Contact Information
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Email: jms236@georgetown.edu
Office hours: By appointment; schedule via text message

Course Description
This course examines the complex and multifaceted interplay between language and the political sphere. Taking a broad sociolinguistic approach that incorporates theories and analytic frameworks from pragmatics, interactional sociolinguistics, ethnography and anthropological linguistics, Critical Discourse Analysis, and multimodal discourse analysis, we consider the relationship between language and politics from three major perspectives. First, we investigate language use in various genres of political discourse, including campaign speeches, debates, advertising, and print and broadcast media coverage of political events, focusing on how various linguistic features serve to shape political identities, stances, and relationships. We also use our understanding of linguistic form and function to consider the discursive construction and negotiation of various policy issues (e.g., immigration, climate change, gun control), focusing on how these issues are framed by different political parties and stakeholders with divergent interests and ideologies. In the final unit of the course, we take on the notion of language as a political issue itself, examining topics such as the role of language in the construction of national identity and the status of language as a political tool in a globalizing world.

The course assumes basic familiarity with sociolinguistic principles and works toward refining students’ critical and analytical abilities in the study of language use in its social context. In addition to theoretical and topical readings, lectures, and class discussions, students take part in hands-on data analysis workshops and group presentations on topics related to the course. The course culminates in a final empirical research project, in which students pursue a topic of their choice related to the course to research in further depth and present their findings in a formal paper and presentation.

This course is a Doyle Seminar, part of the Doyle Engaging Difference Program, a campus-wide curricular initiative, and gives faculty the opportunity to enhance the student research component of upper-level seminars that address questions of national, social, cultural, religious, moral, and other forms of difference. The Doyle seminars are intended to deepen student learning about diversity and difference through enhanced research opportunities, interaction with thought leaders, and dialogue with the Georgetown community and beyond.

Prerequisite: LING 001 (Introduction to Language) or prior coursework in sociolinguistics
**Course Requirements**

**Attendance and Class Participation (4%)**
Attendance, participation in discussions, and cooperation in group activities is mandatory. Because this class only meets once a week, it is imperative that students attend all classes. Late papers will lose points for each day they are late. No assignment will be accepted more than 1 week after the due date.

**Reading Responses (22%)**
Students will write responses to the course readings nearly weekly (11 times total). Reading responses should be approximately 250-300 words long (1 page double-spaced) and should provide reflective and critical comments on (i.e. not merely summarize) the readings.

**Short Analytic Paper (25%)**
Each student will choose a short text that is politically oriented in nature (e.g. a campaign ad, an excerpt from an interview, speech, or debate, a news report) to analyze using the frameworks presented during the first half of the semester and write up their findings in a short paper (5-6 pages).

**Group Presentation (20%)**
During the semester, students will form small working groups (2-4 students) and will choose a topic or political issue to investigate using the analytic frameworks presented in class. They will collect and analyze a small corpus of discourse on their assigned topic (e.g. immigration/border control, climate change, gun control/2nd amendment rights, abortion/reproductive rights). After submitting an outline to the instructor for approval (due 5 days before the presentation), each group will present their findings to the class in a 45-minute lecture/discussion style lesson.

**Final Paper and Presentation (30%)**
Students will choose a topic related to the course to investigate empirically in further depth in the form of a final research paper (10-12 pages, 15 for graduate students) and presentation.

**Required Readings**
All required course readings will be made available on Canvas.
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<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments, Notes</th>
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<tr>
<td>W 8/29</td>
<td>Introduction</td>
<td>Distribute syllabus, RR instructions Chilton &amp; Schäffner 2002 – Politics as Text and Talk, Ch. 1 Swaim 2016–The speechwriter (excerpt)</td>
<td>Contact info, interest sheets</td>
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<td>M 9/3</td>
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<td>M 9/10</td>
<td>Doing Political Discourse Analysis</td>
<td>Review Chilton &amp; Schäffner 2002 Ch. 1 Johnstone 2008 – Introduction (DA 2nd ed) Johnstone 2000 – Qualitative Methods in Sociolx, Ch. 3 – Thinking about Methodology</td>
<td>RR1</td>
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<td>M 9/24</td>
<td>Conversation Analysis</td>
<td>Clayman 2001–Answers and evasions Beck 1996 – “I’ve got some points I’d like to make”</td>
<td>RR3 Data Workshop</td>
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<td>M 10/1</td>
<td>Multimodality</td>
<td>Duman and Locher 2008 – “So let's talk. Let's chat. Let's start a dialog” Lempert 2011 – Barack Obama, being sharp Hall, Goldstein, &amp; Ingram 2016 – The hands of Donald Trump</td>
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<td>M 10/15</td>
<td>Critical Discourse Analysis</td>
<td>Wodak and Meyer 2015 – Chs 1+2 Reyes 2011 – Strategies of Legitimization</td>
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<td>M 10/22</td>
<td>The Political Self</td>
<td>Duranti 2006 – Narrating the political self Sclafani 2015 – Family references and framing political identity</td>
<td>RR6 Paper 1 Due</td>
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<td>M 10/29</td>
<td>Framing and Metaphor</td>
<td>Sclafani 2017 – Politics as performance Lakoff 2001- Don't Think of an Elephant! – Ch. 1 Framing 101 Burgers et al 2016 – Figurative framing</td>
<td>RR7 Group Pres</td>
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<td>M 11/5</td>
<td>Narrative &amp; Intertextuality</td>
<td>Shenhav 2009 – We have a place in a long story Gordon 2004 – “Al Gore’s our guy” Hodges 2008 – Dialogic emergence of Truth</td>
<td>RR8 Group Pres</td>
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<td>M 11/12</td>
<td>Stance</td>
<td>Armon 2016 – expert positions scientific context Sclafani 2017– Talking Donald Trump (Ch. 2)</td>
<td>RR9 Group Pres</td>
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<td>M 11/26</td>
<td>Gender in Politics</td>
<td>O’Grady 2011 – The unfolded imagining of Ségolène Royal Romaniuk 2016 – Hillary Clinton’s laughter</td>
<td>VIRTUAL CLASS</td>
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<td>M 12/3</td>
<td>Guest Speaker</td>
<td>Reading TBA</td>
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<td>M 12/10</td>
<td>Final Presentations</td>
<td>Reading TBA</td>
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*Final papers are due on **Saturday, December 15 at 11:59pm.** Please submit your final paper via Canvas.*


