

**Syllabus**  
**How to speak in public for the rights of others: limitations and techniques**  
**(4 ECTS)**

Author: Anna N. Potsar,

Lecturer: Anna N. Potsar (apotsar@hse.ru, <https://www.hse.ru/org/persons/64522943>)

Faculty of social sciences,  
School of politics and governance

## **1. Course Description**

### **a) Prerequisites**

This course is a professional one, taught in the second year of master's program 'Political Analysis and Public Policy'. This is an optional course, which requires prior knowledge in political science and public policy analysis.

This course is based on knowledge and competences that were provided by the following disciplines:

- Research seminar "Methods of organization and developing of public policy analysis";
- Qualitative and quantitative data analysis.

The following knowledge and competences needed to study the discipline:

- Basic knowledge of speech communication theory and semiotics, methodology of linguistic research, knowledge of forms of communicative and verbal representation of main public policy and human rights protection concepts,
- Competences of conducting critical analysis of public policy and discourse manifestations of power and law, using linguo-pragmatic and semiotic methods of analysis of utterance, text, discourse within the applied research focusing on different subjects and purposes.

### **b) Abstract**

The course introduces communicative practices of public policy, starting with the basic notion of dialogue represented as the form of existence of discursive practices in the

public sphere. Discourse is understood as a social ideologically loaded speech activity. The course shows the potential of linguistic methods of discourse analysis applied to the sphere of public policy.

The course teaches how to develop the public dialogue to advocate human rights in a politically sensitive environment, how to initiate and conduct a public communication on specified topic in order to reach a goal. The analysis of the political discourse shows the correlation between actor's political status and influence and quality of public dialogue conducted. Using the linguo-pragmatic approach to the estimation of discursive practices in public policy, students will get the skills to specify prospective directions for the improvement and development of public dialogue in terms of civic activity and interaction between civic society and authorities.

While policy reasoning is the substantial property of a democratic communicative culture, manipulative methods are broadly used in the contemporary public sphere. Analyzing the structure of discourse, students will learn to identify the discourse of exclusion and to distinguish mechanisms and technologies of othering: categorization, paternalism, segregation, assimilation.

Deconstructing manipulative techniques (hate speech, linguistic deception and silence in communication), students will assess the rhetorical model of human rights movement, its language and values within the dialogue between participants representing confronting worldviews. Bilateral public communication consisting of top-down laws and legislative acts as an initiating message from authorities and bottom-up civil initiative, critical speech and provocation, needs special efforts to develop the participation.

The course focuses not only on the analysis of the existing practices, it also shows the methods of introducing new notions and new attitudes to the society: how to shift the agenda, how to explain and argue new values. The course pays much attention to techniques of policy reasoning and to the theory and practice of argumentation.

This course is designed for the international group of students which includes participants originating from the developing societies as well as from the transition economy. For these regions the question of othering and inequality still is a pivotal issue, and the course will highlight the basic techniques of starting and conducting the public debate which could change the order of things.

## **2. Learning Objectives**

The course aims:

- to show the possibilities of philology in the analysis and estimation of public policy, revealing the correlation between actor's political status and influence and quality of public dialogue conducted;
- to use linguo-pragmatic approach to the estimation of discursive practices in public policy and linguistic foundations for political actorness;
- to provide analysis and skills on how to advocate human rights in politically sensitive environment;
- to specify prospective directions for the improvement and development of public dialogue in terms of civic activity and interaction between civic society and authorities.

### 3. Learning Outcomes

As a result of studying of the discipline the student should:

- **Know** the main definitions of public dialogue and related terms, the forms and stages of its development, the methods of the analysis and estimation of discursive practices;
- **Be able** to specify and structure disputing positions in public dialogue, to approach to utterance, or text, or sequence of utterances and texts as a source of implicit information by the usage of the relevant categories of linguistic criticism, linguo-stylistics, rhetoric, semiotics, argumentation theory;
- **Make** their own research on discursive activities on the chosen public issue or case;
- **Learn** to advocate human rights in a politically sensitive environment, to initiate and conduct a public dialogue on specified topic.

### 4. Course Plan

№	Topic	Total hours	Contact hours			Independent students' work
			Lectures	Seminars	Training	
1	Core issues of the course: dialogue, ideology, discourse, public speech, public discourse, political rhetoric, speech act theory, policy reasoning. N. Chomsky, J. Searle, M. Bakhtin, J. Habermas, T. Van Dijk	12	2	-		12
2	Theory and practice of public dialogue: theoretical foundations and methods of analysis	14	2	2	-	12
3	Others in discourse and othering discourses	16	2	4	-	14

№	Topic	Total hours	Contact hours			Independent students'
			Lectures	Seminars	Training	
4	Argumentative turn in public policy. Public reasoning: strategies and techniques	22	2	2	-	12
5	How to establish the discursive influence: approaching the desired actorness. Rhetoric strategies from Cicero to Obama	14	2	2	-	12
6	Methods of the reframing of the political dialogue: cases and conclusions	12	2	2	-	12
7	Public manifestation of the values of the minorities: how to anticipate the public response	14	2	2	-	12
8	Conflict interaction and discourse of conflict. Hegemonic discourse and critical discourse: mediatized dialogue.	14	2	2	-	12
9	Contemporary Russian public rhetoric on human rights in global context	12	2	2	-	12
10	Dynamics of public dialogue: summarizing the course	14	2	2	-	12
	<b>Total</b>	<b>152</b>	<b>20</b>	<b>20</b>	<b>-</b>	<b>112</b>

## 5. Reading List

Reference book for the whole course:

- The Encyclopedia of Language and Linguistics (1994). Ed. R.E. Asher. Oxford, New York: Pergamon Press. Second edition (2006) ed. by K. Brown. Oxford, Elsevier.
- The Routledge Reader in Rhetorical Criticism (2012). Edited by Brian L. Ott, Greg Dickinson. Routledge.

### a) Required

1. Bakhtin, M. M. (1984). Problems of Dostoevsky's Poetics. Edited and translated by Caryl Emerson. Minneapolis: University of Minnesota Press.
2. Blakar, R. (1979). Language as a Means of Social Power: Theoretical Empirical Explorations of Language and Language Use Embedded in Social Matrix, in: Pragmalinguistics Theory and Practice. J. L. Mey (Ed.). The Hague Mouton, p. 131-169.

3. Bolinger, D. (1980). *Language - the Loaded Weapon: Use and Abuse of Language Today*. London and New York. Longman.
4. Castells, Manuel (2009). *Communication Power*. New York: Oxford University Press.
5. Castells, Manuel (1996-1998). *The Information Age: Economy, Society and Culture*. Vol.I-III: *The Rise of the Network Society*. Cambridge MA. Oxford UK: Blackwell Publishers.
6. Cottle, Simon (2006). *Mediatized conflict: developments in media and conflict studies*. Open University Press.
7. Fairclough, Norman (2001). *Language and Power* (2nd edition). London: Longman.
8. Fisher F., Gottweis H., ed. (2012) *The argumentative turn revisited: Public Policy as a communicative practice*. Duke.
9. Fowler, Roger (1996). *Linguistic Criticism*. Oxford University Press, USA; 2<sup>nd</sup> edition.
10. Grice, H.P. (1989). *Studies in the Way of Words*. Harvard University Press.
11. Grice, H.P. (1991). *The Conception of Value*. Oxford University Press.
12. Hauser, Gerard (1999). *Vernacular Voices: The Rhetoric of Publics and Public Spheres*, Columbia: University of South Carolina.
13. Jackson R. (2007). *Constructing Enemies: 'Islamic Terrorism' in Political and Academic Discourse*, in: *Government and Opposition* N 42 (3), p. 394-426.
14. Lakoff, G. (2004). *Don't Think of an Elephant? Know Your Values and Frame the Debate*. Berkeley, Chelsea: Green Publishing.
15. Lotman Yuri M. (2001). *Universe of the Mind: A Semiotic Theory of Culture*. (Translated by Ann Shukman, introduction by Umberto Eco.) London & New York: I.B.Tauris Publishers, xiii+288.
16. Pandey, A. (2004). *Constructing otherness: A Linguistic analysis of the politics of representation and exclusion in freshmen writing*. *Issues in Applied Linguistics*, 14(2), 153-184.
17. Pearce, Walter Barnett (2008). *Making Social Worlds: A Communication Perspective*. Wiley-Blackwell.
18. *Politically Speaking: a World-wide Examination of Language Used in Public Sphere*. (1998). Ed. by O. Feldman and C. Landtsbeer. Westpost: Praeger.
19. Riggins, S. H. (1997). *The language and politics of exclusion: Others in discourse*. Thousand Oaks, CA: Sage.
20. Tannen, Deborah, (1999). *The argument culture. Changing the way we argue*, London: Virago Press.
21. Toulmin, Stephen E. (2003) *The uses of argument*. Cambridge University Press.
22. Van Dijk, Teun A. (1977). *Text and Context. Explorations in the semantics and pragmatics of discourse*. London and New York: Longman.
23. Weinrich, Harald (2006). *The Linguistics of Lying And Other Essays (Literary Conjugations)*. University of Washington Press.

b) Optional

1. ALORAINY W., BURNAP P., LIU H., WILLIAMS M. (2018). 'The Enemy Among Us': Detecting Hate Speech with Threats Based Othering Language Embeddings. <https://arxiv.org/ftp/arxiv/papers/1801/1801.07495.pdf>
2. Austin, John Langshaw (1962). *How to do Things with Words: The William James Lectures delivered at Harvard University in 1955*. Ed. J. O. Urmson, Oxford: Clarendon.
3. Chomsky, Noam: *Linguistics and Politics* (Spring 1969). – In: Chomsky, Noam: *Language and Politics*. Montreal-N.Y., Black Rose Books, 1988, pp. 132-148.

4. Diamond, J. (1996). Status and Power in Verbal Interaction: a Study of Discourse in a Close-knit Social Network. Amsterdam/Philadelphia, John Benjamin Publ.
5. Escobar, Oliver (2011). Public dialogue and deliberation: A communication perspective for public engagement practitioners. Edinburgh: Edinburgh Beltane -UK Beacons for Public Engagement.
6. Fairclough, Norman (2003). Analysing Discourse: Textual Analysis for Social Research. London: Routledge.
7. Van Dijk, T. A. (1997). Political Discourse and Racism: Describing Others in Western Parliaments, in: The Language and Politics of Exclusion: Others in Discourse. Thousand Oaks (Cal.): Sage Publications, p. 31-64.
8. Van Dijk, T. A. (1998). Ideologies in Political Discourse on Immigration, <http://let.uva.nl/~7teun/ideo-ras.html>
9. Van Dijk, T. A. (1998). On the Analysis of the Parliamentary Debates on Immigration, <http://www.let.uva.nl/~teun/categor2.html>
10. Wierzbicka, Anna (1997). Understanding Cultures Through Their Key Words: English, Russian, Polish, German, Japanese. New York: Oxford University Press.

In Russian:

11. Арутюнова Н. Д. Язык и мир человека. М.: «Языки русской культуры», 1999.
12. Баранов А. Н. Лингвистическая экспертиза текста: теория и практика: Учебное пособие. М.: Флинта: Наука, 2007.
13. Жельвис В.И. Инвектива: опыт тематической и функциональной классификации // Этнические стереотипы поведения. Сборник статей. Под ред. А.К. Байбурина. Л., 1985.
14. Жельвис В. И. Психолингвистическая интерпретация инвективного воздействия. М., 1992.
15. Купина Н.А. Тоталитарный язык. Екатеринбург – Пермь, 1995.
16. Левин Ю.И. О семиотике лжи // Материалы Всесоюзного симпозиума по вторичным моделирующим системам. Тарту, 1979.
17. Хазагеров Г. Г. Политическая риторика. М.: Никколо-Медиа, 2002.
18. Шейгал Е. И. Семиотика политического дискурса. Москва; Волгоград, 2000.

## **6. Grading System**

### a. Course Grade Criteria

The sum of the grades for the homework, independent work, the final paper (and grades associated with preparing and presenting it) and the final examination will be translated into a numerical grade according to the corresponding ranges below.

**Homework.** Students will prepare comments to the selected cases of the practice of public dialogue during the 1<sup>st</sup> module and the 2<sup>nd</sup> module. Teacher estimates how full the report theme is developed, data collection and analysis is conducted, etc. Also students will prepare provisions for the prospective arguments related to the selected topic of public debate. Teacher estimates student's knowledge of core notions of the course, the ability to apply them, as well as relevance of evaluations, the quality of presentation and the logic of argumentation.

**Final Essay.** By the end of the 2<sup>nd</sup> module each student will produce a 3 000 words research paper, which focuses on case study. The topic will be selected by a student and endorsed by a teacher before the exam. Each essay reports the results of the research of theory and practice of public dialogue regarding selected event or area. Teacher estimates the structure of an essay, student's knowledge of core notions of the course and the ability to apply theoretical statements, taking into consideration how the student treats the subject: independence of opinion, validity of opinion, relevance of arguments. Teacher estimates the independent work of student: how full theme is developed, data collection and analysis is conducted etc.

**Final Exam.** Final exam will be held in a dialogical form of the presentation and discussion of final essays. Each student prepares a 10 minutes presentation based on his/her essay and hands the essay in a week before the final exam to a chosen opponent who prepares an oral critical report (10 minutes) on the subject. Teacher asks additional questions, estimates understanding and argumentation of each pair of opponents.

Provisional topics for the final essay might be associated with colour revolutions all over the world, their goals, arguments and techniques; specific laws breaking basic human rights as a case showing how to start and to win the public debate; recent ecological activities all over the world: the way from introduction of the problem to its resolution; regulations of public sphere all over the world considering values and arguments; wars and refugees as a subject of public representation and public debate, etc.

Student selects any recent public issue widely discussed in media, or in social networks, or both. If student selects a case unknown to others and to the lecturer, s/he is expected to argue the choice.

Cumulative grade for current work formula is:

$$G_{final} = 0,7 G_{cumulative} + 0,3 G_{exam}$$

where

$$G_{cumulative} = 0,2G_{presentation} + 0,5G_{essay} + 0,3G_{ref.paper}$$

The discipline is taught during two modules but there is no intermediary assessment at the end of the first module.

## 7. Examination Type

Final exam will be held in the form of oral discussion based on the content of student's final essay

Current work grade formula is:

$$O_{current} = O_{essay}$$

Cumulative grade formula is:

$$O_{cumulative} = 0,4 \cdot O_{current} + 0,3 \cdot O_{independent\ work} + 0,3 \cdot O_{classroom\ work};$$

During the whole course, students receive tasks corresponding with the topics of related class and developing the subject discussed in the class, both by independent reading or by the analysis of texts proposed by a teacher according to question(s) provided by a teacher. Independent work is to be reported in the class with presentation in .ppt format in necessary. Teacher estimates student's knowledge of the specific theories and concepts.

Regarding the classwork, teacher estimates student's participation in the discussion, relevance of comments and level of understanding of the particular topic.

Final cumulative grade formula is:

$$O_{final} = 0,5 \cdot O_{exam} + 0,5 \cdot O_{cumulative}$$

Rounding of numbers in calculating of the grades is arithmetical.

## 8. Methods of Instruction

The course is interactive, lectures combined with the discussion of reading and students' independent work. Students are required to make report and oral presentation of their home work. Interactive teaching methods allow for most student participation such as: discussions, case studies, role plays. The course is intended to be based on real-life case studies, multimedia

examples and current events. The course format mixes lectures and group discussion. Students should take notes and participate in the dialogue. The course is an interdisciplinary one, combining different research approaches based on philological science adapted for public policy understanding and public interaction development, therefore students are expected to visit lectures: there is not much relevant reading

### **9. Special Equipment and Software Support (if required)**

The course requires 1) presentation equipment, 2) multimedia equipment.