

Seminar presentation sheet

Academic year	2017/18
Seminar n°	11
Seminar title	“WITH SUCH LARGE DISCOURSE.” LANGUAGE AS NEGOTIATION AND REPRESENTATION OF IDENTITY IN EARLY MODERN AND POSTMODERN CRISES.
Teacher(s) (Name, SURNAME)	Richard CHAPMAN
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Teacher(s)' presentation	Richard Chapman is Researcher and Lecturer in English Language in the Department of Humanities of the University of Ferrara, Italy. A first degree in history from Cambridge gives his linguistic research a cultural and anthropological feel, while extensive experience in teacher training results in a pragmatic approach to language. Publications include course-books for English language learners (both teenagers and adults) and studies in developments in language from sociolinguistic, textual and pragmatic points of view. Recent publications include work on the pragmatics of language tests and the development of English as a lingua franca. Current interests lie in the application of corpus linguistics to inquire into language and discourse, and the social and political role of current English varieties.
Seminar presentation	Taking plays, poetry and essays as textual sources, the seminar intends to explore how language is used to represent the self and interact with others, influencing and expressing ideas of difference and perceptions of roles that often remain implicit. The early modern period witnessed transformations initiated by the Renaissance, the Reformation, and economic/political developments in the nascent capitalist societies of emerging nation states, and language reflected this new view of mankind and European culture. Using tools deriving from <i>Critical Discourse Analysis</i> , <i>Pragmatics</i> and <i>Sociolinguistics</i> , and making explicit comparisons between early modern and postmodern modes of discourse, students will be brought towards a deeper appreciation of the uses of language in perceiving and presenting identity, in creating textual realities, and will observe and assess its role in the crises of early-modern and present-day Europe.

<p>Prerequisites to follow the seminar</p>	<p>Readings and worksheets, contact with local newspapers or political organisations to explore language use in relation to critical aspects of European society (economics; migration; European union/fragmentation; climate change etc.)</p>
<p>Seminar objectives /skills to be developed by the students</p>	<p>At the end of the seminar, students will be able to:</p> <ul style="list-style-type: none"> - analyse texts using techniques drawn from linguistics, sociolinguistics, pragmatics and discourse analysis - compare early modern and current linguistic artistic products having to do with the expression and negotiation of identity and crises - observe socio-political change from an informed linguistic perspective - critique current and past behaviour using linguistic and literary instruments - develop capacity for self-reflection and increase self-awareness - use linguistic skills pro-actively in professional and intercultural settings (e.g. observe, understand, mediate, negotiate)
<p>Session 1 – Presentation / plan</p>	<p>Session 1, title: “The discourses of crises.” Presentation: the objectives of the first seminar are to appreciate: how language describes and shapes crises and influences our perception and understanding of them; how to Use DA and CDA to understand the interaction between language and the external world; the way narratives form and are sedimented within discourses. Plan: introduction to DA and CDA; how language names/references reality; language tropes referring to crises. Analysis and discussion of examples from Hamlet from a linguistic perspective; comparison with Montaigne and Bacon on perception of crisis</p>
<p>Session 2 – Presentation / plan</p>	<p>Session 2, title: “Conflict in discourse.” Presentation: the objectives of this seminar are to revisit the concepts from DA/CDA but also to employ a sociolinguistic approach and to apply these concepts to worked examples. Plan: brief introduction to the basic insights offered by sociolinguistics and refresher on DA/CDA. Analysis of selected sonnets by Shakespeare exemplifying the linguistic representation of conflict. Other examples to be taken from Macbeth and Hamlet. Reflection on any relationship between conflict and language.</p>
<p>Session 3 – Presentation / plan</p>	<p>Session 3, title: “Towards the resolution of crises.” Presentation: the objectives of this final seminar are to introduce basic concepts from pragmatics and explore how they can aid the understanding of crises and even suggest their resolution. How language helps negotiation; the fundamental importance of rhetoric; the effects of language. Plan: brief introduction of key concepts in pragmatics with simple examples.</p>

	Group work on pragmatics in relevant material (examples of language used in crises). Sonnets and songs examined as attempts at the resolution of conflict and crises. Reflection on linguistic strategies and ways to avert/resolve conflict and crises.
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Primary sources: WILLIAM SHAKESPEARE, *Hamlet*, *Macbeth*, *Twelfth Night*, and the Sonnets.