DiscourseNet

WINTER SCHOOL

Valencia, Spain

DiscourseNet Winter School

Doing Research on Academic, Educational and Intellectual Discourses

20.01.2015-24.01.2015

Discourse Studies is a field which studies meaning- and sense-making practices in their political, social and historical contexts.

The DiscourseNet Winter School brings together advanced BA and MA as well as PhD students who want to pursue research in Discourse Studies and to discuss the methodological and theoretical challenges of their thesis projects (or first ideas). Its aim is to bring young and confirmed discourse researchers together and to address practical challenges in discourse research. The event will privilege collaborative exchange and hands-on research experience in a rather informal workshop setting. During the DiscourseNet Winter School, the students will not read their papers but elaborate on specific points, practical problems and methodological challenges of their projects.

Introductory lectures will be given by Johannes Angermuller (Warwick), Benno Herzog (Valencia) and Luisa Martín Rojo (Madrid).

Participants can come from linguistics, sociology, political sciences, literary and cultural studies, media and communication, education, geography and related areas in the social sciences and humanities.

ORGANISERS

Network: DiscourseNet
Organizing Committee: Johannes Angermuller (Warwick), Benno Herzog (Valencia), Francesc Hernàndez (Valencia), Ronny Scholz (Warwick)
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@DISCONEXproject
#discourseWS

DiscourseNet

THE UNIVERSITY OF WARWICK

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Practical Issues

INTERNET @

Access to the wireless eduoram network will be provided at the course venue as well as at the hostel.

TOURISM

You can find information about the general events and activities in Valencia on the following websites:

http://www.visitvalencia.com/en/home

http://www.valencia-cityguide.com/

More details and suggestions will be provided by the organisers from Valencia University.

Coming to the winter school by

PLANE

Valencia Airport is located in the nearby town of Manises, about 8 km away from the city. Flights arriving from major Spanish and European cities land there. Furthermore, Valencia connects with destinations all over the world through Madrid and Barcelona.
From that spot, you can take a taxi or the underground

1.TAXI

You can catch a taxi from Manises to the University; the journey takes about 25 minutes and costs about 25 Euros.

2.UNDERGROUND

At the airport you can take line 3 (heading to Rafelbunyol), get off at the Benimaclet stop and switch to line 4 (heading to Doctor Lluch). The third stop (La Carrasca) leaves you exactly between the winter school venue and your accommodation.

TRAIN

Valencia has two train stations that are quite close, with different routes: Joaquín Sorolla Station and Valencia North Train Station. Joaquín Sorolla station has the following long-distance routes: Madrid, Barcelona, Alicante, Castellón and Albacete. The rest of long-distance, middle-distance and suburban routes leave from Valencia North Train Station. The distance between the two stations can be covered on foot in 10 minutes or by an exclusive Renfe bus. It is free if you show the ticket of the train. Both stations are located in the middle of the city.

From the Estación del Norte train station you can take a taxi, a bus or the underground.

1.TAXI

You can catch a taxi from both stations to the University; the journey takes about 15 minutes and costs about 12 Euros.

2.SUBURBBAN BUS

From Joaquín Sorolla station you can take the bus number 9 to go to the venue of the winter school as well as to your acomodation. The stop is on San Vicente Mártir Street. And, from the North Train Station, you can take number 40. The stop is on Alicante Street.

3.UNDERGROUND

Besides Joaquín Sorolla station you can find Sorolla Station underground station. You must take line 5 (heading Marítim-Serreria or Neptú), get off at the fourth stop (Alameda stop), switch to line 3 (heading to Rafelbunyol), get off at the second stop (Benimaclet stop) and switch to line 4 (heading Doctor Lluch). The third stop (La Carrasca) leaves you exactly between the winter school venue and your accommodation.

From the North Train Station, the journey is shorter, since you need one change less. In front of the North Train Station you can find an underground station (Xàtiva). You must take line 3 (heading to Rafelbunyol), get off at the fourth stop (Benimaclet stop) and switch to line 4 (heading to Doctor Lluch). The third stop (La Carrasca) leaves you exactly between the winter school venue and your accommodation.

The venue
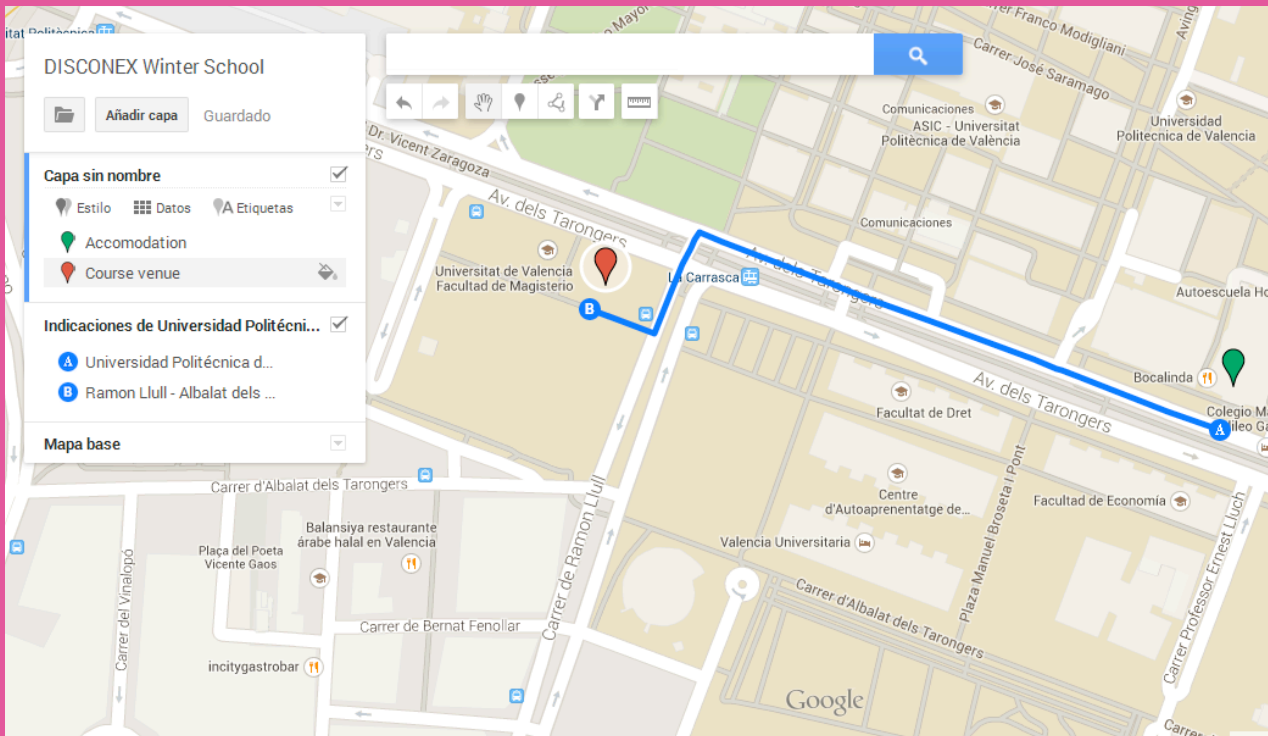
Adresses

Your accommodation is in the Colegio Mayor Galileo

Galilei Av. dels Tarrongers (Catalan)

(Avda. De Los Naranjos (Spanish)

46022 Valencia (España)

Teléfono 96 335 20 00 ; galileo@galileogalilei.com

The course venue is on the same street about 500m to the northwest at the Faculty of Social Sciences – second floor – mainly in the room 2A2.

Tourism

You can find information about the general events and activities in Valencia on the following websites:

http://www.visitvalencia.com/en/home

http://www.valencia-cityguide.com/

More details and suggestions will be provided by the organisers from Valencia University.

Welcome Dinner

There will be a welcome dinner at the restaurant "Pessiguet de Sal", Carrer de Bernat Fenollar, 10 at 20:30. It is a five-minute walk from the hostel. There we will taste typical Spanish tapas (small dishes). The costs are 15 Euros including tapas, dessert and drinks.

Programme (morning sessions)

Monday 19/01/15	Tuesday 20/01/15	Wednesday 21/01/15	Thursday 22/01/15	Friday 23/01/15
Arrival day	9:30 – 10:00 **Room 2A3** - Welcome and introduction - Short round of introductions (students)	9:30 – 11:00 **Room 2A3** Luisa Martin ROJO "How to trace the excercise of power within discourse?"	9:30 – 10:30 **Room 2A3, 2A4 and 3A2** 3 Parallel workshops "How to do discourse research from 3 different methodological angles."	9:30 – 10:30 **Room 2A3** Benno HERZOG "The materiality of discourses"
	10:00 – 11:30 **Room 2A3** Johannes ANGERMULLER "Positioning Discourse Studies, or: Discourse as a Positioning Practice"	11:00 – 11:30 Coffee break	10:30 – 11:25 **Parallel session 1 Room 2A3** Alexander BIEWALD Chair:Johannes Beetz Discussants: Tim Scharmann & Jens Maesse **Parallel session 2 Room 3A2** Laureano MARTINEZ Chair: Marta Wroblewska Discussants: Sònia M. Alcolea & Mathilde Gaillard	10:30 – 11:25 **Parallel session 1 Room 2A3** Mohamed DOUIFI Chair: Eduardo C. Herrera Discussants: Kaushalya Perera & Ronny Scholz **Parallel session 2 Room 3A2** Tim SCHARMANN Chair: Jens Maesse Discussants:Laureano Martínez & Jan Zienkowski
	11:30 – 12:00 Coffee break	11:30 – 12:15 **Room 3A2** Presentation of 3 DA methodologies focused on in the afternoon workshops Jan ZIENKOWSKI Ronny SCHOLZ Jens MAESSE	11:25 – 12:00 Coffee break	11:25 – 12:00 Coffee break

Programme (afternoon sessions)

Monday 19/01/15	Tuesday 20/01/15	Wednesday 21/01/15	Thursday 22/01/15	Friday 23/01/15
	12:00 – 14:00 **Room 3A2** Introduction: Finding a common language in Discourse Studies	12:15– 13:30 **Rooms 2A3, 2A4 and 3A2** 3 Parallel workshops "How to do discourse research from 3 different methodological angles." 13:30 – 14:00 Feedback round in plenum	12:00 – 12:55 **Parallel session 1** **Room 2A3** Yiming CHEN Chair: Johannes Angermuller Discussants: Mohamed Douifi & Johannes Beetz **Parallel session 2** **Room 3A2** Sabine HEISS Chair: Mathilde Gaillard Discussants: Michelle Kweder & Nawel A. Ali 13:00– 13:55 **Parallel session 1** **Room 2A3** Michelle KWEDER Chair: Nawel A. Ali Discussants: Rosario I. Scandurra & Veit Schwab **Parallel session 2** **Room 3A2** Kaushalya PERERA Chair: Jan Zienkowski Discussants: Sabine Heiss & Eduardo C. Herrera	12:00 – 12:55 **Parallel session 1** **Room 2A3** Joaquín PACHECO Chair: Eduardo C. Herrera Discussants: Delia Badoi & Jens Maesse **Parallel session 2** **Room 3A2** Helena T. PURROY Chair: Ronny Scholz Discussants: Alexander Biewald & Nawel A. Ali 13:00– 13:55 **Parallel session 1** **Room 2A3** Sana SALIM Chair: Benno Herzog Discussants: David Adler & Johannes Angermuller **Parallel session 2** **Room 3A2** Rosario I. SCANDURRA Chair: Johannes Beetz Discussants: Elena P. Aliaga & Benno Herzog
14:00 Lunch (in front of the travel agency "globus" in the ground floor of the hostel building)	14:00 – 15:30 Lunch	14:00 – 15:30 Lunch	14:00 – 15:30 Lunch	14:00 – 15:30 Lunch

Programme (evening sessions + activities)

Monday 19/01/15	Tuesday 20/01/15	Wednesday 21/01/15	Thursday 22/01/15	Friday 23/01/15
19:00 room 3A2 **Coming Together Action (CTA)**	**15:30 – 17:30** **Room 3A2** DISCONEX interactive session (DISCONEX PhD students)	**15:30 – 16:25** **Parallel session 1** Room 2A3 Elena P. ALIAGA Chair: Jan Zienkowski Discussants: Johannes Angermuller & Joaquín P. Pacheco **Parallel session 2** **Room 3A2** Delia BADOI Chair: Veit Schwab Discussants: Sana Salim & Benno Herzog **16:30 - 17:25** **Parallel session 1** **Room 2A3** David ADLER Chair: Jens Maesse Discussants: Yiming Chen & Marta Wroblewska **Parallel session 2** **Room 3A2** Sònia M. ALCOLEA Chair: Mathilde Gaillard Discussants: Helena T. Purroy & Veit Schwab	**16:00 - 18:00** (Meeting point TBA) Guided tour by Francesco HERNANDÈZ (For programme of guided tour of Valencia please see separate file)	**15:30 – 17:30** **Room 3A2** Final interactive session: Conclusions, feedback
20:30 Welcome Dinner	Social Programme	Social Programme Valencian/Catalan culture: local music, wine and sweets	Social Programme	Social Programme

David Adler

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Post-disciplinary Architecture. The Office as a Dispositif of Subjectification

Contemporary characterizations of capitalism predominantly describe the economy in de- materialized terms. Finance-Capital, as a dis-embodied and decoupled form of capital, is seemingly haunting the economy. Correspondingly the contemporary modes of work are described as "immaterial labour" or "knowledge work". As opposed to such approaches I turn to the architecture of office work underlying the contemporary mode of production. By this means I try to deepen the understanding of the cultural life of capitalism. Material culture is not only relevant for the sphere of consumption (as in Frankfurt School's "culture industry") nor is it exclusively a question of the necessary conditions presupposed by marxist theory of wage labour (as in feminist approaches to "shadow work" for instance). Rather my work tries to show the relevance of material culture within the conceptual heart of capitalism itself – wage labour. A theory of capitalism based on the concept of a pure logic of capitalism is thereby refuted. Capitalism is always and constitutively an assemblage.

With a background in poststructuralist theory I am critical of hermeneutic approaches to architecture. Therefore I chose not to start by an analysis of architecture itself, which would have to deduce the meaning of architecture drawing on the symbolic content of historical cultural forms. In contrast, I take two detours: firstly I analyze the contemporary architectural discourse on the office and secondly I conduct an ethnography of the spacial dimension of office work in contemporary office buildings. These detours will finally serve as a resource to dare a comprehensive interpretation of the role of contemporary office architecture for the capitalist production on the one hand and it's implications for the theory of capitalism on the other hand.

Currently I am preparing some preliminary analysis of the office-discourse and I am preparing a first ethnographic field study.

The architectural discourse of the contemporary office can be considered as an interdiscourse. It comprises not only technical aspects and artistic ambitions, but also (popularized) social and economic analysis as well as legal discourse. One important dimension of the discourse is what I call the "discourse of star architects" – i. e. the discourse producing hegemonic positions in the architectural field. With the contemporary importance of postmodern and deconstructivist architecture this discourse heavily draws on intellectual discourses. Key figures of the humanities – Deleuze and Derrida, to name but two – serve to attribute intellectual authority to an dichotomic discursive organization. Concepts like the "rhizome" and "deterritorialization" are articulated with economic concepts like the "marked" and "lean production" bringing about the opposition of a "forward-looking" office architecture as opposed to offices that have "not yet chosen a forward-looking office design".

I would like to profit from the DiscourseNet winter school by discussing how to deal with the intellectual discourse in my research project. Therefore I would like to focus on the discourse of the star architects and bring along texts from Wolfgang Prix (CoopHimmelb(l)au – building the new European Central Bank in Frankfurt) and Patrick Schumacher (chief thinker of the famous Zaha Hadid office).

Furthermore I am very interested in discussing problems in bringing discourse analytical and ethnographic methodologies together.

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Elicited Narrative Identities of Erasmus Students: Exploring the impact of the Study-Abroad Experience on Linguistic and Cultural Attitudes

Despite the 26 years of history of the Erasmus programme, there is still very little research on the impact of the study-abroad experience on students' identities and, specifically, on their attitudes towards languages and cultures. In this paper, we adopt a discursive approach to explore how Erasmus students from a university in Catalonia discursively (re)construct their identity through a series of elicited narratives that were proposed to them during the period of one academic term.

The specific questions we aim to answer are the following: (i) In what ways are language and culture used by the students as a discourse resource to reflect upon their experience and the impact it has on them? (ii) What other resources do the students use in order to construct their identity in a narrative about themselves? (iii) What role do emotions play in the discursive construction of these identities?

The paper will concentrate on narrative accounts elicited by means of a set of different tasks that the students carried out twice, in the first and the second half of the term, respectively. In this way, after a period of 8 weeks, the students had the possibility

to reflect upon each of their first narrative accounts and rewrite them if they thought their views had been modified. These narrative accounts will be analysed from a sociolinguistic interactional perspective (Da Fina & Georgakopoulou 2012), characterized by its emphasis on the images narrators create of themselves and how they discursively articulate, negotiate, contest, and even (re)construct their own identities.

References:

Georgakopoulou & Da Fina (2012) Analyzing Narrative: Discourse and Sociolinguistic Perspectives. New York: Cambridge University Press.

Johnstone (1996) The Linguistic Individual: Self-Expression in Language and Linguistics. New York: Oxford University Press.

Schiffrin, D. (1996) Narrative as Self-Portrait: Sociolinguistic Constructions of Identity. Language in Society 25, 167-203.

Stokoe, E. (2012) Moving Forward with Membership Categorization Analysis: Methods for Systematic Analysis.

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The Study of Discourse Units in Spanish Discourse Genres: Analysis of the Applicability of Segmentation Models

This project is related to conversational analysis, specifically, to the study and characterization of a specific type of discourse: the colloquial conversation.

In general, analyzing discourse requires a system to delimit and describe the object of study (in this case, colloquial language, the most natural oral type of language): it is necessary, therefore, to establish, in the first instance, units to segment, thus enabling the proper study of different instances of discourse (Briz, 2007). The need to create a segmentation system which conforms to these requirements has been noted by many research teams in discourse studies. This is evident in the proliferation of various segmentation models, such as Basel's (Ferrari, 2005), Geneva's (Roulet, Fillietaz and Grobet, 2001), Freiburg's (Groupe de Fribourg, 2012), the Sorbonne's (Morel and Danon-Boileau, 1998) and Leuven's (Degand and Simon, 2009).

The study of colloquial conversation cannot be approached entirely in terms of syntax-based systems (Narbona, 1991), considering that speaker and listener both mould together expression structure and its syntactical peculiarities (Jiménez, 1986:118). Therefore, it has to be carried out using a pragmatic-based approach. For this purpose, Val.Es.Co. (Valencia Español Coloquial) research group designed a model (Briz and Grupo Val.Es.Co, 2003, 2014) which allows the segmentation of colloquial conversation, and thus, its systematic analysis.

The principal objective of this project is to analyze and organize the problems generated by the delimitation of conversational units, through its direct application to colloquial conversation corpora (Briz y Grupo Val.Es.Co 2002; Cabedo y Pons 2013), to set out the possible methodological solutions to carry out the complete segmentation of oral conversations.

The methodology applied to achieve this aim is a practical approach and consists of conducting a complete segmentation in units of 5 conversations, following the parameters set out in the Val.Es.Co. model, adopting a critical perspective. This practical application allows the researcher to have direct contact with segmentation problems and to systematize more efficiently the difficulties of this task.

The results of this investigation involve a formulation of these difficulties, as well as an elaboration of conclusions and theoretical and methodological reflections. Moreover, this will provide the basis for the creation of an operative segmentation guide for colloquial conversation in units, which will be tested in other discourse genres and typologies.

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Doing Institutional Ethnography on Professional Sociology in Romanian Academic Space: The Academic Discourse of Romanian Sociologists

My research project investigates the social knowledge production process (Lamont, 2011), due the professional practices of sociologists in universities, research institutes and academic centers and its public engagement, after doing academic research, in creating a dialogue between different types of audiences. The "understanding" of the professional practices of sociologists in the academic space and the "translation" of academic and intellectual discourse of sociologists about research practices and scientific results represents the main topics of this research project.

Focusing on the development of a critical and reflexive theoretical and empirical perspectives, this research project investigates the current issues about the sociologists' discourse as a public intellectuals' (Burawoy, 2004) and on the other side, it refers to the relevance of the scientific production of sociology in a knowledge society (Coleman, 1990). In the French sociology, Pierre Bourdieu opened an important chapter on the issue of sociology as science and its reflexivity in "Science of science and reflexivity" (2001) and also in the American sociology; Charles Wright Mills introduces a critical theory of scientific knowledge in "The Sociological Imagination" (1959). More recently, the debate about the engagement of sociology as a public science continued, especially in the American academic space with the notion of "public sociology" (Gans, 1988; Burawoy, 2004). According with these new challenges of both communication technologies and the science application, in Romania, the studies of academic or intellectual discourse of social scientist are frequently transformed in the "standardized" courses or in the "bureaucratic" rankings and literature reviews with no impact and relevance in the public sphere.

First, this research project is developing an institutional ethnographic research and interviews with confirmed sociologists and social scientists from Romanian academic institutes (Universities, Romanian Academy) and non-academic research centers. The main purpose is to widely expose the methodological difficulties that emerged in the course of the realization of this ethnographic research in academic institutes of Romanian Academy. This research also investigates same areas of science studies about the daily activities of social scientists in their research laboratories (Latour, Woolgar, 1979; Lamont, Camic, Gross, 2011). Secondly, the ethnographic observation and the discursive references during the interviews reflect important conclusions about the limits of the application of qualitative methods, especially by analyzing the social situation of the interviews, the social roles or the code communication due a reflexive interpretation (Briggs, 1982). Finally, the critical and reflexive analysis of this project are debating important topics of SSH studies in the post-communist period in Romania, by reflecting the social knowledge production process in the academic and non-academic space and same aspects of science studies applied on social and humanities sciences.

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Problem-based Learning as an Educational Approach to Cultivating the Skills for Strategic, Democratic Participation in Life

Background: Problem-based learning (PBL) environments in university settings give students the opportunity to experience the complex, sociological nature of the work with real-life problems (as opposed to academic problems) and learn through these experiences. The problem base not only determines what needs to be learned, but also apparently gives students a sense of meaning as they comes to grips with what the problem is really about and a sense of purpose as they endeavor to initiate change.

Problem definition: Criticism of PBL comes from more traditional, academic circles, who say that the approach has rather little to do with education, reflection and knowledge work, but more so to do with relatively simple problem-solving activities and how-to techniques. The criticism is to some extent justified for a couple of reasons. For one, the common conceptualization of the term problem as "a question raised for inquiry, consideration, or solution" (Merriam-Webster.com 2014) leads students to leap very quickly to solution oriented questions and recommendations for solving a given problem (e.g., "What should we do?" or "The problem is to find a solution!"), even before they have developed a comprehensive picture of the underlying problem. The consequence of moving down this line of thinking is that students tend to make numerous proposals that feel nonacademic and generic. Secondly, it seems quite natural for PBL instructors to present to their students the problems that are to be worked on, similar to the way in which topics are sometimes assigned to students for a term paper, for example. Thus, students are deprived of an essential scientific and professional experience, namely having to find and recognize problems in the world around them.

Intervention: In light of the problem, it appears reasonable to create a learning environment that gives students the space and time to explore for problems related to their field of study and let their problem definitions grow democratically, i.e., ideally in cooperation with other stakeholders. Such an innovative environment will be created at the Institute of Educational Science at the University of Innsbruck. Bachelor, master and PhD students will be invited to participate voluntarily in this extracurricular program (the problems defined by the students will determine what is to be learned, and not the curriculum). With the help of a tool dubbed the "problem crystal", students will be encouraged to spend a considerable amount of energy working collaboratively on their problem definitions, which should ultimately reveal to them a solid way forward.

Guiding research questions: How do students recognize significant problems in the world of education and how do they cope with the complexity inherent in the understanding and formulation of problems? How do the students' problem definitions change over time through reflection and teamwork? To which extent do the problem definitions formulated by the students lead to more strategic, more democratic thinking and actions?

Methodology: The empirical study is designed as a participative action research project, for which an extracurricular PBL setting will be set up at the Institute of Educational Science (University of Innsbruck). The participating students, together with the researcher (a participant in the role of teacher-researcher), will spend an academic year working with their own problem definitions, all the while reflecting on the learning effects and continually enhancing the approaches to their work. The data material, comprising communicative events produced by the participants (digitally-recorded group discussions, various drafts of problem definitions, etc.), will be examined by the participants themselves, who will be calling on the methods of discourse and conversation analysis (Clouston 2007) as well as the framework for political discourse analysis, as described by Fairclough und Fairclough (2012; 2013). N.B.: Because the Department of Management, Marketing & Tourism (University of Innsbruck) have already set up a similar PBL environment as part of their curriculum, it may be possible to do a cross-case analysis to add another dimension to the present study.

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A Post-structuralist Perspective: Discursive Construction of Identities of Chinese TV News Presenters under Hegemony.

Brief Introduction: TV news presenters as media professionals in China who are always embedded in political social practices representing multiple identities on screen media production. This group are so called the 'Chinese characteristic' TV news presenter who is mainly responsible for communicating governmental ideologies to the public rather than as a full watchdog. From this sense, this phenomenon interests me is about to discuss the path construction of their professional identities and the possible factors which directly or indirectly influence the their discursive construction so as to try to give the insight into the political myth that the Chinese government is keen to construct.

Key research questions: how their professional identities are constructed. Secondary lever questions: 1, what the professional identities of Chinese TV news presenter are. 2, how they find themselves through semiotic forms in the program. 3, how their professional identity interconnect with political identity and national identity. The research dimensions: the project plans to deal with the research questions from the four dimensions: 1, professional value 2, production value 3, political identity 4, national identity.

Methodology: It is to carry out the research with post-structuralists' discourse theories as the theoretical framework, Michal Foucault and Laclau and Mouffe's ideas will be applied in order to see TV news presenter's political and power relations via media productions. And the Ruth Wodak's critical discourse analysis (CDA) will approach the research to examine the mediated practices of TV news presenters. Moreover, the 6 TV news presenters will be selected from the big enough impact TV news program 'News Network' of China Central Television (CCTV) as a case study.

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Critical Discourse Studies: Issues in Theory and Practice

Notwithstanding its relatively nascent existence as an integrated discipline, the general theory of discourse has witnessed a smooth theoretical progress and generated a large body of literature over the last few years. Thus, as the study of discourse shifted from the realm of proper linguistics to other disciplines of the social sciences and humanities, new insights into language, power and a number of other related sociolinguistic issues, were generated and applied. Arguably, the sheer vastness and diversity in both theory and method proved to be a double-edged sword. It could be noticed that the richness of the theoretical background of

CDS has yielded a set of technical blinkers for discourse analysis practitioners when applying its tools and strategies in some case studies.

In my contribution, I would like to raise some questions about the practical difficulties that researchers face when they adopt CDS-based approaches and methods as a framework of analysis. Eclecticism in particular is one of the dilemmas that brought ongoing strictures.

Whilst, for instance, some leading theorists strongly emphasis the cognitive aspect of discourse analysis, others ignore its impact or at least relegate it to a secondary position. This and other heterogeneous conceptualizations in theory would lead by no means to varying methodological interpretations on how a systematic and 'critical' discourse analysis should operate.

Sabine Heiss

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The Power of Words: Discursive Construction and its Impact on (In-)Equalities – An Empirical Study About Discourses in Development NGO in Colombia

In my dissertation project I'm trying to highlight the reciprocal entanglements between discourse and social inequalities. First I am stressing the rise of the "development era" (Rist 1999), and the role of economic and sociological academic discourses in the construction of this phenomenon. Today the idea of "development" is institutionalized (UNDP, World Bank, etc.), professionalized and based on a historically constructed discourse (Escobar 2004), which allows various actors to assert their legitimacy within the field.

Unlike its good intentions of bringing social justice to humankind, the idea of development is "perpetuating a system which maintains and reinforces exclusion while claiming to eliminate it" (Rist 1999). One of the critiques is comes from Latin American postcolonial theory, which emphasises the discursive dimension on the construction and reproduction of inequalities, or the "genealogy of inequalities" (Kerner 2003).

The second part of my project is a case study in which I investigate the discursive production by social actors in the Colombian NGO context. The purpose is to clarify how the discourses of development NGOs affect the reduction or persistence of inequalities.

My conceptual references are based on postcolonial studies, in particular on Arturo Escobar and Santiago Castro Gómez. The method used is the comparison of interviews with the members of non-governmental organisations and their recipients in Colombia, based on their worldviews, development ideas and their conceptualization of buzzwords like equality and inequality.

The construction of meaning via language in the NGOs is an area that has received little research. I will present the results of analysing language in these institutional settings, whether their "worldmaking" represent alternative discourses to the orthodox, potentially transforming inequalities as these can be used to challenge the established powers.

Michelle Kweder

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HIV/AIDS in Africa (as told by Harvard Business School): Countering Neoliberal Ideology with Anti-Colonial African Theory

This work begun at Harvard College in Fall 2013 in the African Studies Workshop facilitated by Jean Comaroff and John Comaroff with regular guest Achille Mbembe, examines 21 HBP/HBS cases in conversation with the voices of Comaroff, Comaroff, and Mbembe (and to a lesser extent other African theorists and/or HIV/AIDS scholar-activists). By crossing disciplines and adding voices to the space of organizational studies, power can be differently accounted for in a way that centers what is often marginal in Mainstream Global Management Education (MGME).

CDA is used to problematize the treatment of HIV/AIDS in the 21 HBS/HBP case studies situated in Africa. Fairclough's (1995) four degrees of presence and absence are central to this methodology and the methods employed. The planned analysis follows multiple steps:

1) Cases are read to inductively capture reoccurring and differentiating information and themes in light of anti-colonial theory. Both text and appendices (including visuals) are examined.

2) A beginning set of codes is developed that reflect the most common themes present.

3) These codes are used (and if appropriate, expanded upon) in subsequent close textual
readings aided by qualitative software (dedoose).

4) Further intertextual readings with HIV/AIDS literature and anti-colonial theory are used to determine what is absent, and presupposed. (Fairclough, 1995)

This analysis defamiliarizes (Mbembe & Nuttall, 2004) the Western neo-liberal ideology by a de- centering of profit-centered motives and foregrounding of anti-colonial theory.

Preliminary analysis shows this subset of cases, in particular, constitute a unique and powerful contemporary discourse that both describes an imaginary past (in this case, related to HIV/AIDS and Africa) while serving to create an imaginary future for aspiring managers and their (presupposed) importance in the political economy. These texts fit well into what Watney frames as the "Western AIDS COMMENTARY" (1990: 90) which "redraws the epidemic in the likeness of older colonial beliefs and values, targeted at the assumed (white) reader" and characterized by "its repetitions, its slippages, its omissions, its emphases, its 'no-go' areas, its narrative patterns, and so on" (1990: 90)

This study will analyzes HBP/HBS cases in a way that understands the hegemony of leadership and where that hegemony is broken by re-reading cases that focus on HIV/AIDS in Africa with theory that is written from an intersectional epistemology or more precisely, contemporary African epistemologies. The likely result is a move towards a more robust critique of MGME, while offering a more nuanced understanding than the existing cases offer. The case analysis continues to show how "leaky" graduate management education is with managers being "trained" to work across many boundaries including sector, issue, and that of the ever illusive "nation-state."

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Entrepreneurship Policy and Discourse in Europe: Conceptual and Methodological Issues

Throughout the path of European integration, educational and social policies have become an increasingly important topic for the Union. As many researches have stated, European Union social policy "could be regarded as a realm of discourse par excellence" (Barbier, 2012: 377). In the light of this idea, and based on public policy discourse analysis (Spink, 2013; Keune & Serrano, 2014), the present paper deals with a specific set of social and educational policies in Europe: the Entrepreneurship Policies (European Commission, 2013).

The objective of the research project that cover this paper is to analyse the discursive and structural conditions that support the European entrepreneurship policies in Spain and how this instrument affect the Spanish social model, which is based on the practical and symbolic principle of wage-labour status as a core component of the welfare institutions (Prieto, 2014). Within this framework, the aim of the present article is specific and limited: to begin with, from a methodological point of view, we will try to underline the particular and complementary role that discourse-based analysis can play in understanding contemporary patterns and processes shaping European social and educational policy. This point is concerned with the discourse analysis perspective inspired by Foucault's concepts of governmentality (Foucault, 2007), and draws on examples from researchers working in inter- related disciplines in the fields of critical discourse analysis (Wodak, 2000; Spink, 2013) and social policy analysis (Keune & Serrano, 2014).

As a second step, we propose to carry out a discourse analysis of selected European Commission and Council documents as well as Spanish public documents, in order to identify the enduring features and the changes of the EU entrepreneurship policy discourse.

To conclude with, we will show, in the one hand, how discourse analysis can be of value through providing a way of understanding the dynamics of social and educative European policy. On the other hand, we want to stress how the entrepreneurship model, which is presented by its promoters as a tool of growth and employment creation, turns out in practice to be an instrument of self-employment promotion and how it affect symbolically the Spanish social model.

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Evaluation in Literary Discourse: Linguistic Resources for Reader Alignment in the Creation of Suspense

The purpose of this research project is to explore and analyse how fiction writers make use of linguistic resources to lead their readers to align or disalign with characters in suspense fiction narrative.

The scope of this project is suspense fiction and more particularly the suspense novel Psycho, by Robert Bloch (1959), the original source of Alfred Hitchcock's Psycho (1960). Overall, the foundation of this research ties in with "the ongoing reevaluation of Hitchcock as an auteur" (Boyd and Barton Palmer, 2011: 4), in view of the fact that Hitchcock was a major adaptor (almost 80% of his feature films are adaptations), that his film productions are considered homogeneous and coherent in narrative, thematic and stylistic terms, and that his original sources have in general gone unacknowledged, unlike their cinematic counterparts.

This said, my research project takes suspense as a starting point and among the multiple approaches to the concept that exist to date, the conceptualization in which this project is grounded is that of Zillmann (1996). Zillmann claimed that the creation of favorable and unfavorable affective and empathetic dispositions towards fictional characters is fundamental in the creation of suspense. In order to analyze how these dispositions towards characters are linguistically realised, the selected framework for this research has been appraisal, a discourse semantic system that is concerned with the interpersonal meaning of language (Martin and White, 2005).

To date, this research project has only focused on the appraisal analysis of one single character (Norman Bates) in the opening chapter of Bloch's novel. This analysis has demonstrated that by means of affectual and judgemental values, the reader is positioned towards empathising with Norman Bates and believing that he is morally acceptable. Obviously, this modest analysis calls for a larger project which analyses not only one character in one chapter, but the novel in its entirety, so as to demonstrate how evaluation operates functionally in the creation of suspense.

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The Discursive Construction and Contestation of Militarisation and Resistance in Sri Lankan Universities

This project is a study of discourses of militarisation in Sri Lankan academia. Since 2010, Sri Lankan universities have been the site of turbulent events, including a state-initiated military-led undergraduate orientation programme; appointments of allegedly unsuitable individuals to higher administrative positions in universities; infringements of student rights and unions; and a dynamic trade union campaign by university academics. I study the discourses of academics on militarisation in this environment, in its public and private aspects. The research questions are: a) what are the discourses of militarisation in Sri Lankan academia, as formulated privately and publicly? b) what acts of agency and resistance are evident as responses to the prevalent securitized academic environment in the narratives of academics? The study uses ethnographic methods for the collection of data, which includes interview transcripts as instances of private voice and texts by the trade union (FUTA) as the public (and collective) voice of academics. The print texts

include policy documents and press releases by FUTA as well as posters and pamphlets. Conversation analytic methods are adapted for transcription, and discursive strategies of stance, framing and narrative are used for analysis. Even though literature on militarisation of higher education continues to grow, few locally specific studies exist outside North America and Europe. In addition, research from a person-oriented or discourse analytic perspective are rare, especially from within academic institutions. A study of discourses of militarisation and resistance will contribute to the interconnected fields investigating militarisation and similar socio-political processes, agency and resistance as well as education.

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Discourse Practices of the Scientific Community Within the European Higher Education Area (EHEA): Between Linguae Francae and Minority Languages

This is an ongoing study which explores the language policies (Spolsky, 2004) of two international scientific research groups working at a university in Catalonia. By adopting Lave and Wenger's (1991) notion of 'community of practice', the study focuses on the discourse practices of the members of the research group in order to learn about how (i) they manage their multilingual repertoires, (ii) contribute to preserving and improving the group's dynamics, and, ultimately, (iii) maintain or acquire a position of expertise in the global scientific community. The sociolinguistic ethnographic approach adopted involves qualitative data collected through direct observation, semi-structured interviews, and written documents during a period of 9 months. This study should be seen as a contribution to the body of research exploring the relationship between internationalisation and language policies in European universities.

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Perspective on Higher Education Among Muslim Students in India: A Case Study of Jamia Millia Islamia University

Education is a weapon in hands of an individual to enhance his/her aptitude, to emancipate and empower oneself. It facilitates to develop new skills and abilities for the betterment of one's livelihood and living standard. Education plays an important role in the life of the people in today's world order. It comes up with understanding of opportunities, rights, claims, standard living and with several entitlements, etc. People are ignorant of their rights and claims which are guaranteed to them in the constitution and by the state but lack of awareness and ignorance of people denied them of these rights, Education is a door step to achieve these claims and rights.

Education is regarded as one of the means for ensuring social mobility, and a necessary tool for everyone to achieve development. Educationally Muslims are backward which leads their backwardness in other areas also. They are not encouraged for education which led them illiterate and made them unskilled labor. Due to that they are confined to self-employed labor or in certain specific kind of works. They remain incompetent for any salaried job. The main focus of this work is to find out that somehow Muslim students are making their way to higher education. But if we look upon their enrollment, they are much more actively participating in the Minority institutions rather than General educational institutions.

Muslims as a social group didn't take part in the educational development, especially in the higher educational arena as compared to other social group. The growth process of attaining
higher education by the community was slower than any other socio-religious community (Ajmal Khan). It also leads to the double burden and deprivation imposed on Indian Muslims because of lack of overall educational development among the community and alienation from the whole process.

The question here arises that the second largest community of India in terms of population is lacking behind in educational sector, even if some are moving towards it they preferably go for minority educational institutions like Jamia Millia Islamia or Aligarh Muslim University. But nothing much has been done till now over this issue, only in late 1970s Sharma and Krishna Dev 'Education of a national Muslims-1978', Wasey Akhtarul 'Education of Indian Muslim: A Study of the All Indian Muslims-1977' has contributed to this issue. Then there is a huge gap and not much initiative is being taken either by the government or at individual level. Only in 2004 government established Sachar Committee to look upon the matter and conditions of Muslims and contemporary work of Zoya Hasan, she is making a mark for Muslim issues. This wide gap makes the study more relevant to find out some more facts and reason behind the dissatisfactory conditions of Muslims. Even if they go for higher education why they prefer Minority institutions? This becomes significant to study the perspective of Muslims, does political, social and economic entitlements which are guaranteed to citizens are accessible to them or is there any threat or fear which influences their choice of institution?

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Analyzing the Impact of PIAAC in the Global Education Agenda. An Analysis of OECD Human Capital Hetherodoxicity

In the last two decades, Education has been reframed as central of national economic competitiveness within an economistic human capital framework. In this process a transnational institution such as OECD, without any legal nor financial power, has emerged as a key actor in agenda setting (Ozga and Lingard 2007). Throughout the implementation of global "governing tools" such as PISA or ranking exercises such as education at a Glance, OECD has become a key actor in framing policy agenda and global space in Education. In this research, I would focus mainly on Better Skills report, the first document of the OECD Skills Strategy which outlines the main conceptual and political elements of the OECD discourse on skills. This document is the conceptual framework of one of the most recently survey published by the OECD, namely PIAAC. PIAAC (Programme for the International Assessment of Adult Competencies) released in November 2013 aims at evaluating adult competences and is commonly known as PISA for adults. This tool will probably have a larger impact compared to PISA as a governing tool in education, because it is evaluating competences outside the education system and for this reason it could be used as a measure of human capital.

The constitution of a "space equivalence" which is necessary for the construction of statistics (Desrosières 1995) implies the idea of an increasingly global economy where the power of nation state has been weakened. On the other hand, every kind of statistics implies a selection of the dimensions which have to be operationalized and a simplification of the object of study.

The aim of this study is to analyze the validity and the political goals in the establishment of a tool like PIAAC, using discourse analysis. For this endeavour, I will focus on official OECD reports which were the foundational base of PIAAC survey.

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How to Become Excellent? Excellence Discourse and its Effects on the Educational Function of Higher Education Institutions in the Global Knowledge Economy

The role of the modern university has changed dramatically in the beginning of the 21st century as a result of wider socio-political process. More than seven billion people inhabit the earth now and the restructuring of the economy calls for more highly skilled workers as the wealth of modern societies is produced in the third sector. More and more people live in urban areas and higher education institutions (HEIs) face structural changes due to massification, i.e. the (higher) education of wider proportions of society. Major technological transformations have eased the accessibility of knowledge, English has become the lingua franca in the higher education system and universities are increasingly dominated by market-oriented ideologies, in which they have to produce value for money. Additionally, intergovernmental organizations (e.g. UNESCO, OECD, EU) are key players and agenda setters when it comes to higher education. And the upcoming of global rankings in the early 2000s forced universities into a race to the top, as rankings finally established and manifested a global knowledge economy.

In this context HEIs compete against each other for the best and brightest students and staff, research output, funding and visibility. Widely used to describe all these goals of modern universities is the term excellence. In this respect Rostan and Vaira (2011: vii) note that "[e]xcellence has become the 21st Century buzzword in higher education policy at the global level." Many universities nowadays equip their websites with this term to describe their outstanding position, scholars integrate "excellence" behind their university´s name in presentations and we experience the establishments of centres for excellence at HEIs worldwide. But what is excellence? A google search, for example, provides 297 million hits which make it seem that there is a lot of excellence out there, ranging from excellent car providers, over awards for excellence to excellence networks. Excellence, it seems, is an empty term that is filled with different meanings in various contexts. In order to find out what excellence is in the context of higher education, this research project raises the following question: how do higher education institutions make sense of excellence in different contexts? One hypothesis is that excellence in education is related to post-national processes of region-building such as the EU or ASEAN.

This research project aims to answer this question by focusing on (i) the understanding(s) of excellence and the way in which HEI´s make sense of it, (ii) technologies and practices that support and sustain excellence by the transformation of organisational structures and (iii) the contexts in and the purposes for which excellence is accomplished. A particular attention will be paid to excellence in terms of education. This project will draw on the poststructuralist notion of discourse theory and the discourse analytical methods of enunciative pragmatics. It is argued that excellence discourse systematically transforms the functioning of higher education institutions in the context of the global knowledge economy. These changes will be tracked down by analysing language, practices and contexts.

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Against a background in linguistics and sociology, my research interests are centered around the discursive construction of social order. My methodological focus is on the complex organization of language in use, from the micro-level of polyphonic utterances to the macro-level of large collections of written texts. While addressing questions of power, knowledge and social change, I have pursued research on academic as well as political discourses. With a background in French linguistic discourse analysis and the qualitative traditions in the German and North American social sciences, I'm currently the PI of the ERC DISCONEX project (Discursive Construction of Academic Excellence) and the coordinator of DiscourseNet, an international and interdisciplinary network of discourse researchers at the crossroads of language and society.

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