analysis

AM

Carrabine, J. (2001). Unmarried Motherhood 1830-1990: A Genealogical Analysis. In M. Wetherell, S. Taylor, & S. Yates, *Discourse as Data: A Guide for Analysis*. London: Sage. Pp. 267-310.

Heaton, J. (1999). The gaze and visibility of the carer: A Foucauldian analysis of the discourse of informal care. *Sociology of Health and Illness*, 21(6), 759-777.

Pentzold, C. & Seidenglanz, S. (2006). Foucault@wiki: First steps toward a conceptual framework for the analysis of wiki discourses. *Proceedings of WikiSym '06*.

PM

Guest Speaker: Constance Friesen

Reading TBA

Additional reading

Miller, L. (2008). Foucauldian constructionism. In J. Holstein & J. Gubrium (Eds.), *Handbook of constructionist research*. London: Sage. pp. 251-274.

Day 5, Monday, Jan. 7, 2013: Narrative and Visual Discourse Analysis

AM

Riessman, C. (2012). Analysis of personal narratives. In J. Gubrium & J. Holstein (Eds.), *Handbook of interview research: Context and method, 2nd edition*. Thousand Oaks, CA: Sage. pp. 367-380.

Schneider, B. (2003). Narratives of schizophrenia: Constructing a positive image. *Canadian Journal of Communication, 28(2)*, 185-201.

Guest Speaker: Chaseten Remillard

Reading TBA

PM

Presentation of in-class assignment

Registrar's- scheduled exam: No

Journals that focus on discourse analytic work

Discourse and Organization

Discourse and Society

Critical Discourse Studies

Text & Talk

Discourse and Communication

Policy for late assignments:

Assignments submitted after the deadline may be penalized with the loss of a grade (e.g.: A- to B+) for each day late unless prior arrangement has been made with the instructor for an extension.

Internet and electronic communication device information

Electronic devices (laptops, iPads, etc.) may be used in the classroom for note taking and other purposes relevant to classroom discussion/research. The instructor reserves the right to ask that devices be switched off if considered to be disturbing the learning of others in the class.

Writing Skills Statement

Department policy directs that all written assignments will be assessed at least partly on writing skills. For details see <http://www.comcul.ualgary.ca/needtoknow>. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc) but also general clarity and organization. Research papers must be properly documented.

If you need help with your writing, you may use the Writing Centre. Visit the website for more details: www.efwr.ualgary.ca

Grading System - The following grading system is used in the Faculty of Graduate Studies:

Grade	Grade Point Value	Graduate Description
A+	4	Outstanding
A	4	Excellent – superior performance showing comprehensive understanding of the subject matter
A-	3.7	Very good performance
B+	3.3	Good performance
B	3	Satisfactory performance
Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the program as computed at the end of each registration anniversary year of the program.		
B-	2.7	Minimum pass for students in the Faculty of Graduate Studies
Note: A student who receives a B- or lower in two or more courses will be required to withdraw regardless of their grade point average unless the program recommends otherwise. Individual programs may require a higher minimum passing grade.		
C+	2.3	
C	2.0	All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate
C-	1.7	Studies course requirements. A student who receives a grade
D+	1.3	of F will normally be required to withdraw unless the program
D	1.0	recommends otherwise.
F	0.0	

Freedom of Information and Protection of Privacy Act

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP). As one consequence, students should identify themselves on all written work by placing their name on the front page and their ID number. You will be required to provide a piece

of picture identification in order to pick up any assignments or look at a final exam from SS320 after classes have ended.

Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources.

Please consult your instructor or the Writing Centre (MacEwan Student Centre 4th floor, efwr.ucalgary.ca) if you have any questions regarding how to document sources.

Academic Misconduct

For information on academic misconduct and the consequences thereof please see the current University of Calgary Graduate Calendar at the following link: <http://www.ucalgary.ca/pubs/calendar/grad/current/gs-o.html>

Students with Disabilities

If you are a student with a disability who may require academic accommodation, it is your responsibility to register with the Disability Resource Centre (220-8237) and discuss your needs with your instructor no later than fourteen (14) days after the start of the course.

Students' Union

For details about the current Students' Union contacts for the Faculty of Arts, see www.comcul.ucalgary.ca/su

Graduate Students' Association

For details on the Graduate Students' Association, please see <http://www.ucalgary.ca/GSA/>

Student Ombudsman

For details on the Student Ombudsman, please see <http://www.ucalgary.ca/GSA/services/ombudsperson.html>

Emergency Evacuation and Assembly Points

For information on the emergency evacuation procedures and assembly points, please see <http://www.ucalgary.ca/emergencyplan/assemblypoints>

"SAFEWALK" Program -- 220-5333

Campus Security will escort individuals day or night -- call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot booths.

