Overview
In this course we will investigate the various meanings and practices around language, culture and leadership, the relationship between them and their significance in the late 20th and early 21st century. Questions we will investigate include: What is the relationship between language and culture? Who represents whom? What does it mean to be on the linguistic/cultural margins? In the center? At the borders? What does this have to do with authority? Power? Leadership?

We will examine both a theory of language-in-use as well as as a method for analysis and research (i.e., d/Discourse analysis). We will discuss and use a set of building tasks or tools of inquiry as a framework for understanding language, culture and leadership.

What are the discourse analysis building tasks?
Building tasks can be applied to any (discourse) situation or speech event (e.g., small talk in a health club sauna, a cooperate meeting, a wedding, a classroom lecture)

Here are the building tasks and some accompanying questions (from Gee-Introduction to Discourse Analysis p. 92, 93 Gee. Gee loves to pose good, provocative questions)

- Semiotic Building: What sign systems are relevant (or irrelevant) in any discourse situation?
- World Building: What situated meanings and values seem to be attached to places, times, bodies, objects, artifacts and institutions relevant in any discourse situation?
- Activity Building: What is the larger or main activity going on in any discourse situation? What sub activities compose this situation?
- Sociocultural identity and relationship building: What relationships and identities (roles, positions) with their concomitant personal, social, and cultural knowledge and beliefs (cognition), feelings (affect) and values, seem to be relevant to the discourse situation?
- Political Building: What social goods (e.g., status, power, aspects of gender, race and class) are relevant in this discourse situation?
- Connection building: What sort of connections--looking backward and/or forward-are made within and across utterances and large stretches of the interaction?

Pedagogical philosophy and assumptions
- Students are just as capable of theory building as theoreticians
- Authority is not either/or; there is not a limited supply of power
- Shared power in the classroom, but not abdication of authority or free for alls or unstructured activities and tasks
Learning a new language (or D/discourse) requires an "apprenticeship" (at least--comprehensible input followed by a lot of practice and rehearsal)
• Everyone learns best by doing

Course Tasks
I. Choose either A or B
A. Scholarly paper based on an Interview and Analysis 30%
This is a 10-15 page paper based on at least two interviews that you conduct with another person whose culture is different from your own (e.g., different ethnic origin, religious affiliation, socioeconomic conditions, age, profession, occupation). Begin thinking now of someone that you would like to interview since it will be your responsibility to set up the interview. Interviews should be set up by Sept 27. Advice: Use a good audio/video system to tape; make notes while you are interviewing
Or
B. Scholarly paper on topic/text of your choice or a topic 30%
Write a paper that is of current interest to you on some aspect of language, culture and leadership.

Whether you choose option A or B the papers and accompanying analysis should include the discourse analysis building task ideas from the course text (J. Gee, pages 12, 83, 93). Papers should reflect a doctoral brand of scholarship meaning:
• APA Formatting
• Well documented citations (from your own research and course texts)
• Substantiated claims
• Not overly anecdotal, autobiographical or solipsistic

Other criteria to be discussed, either individually or as a group

II. Presentation of the Paper 20%
In the last two weeks of the semester, you will present some aspect of your interview/paper in 30 minute blocks. We will discuss presentation guidelines and criteria for grading later in the session.

III. Brief! Discourse Analysis 20%
Beginning the third week, either individually or in pairs, bring in some kind of semiotic "text" (e.g., essay, poem, short story, news feature--print or media, movie clip, stretch of talk, advertisement, bumper sticker, sign in yard,) to analyze with the group.
• Provide just enough context so that we are not left in the dark
• It should relate to language and culture and their combination
• You should bring to bear its connection to leadership
• In your discussion, you should tie it to the course texts as much as you can, particularly to the building tasks and questions (See Gee, esp. pp 92, 93)
• You should tie it to one of the chapters from Language, Society and Power (3-9) TBA in class
• Each individual/pair will have 20-30 minutes to lead the discussion/presentation. Please keep track of time!!!
IV. Language, Society and Power Jigsaw TBA
Each group will read a chapter from Language, Society and Power and present to the rest of the class. Format and possible supplementary readings TBA.

V. 2 Reflection Papers 20%
2 short reflection papers (2-5 pages, double spaced) on a topic of your choice or a prompt given by me (based on any of the readings or texts). Ideally, these reflection papers are drafts for the final paper (making it more manageable)
Reflection paper Due Dates: July 7 and July 21

VI. Blackboard Participation TBA 10%
Required Texts (in GU bookstore)
• James Paul Geel Introduction to Discourse Analysis: Theory and Method (Routledge)
• Holliday, M. Hyde and J. Kullman Intercultural Communication (Routledge)
• L. Thomas, Shan Wareing, Ishtla Singh, Jean Stilwell Peccei, Joanna Thornborrow, Jason Jones Language, Society and Power (second edition) Routledge
• Andrew Goatly Critical Reading and Writing: An Introductory Coursebook
• Jose Saramago Blindness
• Also: Additional coursepack readings to be posted on BB