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**BROTHERS IN ARMS ?**

**A linguistic analysis of  
four documents from  
The UDW “fees crisis” of May 2000**

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## ABSTRACT

This dissertation is a sociolinguistic study that applies the methods of Critical Discourse Analysis and Systemic Functional Grammar to written discourse generated in the context of student unrest at a South African tertiary educational institution in May 2000. The unrest was triggered by management's de-registration of students for non-payment of fees due, and hence the local press dubbed it the "fees crisis". Four one-page texts, each representing a major participant in the events of the "fees crisis", were selected for detailed analysis.

The principal finding from the four analyzed texts is that they exhibit widely divergent discoursal styles that vividly express equally divergent ideologies and attitudes. Some of these ideological schisms are caused by the immediate situational context, where the groupings are competing for access to and control of resources, or to gain strategic advantages in a power struggle. The four texts are divided equally into two discoursal types: two employ the hegemonic, 'schooled' literacy; the other two use the marginalized, topic-associative, oral literacy based style. This illustrates the radically different contexts of culture that inform the ideologies of the four participant groupings. Power struggle is inherent in all discoursal exchanges, but it is an element made especially prominent in discourse by the uncertainties associated with social transition such as that taking place currently in post-apartheid South Africa. The frequency of the word "community" and its shifting semantic load in the four texts has been clearly demonstrated to encapsulate the vacillations in the groups' self-identities and inter-group relations already suggested by the broader stylistic variations between the four discourses.

Uncertainty breeds fear, and like other primates, hominids display the greatest aggression when afraid. Discoursal analysis of the four "fees crisis" texts uncovers the reasons for the intense affect which characterized the events of the May 2000 "fees crisis".



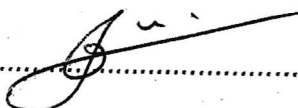
## DECLARATION

I, Richard Consterdine, affirm and declare that this dissertation is my own original work and has not been submitted to any other tertiary educational institution. Where an existing work of scholarship has been cited or referred to it has been duly indicated in the text and acknowledged by means of complete references in the bibliography.

Durban

July 2002

*As the candidate's supervisor I have/have not approved this thesis/dissertation for submission.*

Signed:  ..... Name: N. GESLIN ..... Date: 15 July 2002

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Πατρὶ φίλοι τε κασιγνήτηι τ' ἄνὰ Φέργον ἔθηκα,  
ἀμφοτέρω δῶρον κηρόθι ναιόντοιν.

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# **CHAPTER 1: INTRODUCTION**

## **1.0 INTRODUCTION**

The so-called “fees crisis” occurred at the University of Durban-Westville, South Africa, in May to June of 2000. In previous disturbances at the University of Durban-Westville students, academics and support staff had always allied themselves as comrades in the struggle against apartheid education policies. In the post-apartheid era all sectors of the university initially saw themselves as part of a now united university community in the struggle to liberate previously disadvantaged South Africans from the iniquities of the apartheid legacy. Subsequently the events of the “fees crisis” revealed serious schisms in this assumed solidarity, with each group claiming to be the true champions of transformation and liberation. Thus I have entitled this dissertation “Brothers in Arms?” This dissertation will be a linguistic study of four selected documents generated during that time, which show how each of the four interest groupings involved in the “fees crisis” represented themselves and what ideological positions they adopted.

In 1.1 I explain why I consider the “fees crisis” a key sociolinguistic event deserving to be studied as a research topic. In the next section (1.2) I describe the geographical setting of the UDW campus. Then (in 1.3) I give a brief historical account of the events of the Durban-Westville “fees crisis”. Following this I explain how the historical account links to the context of my study (1.4), and give an outline (1.5) of the key research questions which constitute the main focus of my study. Finally (1.6) I delineate the main features of the structure of the entire dissertation.

## **1.1 RATIONALE AND MOTIVATION FOR THE STUDY.**

As a student and teacher of various languages and literatures I have long been conscious, albeit not in a systematically defined way, of the centrality of language as the bearer of the culture, value systems and status relations of every human society. Gee (1990), Street (1993,1995)

and others have clearly demonstrated that this is just as true – if not more so- in the discursive practices, both oral and written, of non mainstream social groupings. These groups ( Sola and Bennett 1991) often consciously resist the ideological indoctrination that mainstream ‘schooled’ literacy seeks to impose upon them.

The 2000 “fees crisis” at the University of Durban-Westville, which is my own work environment, presents an excellent example of cultural and ideological clash within the physical confines of a bastion of ‘schooled’ literacy. As literacy events, the types of written discourse produced during the UDW “fees crisis” often deviated considerably from ‘schooled’ literacy norms. Hence I decided to carry out a sociolinguistic study of four documents generated during the Durban-Westville “fees crisis,” with the aim of defining and ascertaining the divergent value systems, ethical positions and ideologies (c.f. Eagleton 1991) espoused by their authors, their attitudes towards each other, and their conceptions of the University of Durban-Westville as a community of human beings brought together for the purpose of achieving common goals.

The " UDW fees crisis" as the press named it, seemed to be a typical symptom of the strains and stresses of post-apartheid South Africa in general and of its tertiary educational institutions in particular. The types of discourse generated in the "fees crisis" at the University of Durban-Westville seem to be the linguistic expression of both old power struggles of the apartheid era and new ones post-dating the democratization of 1994. For example, the underlying sense of antagonism and distrust between management and all other constituent groupings at the University of Durban-Westville seemed to be a legacy of apartheid, when the institution was under the control of the Broederbond. (This was a Ku Klux Klan –like secret society of Afrikaner males who were a major force within the ranks of the racist apartheid regime.) On the other hand the schism between academic and non-academic staff, with both groups competing with each other for the favour of the student body (the SRC), is a purely post-apartheid phenomenon. My interest in the role of language in society to either entrench or renegotiate power relationships makes the

documentation from the so-called "fees crisis" at the University of Durban-Westville in 2000 an ideal topic for my research.

## **1.2 PHYSICAL SETTING OF DURBAN-WESTVILLE CAMPUS.**

The physical environment is the theatre in which the drama of societal events occur, and the configuration of that theatre must have an influence upon the form those events assume. This in turn must also then impact upon the nature of the discursal interactions which accompany those events. For this reason I now give a description of the physical setting of the University of Durban-Westville.

The University of Durban-Westville is built on top of a gradually sloping ridge running from West to East. There are deep ravines with steep cliffs in places on the North and South sides of the ridge. Both ravines have rivers in them and they and a tract of land connecting the two ravines across the top of the ridge to the West of the campus form a nature reserve. These factors effectively isolate the University of Durban-Westville from residential suburbs of the city of Durban on three flanks. Only to the East does the University of Durban-Westville directly adjoin the formerly Indian suburb of Reservoir Hills. Durban-Westville was originally intended by the apartheid regime as an exclusively Indian university. The physical isolation from formerly "white" areas was, no doubt, deliberately planned. When any conflict did occur on the UDW campus, it could easily be contained by a small military or police squad. It has also meant that it is extremely difficult for anyone present on campus who does not wish to get involved to stay out of student demonstrations *etc.* when they do occur. Thus even non-partisans are, perforce, close witnesses to any campus conflict. I was therefore made very much aware of the events of the "UDW fees crisis" as they unfolded at my place of work, since there was no possibility of avoiding it.

## **1.3 HISTORY OF THE DURBAN-WESTVILLE "FEES CRISIS".**

The documents I have selected for linguistic analysis occurred within the broader context of the events of the UDW "fees crisis" as a whole. They were the product of preceding events and in



turn shaped what followed after their appearance. In order to put them in their proper perspective I now outline the history of the 2000 "fees crisis".

The University of Durban-Westville was closed for the Easter vacation from 22 April 2000 to 2 May. Towards the end of this period thirty seven staff members (mostly academics) suddenly received redundancy notices. These were to come into effect immediately.

The news provoked strong reactions from the staff unions COMSA (the Combined Staff Association) and ASA (the Academic Staff Association) who immediately began making representations to management on behalf of their dismissed members. The SRC (Student Representative Council) also protested on behalf of students who were left without teachers as a consequence of the redundancies four weeks before the end-of-semester examinations were due to commence.

Consequently when UDW re-opened on Tuesday 2 May 2000 confrontation between management on the one side and staff and students - now united by a common grievance on the other - was already well under way.

On Thursday 4 May management de-registered nine hundred and twenty four students for failing to pay their initial registration fees, thereby exacerbating an already tense situation. The same day the de-registered students and their fellow-student sympathizers began demonstrating outside the administration block. After a very lively meeting the SRC handed over a list of fifteen demands to management, among which were calls for the reinstatement of both the de-registered students and the dismissed staff members.

Management refused both demands, but gave the defaulting students another twenty four hours to pay the outstanding registration fees. By the end of the next day (Friday 5 May) none of the defaulters had paid. With the administration block beset by demonstrators, any student who actually did want to pay would have found it extremely difficult if not actually dangerous to attempt to enter the administration building and pay their fees.

The same evening the police were called onto campus to prevent demonstrators from carrying out their threat to disrupt a graduation ceremony. The graduation was being held in the main hall, which is situated in the same area of the Durban-Westville campus as the administration block.

On Monday 8 May the students resumed their protest demonstrations which soon deteriorated into serious rioting. Despite a written undertaking from the SRC not to disrupt lectures, militants invaded classes in progress, assaulted students attending them and forced those they could catch to join in the demonstrations and boycott classes. All academic endeavours at the university now virtually ceased.

The next day (Tuesday 9 May) the management of the University of Durban-Westville responded by calling in the Police Public Order Unit to prevent further vandalism and violence. The deputy chairperson of the SRC, who had delivered an impassioned speech at a student meeting in support of the boycott on the previous day, was also suspended for incitement. Management then attempted to hold talks with the SRC. In the interim, the Public Relations Officer of UDW said that over four hundred of the original defaulters had paid up and in fact only five hundred students had actually been de-registered. The ASA issued a document supporting the students in principle but called for restraint.

The following day (Wednesday 10 May) COMSA also came out in support of the students and called for a strike of staff in protest against management actions and policies. The students continued rioting and negotiations between management and the SRC broke down. COMSA and the SRC then set up a joint student and workers' committee.

In an attempt to regain control of the situation, the vice-chancellor of UDW issued two documents on the morning of Thursday 11 May. One banned all meetings anywhere on campus except in the large, paved, open area known as the 'quad', where no more than fifteen persons would be permitted to congregate. The other was an official communiqué to the entire university community justifying management's actions.



Student demonstrations, now demanding also that the vice-chancellor resign, continued throughout the next day, Friday 12 May, until the evening when students again attempted to disrupt a graduation ceremony. The police and private security force units baton-charged them and several students were injured. Relative calm then ensued over the weekend but the situation remained tense.

The "Sowetan" newspaper of Monday 15 May announced that lectures were due to be resumed at UDW that day, but student demonstrations once more became so violent that any attempt at teaching had to be abandoned yet again. All installations on the UDW campus were put under a heavy guard of police and private security personnel.

The situation remained tense throughout the morning of Tuesday 16 May. Eventually demonstrators on the 'quad' overturned a vehicle belonging to a private security firm but when they attempted to set it alight the security forces baton-charged them and they were driven out of the central area of the campus and dispersed for a while.

That same afternoon (16 May) the students regrouped in one of the staff parking areas next to the School of Law. Members of the Police Public Order Unit armed with shot guns (supposedly loaded with tear-gas canisters and rubber bullets only) took up positions between the students and the nearest university buildings to prevent the student demonstrators from returning to the central quad. When the students began to throw stones and attack them, the police opened fire and at about 14:00 one student was fatally wounded. Members of staff then interposed themselves bodily between the police and demonstrators and were able to prevent further violence. Shortly afterwards the vice-chancellor declared the university closed until further notice.

Early the next morning (Wednesday 17 May) an official circular to this effect, declaring the University closed until further notice, appeared. On the same day a two-man delegation from the national ministry of education arrived on a fact-finding mission with instructions to report back to the minister of education, Professor Kader Asmal, by the end of the week.

The closure lasted for two and a half weeks. During this time negotiations were attempted between management (who according to the internal “grape-vine” and press reports remained obdurate) and an equally recalcitrant and at times elusive SRC.

Although no firm settlement was reached in the negotiations, UDW reopened to students on Monday 5 June 2000. Militants among the returning students immediately seized the opportunity to hold vehement demonstrations. Now they were protesting not only on behalf of the de-registered students but also in condemnation of the fatal shooting of a student who, ironically, had actually paid his fees. A riot ensued in which a vehicle was burned: security forces from outside the university were again called in to restore order and to protect staff, students and university property. The minister of national educational sent a high-ranking official from his department, Mr Thami Mnseleku, to act as mediator in talks between management and the SRC.

By Thursday 8 June 2000 the UDW campus had returned to normal and although talks still continued, a basic compromise deal, partly facilitated and partly imposed by the ministerial official, had been struck between the two main protagonists; namely management and the SRC.

#### **1.4 BROAD PROBLEMS AND ISSUES TO BE INVESTIGATED**

As already mentioned above, the wider context of the cultural milieu and indeed the physical environment impacts on the types of discoursal interactions which arise within them (Halliday 1994, Butt *et al.* 1998). In order to understand many of the discoursal features in the four texts I have chosen for close linguistic analysis, it is necessary to have a clear picture of the geographical and social situational contexts in which they were generated. I intend to take these factors into account in the four textual analyses. Therefore these immediate contexts to the “fees crisis” have been duly described above (1.2 and 1.3).

I also intend to investigate the wider contexts of culture which the participant groupings brought to the “fees crisis”, either from their social environments outside of the UDW campus or from previous experience on campus. I seek to ascertain how their cultural backgrounds

influenced and shaped the types of discourse used by the various participant groupings in the texts they produced. There were four sets of protagonists in the Durban-Westville “fees crisis” of May/June 2000. I have selected one document from each of these.

As concomitant factors to the first broad issue mentioned above, I will examine how the pre-existing affectual climate at the University of Durban-Westville contributed to the membership and composition of the various interest groupings during the “fees crisis”. I accept that power struggle is inherent in all discourse (Fairclough 1989). I mean to show how these groups interacted with each other and what roles these groupings assumed in the power struggle inherent in the “fees crisis” discourse.

Research in the field of Literacy Studies has revealed that mainstream literacy education has embedded in it ideologies that seek to maintain the prevailing economic and political status quo (Collins 1991, Camitta 1993, Street 1993, Heath 1986, Adendorff and Nel 1998). The four documents I have chosen for study reveal widely varying styles of discourse. Accordingly I intend to investigate firstly how each of the different parties involved uses their particular style of discourse to represent key issues, individuals and events in the Durban-Westville “fees crisis,” and secondly whether their discorsal style accurately reflects their position in the internal power ranking of the university. Of course this assessment will involve my own Members’ Resources, which I will verify through triangulation with other internal witnesses to the “fees crisis.” “Members’ resources” are the interpretative skills every member of a speech community accumulates through social interaction in that community. We use MR to discover the meaning in any piece of discourse we encounter, either as a participant in it or as an observer of it.

Following on from this, I will ascertain what contrasting ideological assumptions about power relations the authors of the four documents display implicitly in their discorsively differing representations of themselves and the events of the “fees crisis”.

I will examine how each party sought in its discorsal strategies to exercise power either to maintain the status quo or to overthrow it. This will derive in part from the issues outlined above,



but will also entail resorting to the wider context culture. Having myself witnessed the events of the UDW “fees crisis” I can draw upon my own experience of it and that of others known to me. This wider context can be illuminated by discussions with colleagues more familiar with Indian and African social mores and value systems than I am. So doing will provide a useful yardstick for verifying the purely linguistically derived findings.

The last broad issue I look at is how the differing discourses of the parties involved influenced and were in turn influenced by the public relations aspect of the “fees crisis” conflict. All four texts mention “community”, usually “the University Community”. The word “community” must therefore play a key ideological role in the Durban-Westville “fees crisis” and has in fact recently been the object of much sociolinguistic study (Wenger 1998, Holmes and Meyerhoff 1999). Therefore I take this into account in the textual analyses. I suspect that there was a certain amount of “playing to the gallery” in the documents. This has been confirmed orally (for three of the four texts) in conversation with participants in the events of the Durban-Westville “fees crisis”.

## **1.5 KEY QUESTIONS TO BE ASKED**

I wish to pose three key questions in my research. The first two are a distillation of the broader issues and problems given above in 1.4. The third looks beyond the “fees crisis” at Durban-Westville to possible future scenarios at South African tertiary educational institutions:

1. How do the four groupings involved in the “fees crisis” represent themselves discursively?

In answering this question I intend to determine how each of the four groupings involved in the Durban-Westville “fees crisis” represents itself to its constituents, the other three protagonists and to the world outside the university, especially to the press.

2. What ideologies are represented in the discourse of the four “fees crisis” groupings?

Ascertaining the role the representation of key issues, individuals and events by each party to each other and the world at large plays in the Durban-Westville “fees crisis” is vital for a clear understanding of the power relations being renegotiated in the “fees crisis” discourse.

3. What relevance might the insights gained from this research have for the future public relations work at South African tertiary educational institutions in general?

I deduce from the research done to answer questions 1 and 2 how such conflict could be avoided in the future at tertiary educational establishments in post-apartheid South Africa.

Having given my motivations for this study, the context of the selected texts and the broad issues and specific questions to be investigated, I now outline the structure of my dissertation.

## **1.6 STRUCTURE OF THIS DISSERTATION**

In chapter 2 I review the literature which is relevant to my research. I have found four bodies of scholarship in applied linguistics particularly informative, namely those dealing with: critical language study; systemic functional grammar; literacy studies; and community of practice theory.

In chapter 3 I give an outline of my methods of data collection and data analysis. I explain why I chose the particular body of four texts I examine and how I actually came to acquire the corpus of data. I then discuss why this data was the best available for a linguistic study of the discourse generated by the Durban-Westville "fees crisis". Thereafter I describe the theories and methods of the types of textual analysis I performed on the selected data.

In chapter 4 I analyze the data described in chapter 3 to provide answers to the research questions I posited in chapter one (*cf.* 1.5). First I do a close description of each document separately using the threefold method of SFG in an examination of Field, Tenor and Mode. Secondly I interpret and explain the texts using CDA. Here I also make use of ideas derived from literacy studies and community of practice theory.

In chapter 5 I give a summary of the findings from the textual analysis and discuss them. Thereafter I relate them to my research questions (*cf.* 1.5). In 5.2 I discuss the use of the word "*community*" in the four "fees crisis" texts. Then in 5.3 I compare the differing attitudes and in 5.4 the status and power relations of the four groupings.



In chapter 6 I discuss the causes of the "fees crisis" (6.1) and then (6.2) I outline suggestions for the practical application of the research findings to future planning policies of tertiary educational institutions in South Africa. Finally, (6.3) I give suggestions for further research.

## CHAPTER 2: LITERATURE REVIEW

### 2.0 INTRODUCTION

In this chapter I review the previously produced literature in applied linguistics which underlies and guides my own research. My research seeks to answer three main questions, namely: 1. How do the four main intramural groupings involved in the Durban-Westville "fees crisis" of May/June 2000 represent themselves discursively? 2. What ideologies are contained in the discursive representations of the four main "fees crisis" groupings? 3. What relevance might the insights gained from this research have for future public relations work at South African tertiary educational institutions in general?

In order to answer these research questions, I have principally based my research methods on four bodies of scholarship within the discipline of applied linguistics, namely; critical language study; systemic functional grammar; literacy studies; and community of practice theory. I begin the literature review by discussing the works in critical discourse analysis, the branch of applied linguistic studies that I have found most useful for my purpose.

### 2.1 CRITICAL DISCOURSE ANALYSIS

"I am using the term 'discourse' to mean ideologically determined ways of talking or writing about persons, places events or phenomena. Three major points can be made about discourse as used in this sense: first, discourse is determined by social structure. There are sets of conventions associated with particular social institutions, such as courtship and marriage or education, which are reflected in conventional ways of talking about them. It follows that discourse is seen as unexceptional - even obvious - both by the writer and by the typical readers of any text. Third, discourse reflects power differential between social groups."

(Wallace 1992:68).

Wallace's definition of 'discourse' nicely sets the broad parameters within which to start answering my first two research questions. In order, however, to show clearly the sociological nature of the term "discourse," it is necessary to explain the term '*ideology*' because it is

indispensable to the view of language as social practice implicit in the use of the term 'discourse'. I begin with the two main definitions given in the Concise Oxford Dictionary (Allen 1990:586): "1 the system of ideas at the basis of an economic or political theory (*Marxist ideology*). 2 the manner of thinking characteristic of a class or individual (*bourgeois ideology*)."

These 2 definitions seem to share the notion of 'system' of ideas or beliefs. The first definition refers to *consciously* accepted ideas, whereas the second can imply *unconsciously* held assumptions. The first definition is contextualized in terms of the governance of a society, *i.e.* the management of its wealth and its administrative structure. The second is set in the context of existing social status and class divisions. Therefore ideology refers not only to belief systems but also to *power* structures. How the two threads of meaning in the word 'ideology' relate to each other has been defined thus: "Ideology has to do with *legitimizing* the power of a dominant social group or class. 'To study ideology', writes John B. Thompson, 'is to study the ways in which meaning serves to sustain relations of domination', and the legitimation would seem to involve at least six different strategies" (Eagleton 1991:5). Power-holders use propaganda to *promote* their ideas and value system. The constantly repeated propaganda then eventually *naturalizes* and *universalizes* the dominant ideology, so that the masses come to accept it as a self-evident and inescapable reality. Simultaneously, the power-holders *denigrate* any opposing viewpoints and gradually *exclude* counter-debate from the public forum. Then it becomes easy for the hegemonic group to *obscure* the realities of social injustice and their own power monopoly from the public gaze by a process known as 'mystification'. Critical discourse analysis, however, does not stop at mere description of the power elements in a text. "CDA is concerned not only with analyzing texts to investigate power, but also with ways of redressing inequalities (Martin 2000:275)"

Fairclough attacks the 'mystification' strategies of hegemonic discourse when he explains what he means by language as a form of social practice, not some god-given skill which descends

upon favoured power holders by some Pentecostal miracle :

“Firstly, language is part of society, and not somehow external to it. Secondly, language is a social process. And thirdly, language is a socially conditioned process, conditioned that is by other (non-linguistic) parts of society” (Fairclough 1989:22).

In my opinion this common-sense observation by Fairclough conclusively deprives hegemonic discourses of the various externally derived legitimating mythologies that power-holders have fabricated to maintain their own positions over the ages. If a hegemonic discourse can no longer be regarded as the only valid form of utterance in a society, then the local power structure is also no longer to be seen as protected by “divine sanction”. Therefore the form and meaning of its utterances can be questioned and challenged because they are seen to be relativist, not absolute, nor imbued with some eternal validity unaffected by the constant material and societal changes which characterize human existence.

The same can be said of power structures based on non-theistic, secular ideologies, be they capitalist or communist, because even in strictly secular societies, power holders use discourse to legitimate their discursal and other practices as natural, universal or just common sense. Any asymmetrical power relation can, if allowed to survive long enough, become ‘naturalized.’ In other words, the members of a society where such power imbalances become entrenched tend to regard them as normal and even those oppressed by them end up perpetuating them discursively. Hence even when trying to renegotiate power relations, marginalized groups are constrained to use a discursal style not their own. I examine the four selected Durban-Westville “fees crisis” texts with this idea in mind when attempting to answer my first research question on the way the four parties represent themselves discursively.

Language standardization is also a form of hidden power in discourse: “Standard English is an asset because its use is a passport to good jobs and positions of influence and power in national



and local communities" (Fairclough 1989: 58).

In South Africa, the discursual hegemony of standardized English is even more striking, in that it holds sway at the expense of the entirely different languages spoken by the vast majority of the population. Despite the equal legal status of all eleven official South African languages, English is the *de facto* language of wealth and power: "All the population groups in South Africa Perceive English as an open sesame by means of which one can achieve unlimited upward social mobility" (Kamwangamalu 2002:16). Politicians pay lip service to the upliftment of the other ten official languages, but on the ground, my own L2 English students, for example, vehemently reject the use of their various mother tongues as media of instruction at university. "The tide seems to be turning increasingly in favour of English" (Kamwangamalu 2002:16). In the Durban-Westville "fees crisis," despite the affectual intensity of some discursual exchanges and the racial overtones of the interactions, no attempt was made by any of the 4 protagonist groups to employ any other language than English in their written texts. Nevertheless, these texts exhibit huge differences in the levels of discursual skills employed to handle the hegemonic discursual mode, namely, English. On the face of it, these discursual differences seem to be congruent with the discourse-producers' respective ranking in the internal power structure at the University of Durban-Westville. It is an aspect of my research material I examine so as to be able to answer my research questions in chapter 4.

I think that Fairclough explains the tacit agreement by all four parties to the Durban-Westville "fees crisis" to use English exclusively in their discursual interactions when he says the following:

"If a discourse type so dominates an institution that dominated types are more or less entirely suppressed or contained, then it will cease to be seen as arbitrary and will come to be seen as *natural*, and legitimate because it is simply *the* way of conducting oneself. I refer to this as the *naturalization* of a discourse type" (Fairclough 1989: 91).

He then goes on to explain how naturalization leads to the acceptance of a particular



discoursal mode or ideology embedded in it as 'common sense'. Once a discourse type and its ideological content become so deeply entrenched in a society, it is fair to assume that it would take an enormous amount of oppositional power-struggle to root it out. Hence in the UDW "fees crisis" students sang in Zulu when they toyi-toyed (danced) and demonstrated, but all their placards, speeches by their leadership, negotiations and pamphlets were in English.

Fairclough thus furnishes me with the theoretical insights necessary to begin formulating a line of approach to my research questions as to how the 4 main participant groupings in the "fees crisis" represent themselves and what ideological assumptions they make in their written discourses. He provides a detailed, three-stage strategy (consisting of description, interpretation and explanation) for the actual analysis of texts, which I outline in chapter 3 (*c.f.* 3.1).

In the sort of texts he uses to illustrate his analytical methods Fairclough highlights how modern critical discourse analysis differs most from traditional literary *explication du texte*. The latter searches constantly for statements of unchanging 'eternal verities', whereas the former sees the fundamental impermanence of both social and power relations and of the discourse types which express them. The latter is inherently elitist and scorns most discourse as trivial and undeserving of close analysis. The former sees the greatest social significance precisely in the spontaneous, fragmentary and uncrafted discourse of 'Everyman'. Indeed it is only the implicit intertextuality provided by the existence of everyday discourse that gives point and meaning to the texts of Cicero, Kant or the Q'uran. It is from this standpoint that I regard the texts generated in the Durban-Westville "fees crisis" as highly significant and worthy of linguistic investigation.

## **2.2 SYSTEMIC FUNCTIONAL GRAMMAR (SFG)**

SFG has been closely associated with CDA since its inception and Fairclough himself acknowledges its complementarity with CDA (Fairclough 1995:6-10). Martin states the

synergistic relationship between CDA and SFG most clearly when he says;

"SFG provides critical discourse analysts with a technical language for talking about language - to make it very possible to look at meaning, to be explicit and precise in terms that can be shared by others, and to engage in quantitative analysis where this is appropriate" (Martin 2000: 275-276).

The main strength of SFG (as its name implies) is that it bases its description of 'texts' (*i.e. any* piece of discourse, whether written or spoken) primarily on grammatical analysis (*c.f.* 3.3 for a detailed account of the analytical methods of functional grammar), and thus avoids many of the criticisms leveled at CDA (*c.f.* Widdowson 1998). Like CDA, SFG sees discourse as a social phenomenon strongly contextualized in culture and situation. Halliday says that the context of situation in which any discourse is generated always contains three features. Firstly there are the events occurring in the situation; secondly there are the participants in those events; and finally one must consider the role of language in that situation. These three situational elements are always present but have almost infinite variability from one situation to another. Collectively they "determine the range within which meanings are selected and the forms which are used for their expression" (Halliday 1978:31)

"Given that we know the social context of language use, we can predict a great deal about the language that will occur, with reasonable probability of being right" (Halliday, 1978:32).

The things which need to be ascertained about a situation in order to determine the discoursal type likely to be generated in it can be put into three categories which relate to the three above mentioned factors of event, participants, and the role of language. Along with other systemic functional linguists (*e.g.* Doughty *et al.* 1972) Halliday calls these three categories 'field of discourse, tenor of discourse and mode of discourse' respectively. Field covers both the events taking place and what the participants do in connection with those events. Tenor describes the social relationships between the participants in terms of status, social distance and the degree and nature of their affectual response to the situation and to each other. Mode describes the medium of

discourse chosen by the participants in the situation. Principally this refers to spoken or written discourse, but also covers the internal ordering of the discourse and the choices of emphasis (*c.f.* 3.3).

"The combination of context of culture and context of situation results in the differences and similarities between one piece of language and another" (Butt *et al.* 1995:11). There is, however, a dynamic reciprocity between text and context because discourse, in its turn, challenges, recreates and changes the context.

"As language becomes a metaphor of reality, so by the same process reality becomes a metaphor of language. Since reality is a social construct, it can be constructed only through an exchange of meanings. Hence meanings are seen as constitutive of reality" (Halliday 1978:191)

Another virtue of functional linguistics, as Martin says (Martin, 2000:276), is that the SFG description of discourse, which can be laid out in tabular form, facilitates the visual identification and quantification of significant features of discoursal style.

SFG is not an end in itself. Instead it is meant to lay the foundations for the subsequent examination of the social significance of the particular discourse being examined, particularly in terms of the power relations and ideological assumptions embedded in it. SFG requires a threefold analysis of every piece of discourse, or 'text'. These three analyses correspond firstly to the manifestations in the linguistic system of the two very general purposes which underlie all uses of language. These two purposes serve to understand the environment and to act on the other discourse participants in it. The third analysis reveals how the discoursal expression of the first two purposes is organized "into a coherent, and in the case of written and spoken language, linear, whole" (Butt *et al.* 1995:14). All subsequent interpretation and explanation can, and indeed must then be based firmly on grammatical data traceable in the threefold, tabular SFG analyses (See 3.3 for a detailed exposition of the three Hallidayan metafunctions).



Thus I use Hallidayan systemic functional grammar to complete the first, descriptive stage of the critical discourse analysis of my four texts in order to create a sound basis for the subsequent interpretation and explanation of the discursual interactions the texts contain.

## 2.3 LITERACY STUDIES

As I have mentioned above, the four documents I examine exhibit widely divergent discursual styles. Understanding and accounting for these differences must be an intrinsic part of how the discourse producers represent themselves and the ideologies that motivate them to take up a position in the Durban-Westville “fees crisis.” For this reason I turn to the work of scholars in the field of literacy studies.

Critical discourse analysis regards all discourse as in some way concerned with ‘power struggle.’ The term originates, admittedly, from the revolutionary discourse of nineteenth century socialist theory. Yet in CDA it refers not only to the fiery public rhetoric of political activists such as Lenin at the Baltic station in Saint Petersburg exhorting the starving Russian proletariat to throw off the yoke of tsarist tyranny, but also to the superficially unremarkable daily discourse of Everyman. Hence modern applied linguists give it a much wider semantic range. Most discursual activity occurs outside the realm of public politics in the unremarkable settings of family life or the workplace, but it is still imbued with issues of power. Power relations can be either affirmed or renegotiated even in everyday domestic discourse; for example, when family members debate about whose turn it is to wash the dishes. Here power relations are being renegotiated, but when a boss sends his subordinate a memo assigning her daily tasks, an existing power relation is being perpetuated. It is in this non-political, spontaneous and undramatic sense that CDA most often uses the term ‘power struggle.’

There seem to be three reasons why L1 speakers of other discursual types than the hegemonic

one within a language community should oppose the hegemonic discourse type. Firstly, it is an instance of covert power struggle. The marginalized speakers feel that to adopt the standardized discourse type implies acceptance of the prevailing power relations, which, in most cases, they are understandably reluctant to do. Secondly, the dominant discourse usually contains ideologies and thought modes, promulgated through an education system, which the marginalized discourse users regard with suspicion or find difficult to acquire because of differing cultural norms. Thirdly, and closely related to the second reason, the marginalized see adoption of the dominant discourse as losing their own identity or, even worse, as a kind of class betrayal of their fellow marginalized discourse users.

When the hegemonic discourse is a completely alien language, and one which has been imposed by foreign conquerors, the sense of marginalization and the ensuing resistance to the imposed discourse and its embedded ideologies can be far more acute. In my own teaching of English to African, mainly L1 Zulu speakers I have experienced similar resistance to acquiring a mastery of the English discursual register used in tertiary education. The reasons evinced from students are precisely the same as those Canagarajah found among his Sri Lankan L1 Tamil speakers.

“Much of the stress resulted from the implications of English for the identity and group solidarity of the students. Subendran (one of the L1 Tamil speaking students) said that the use of English made them feel helpless, inferior, uneducated and disadvantaged. Students also felt that the use of English could be interpreted by their peers as an attempt to discard their local rural identity and pass off as an anglicized elite” (Canagarajah 1997:27).

In the case of my students, they are happy to continue using the English inter-language acquired at school. This has in fact become another species of ‘New English’ in which words have developed new meanings unknown in standard English, often as the result of literal translation from the mother tongue. Curiously this inter-language is considered to be a status symbol and is preferred to the mother tongue for that reason. But, at the same time it serves as an anti-language

(Halliday 1978), a group identity marker, which rejects the ideologies of the hegemonic English discourse type. It is this non-mainstream English anti-language/inter-language which the predominantly African student body at Durban-Westville employed in its "fees crisis" texts.

Hegemonic discourse types, such as standardized 'national' languages are always closely connected with education systems inasmuch as they are used as the medium of instruction in schools and universities. Hence education is saturated with the ideologies of the power-holders. Consequently, when they are taught literacy at school, the children of power-holders have no trouble in absorbing the ideologies and thought modes contained in the hegemonic discourse type (Adendorff & Nel 1998, Heath 1986). For them these 'schooled' literacy practices have already been naturalized in their home environments.

"Hence mainstream children are socialized by recurring home based literacy practices that anticipate the schooled literacy conventions of how to take meaning from the text and reconstruct it according to the appropriate pattern. When the mainstream child engages in group classroom practices these interactional patterns seem familiar and 'natural'; they are the continuation of home based dyadic practices in which the child is well versed as an information giver and taker" (Nel 1996:40).

For children from non-mainstream home backgrounds, both the dominant discourse and its concomitant ideology and thought modes present almost insurmountable barriers to educational success (Collins 1991, Heath 1986, Michaels 1981).

The theory that portrays literacy as ideologically neutral and universally beneficial is called the 'autonomous' model of literacy (Goody & Watt 1963, Goody 1977, 1986, Gee 1990, Street 1984). It is the legacy of nineteenth century liberalism, which promoted universal education in the first world and found expression in a missionary zeal which used literacy education as one of its strategies to uplift and convert the 'benighted heathen' in the third world. According to the autonomous model, literacy both requires and enhances intellectual skills such as reasoning and logic. It demands that written (and spoken) discourse should be explicit, not context dependant,



and should focus on one topic at a time. The autonomous model of literacy also sees an unbridgeable chasm between 'orality' and 'literacy'. Literacy, it is believed, produces explicit, free-standing and non culture-specific discourse, whereas orality is so full of allusions to data external to the actual discourse itself that textual meaning has to be negotiated between narrator and audience, both groups being of necessity members of the same culture.

The very fact that a literacy practice can demand specific thought modes must surely mean that it is inherently ideologically biased. The realization among some scholars that no discourse can be socially or culturally neutral soon gave rise to a second literacy theory to oppose the manifestly inaccurate autonomous model, namely the 'ideological' model of literacy (Besnier 1993, Camitta 1993, Street 1995). This criticizes the gate-keeping exclusivity of schooled literacy and sees the real continuum between orality and literacy (Nel 1996:20). As I said above, the great classics of world literature only have meaning in relation to the wider discorsal and cultural context. Proponents of the virtues of schooled literacies would do well to remember that Western literature's first great monument, the Homeric epics, have been clearly demonstrated to be mostly the mere alphabetic encoding of an originally entirely oral poetic tradition (*c.f.* Parry 1971).

The ideological model, like CDA, clearly discerns the culture specific and ideological nature of *all* literacy practices. Although some scholars have recently mooted that a distinction should be made between oral and print-based literacy, 'literacy' in the sense of a "literary event" need not refer only to alphabetically encoded discourse. Oral story telling traditions can then also be regarded as examples of literacy practices ( Scollon & Scollon 1984). Zulu children are inducted into traditional literacy when they listen to *izinganekwane* (oral story telling) (*c.f.* Canonici 1985). Like the Athabaskan narrative recorded by Scollon and Scollon, *izinganekwane* demand much audience participation and the ultimate meaning is negotiated between narrator and audience. It is 'topic associative' in style, not the 'topic centred' style which Eurocentric schooled

literacy demands. In other words, the point of the story is illustrated by a series of apparently unconnected topics, which gradually build up a complete, multi-faceted picture, by inference. Explicitness and strict linear logic appear alien to this type of literacy event.

I have experienced this topic associative style of narrative very commonly in both the oral presentations and the written discourse of my own L1 Zulu students. To these students, like Canagarajah's L1 Tamil speakers, the topic-centred style of schooled literacy and the hegemonic discourse in general are alien and they resist acculturation into them. The orally based topic associative style of discourse thus seems to explain, at least in part, the types of discourse I encountered in texts 3 and 4 of those selected for analysis.

Having put in place this foundation in literacy studies to highlight and explain the sociolinguistic significance of the discursual variations among my four selected documents, it will be possible to answer the two main questions which give direction and focus to my research, namely how the four parties involved in the Durban-Westville "fees crisis" represent themselves and what ideologies their discourses embody.

## **2.4 COMMUNITY OF PRACTICE THEORY**

The word 'community' occurred in all four of my texts, usually in the phrases 'the University community' or 'our University community'. The implied membership of this community seems to vary from one text to another, but its frequency suggests that the ideal of communality is something which all four parties regard as essential to their respective ideologies – or at least they want others to believe that they value the concept highly.

Therefore, since 'community' seems to be such an important issue in the Durban-Westville "fees crisis," I decided to investigate the term further. On further reflection I perceived that the use of the word in the four texts did not refer to a community in the sense of a residential

neighbourhood or the traditional synoecism of a kinship group like an African clan. In most instances the term seemed to refer rather to a shared place of work or study where achieving common goals is the desired outcome of that work or study. This then suggests that the nature of those goals, as well as the precise conditions of eligibility for membership in a University of Durban-Westville CofP are both at stake in the power struggle that is contained in the "fees crisis" discourse. Much of the "fees crisis" power struggle thus is seen to center around defining these goals and qualification for CofP membership.

My quest for an appropriate conceptual framework in order to examine the discursive significance of the term 'community' in the four "fees crisis" texts led me to Community of Practice (CofP) theory. Eckert and McConnell-Ginet (1992) define it thus:

"An aggregate of people who come together around mutual engagement in an endeavor. Ways of doing things, ways of talking, beliefs, values, power relations - in short, practices - emerge in the course of this mutual endeavor. As a social construct, a CofP is different from the traditional community, primarily because it is defined simultaneously by its membership and by the practice in which that membership engages."

(Eckert & McConnell-Ginet 1992:464 quoted in Holmes & Meyerhoff 1999,174).

This definition appears to be exactly congruent with my own deductions about the meaning of the word 'community' from the four texts to be investigated for answers to my research questions. It might be suggested that CofP theory is intended specifically for language and gender research, but I have not come across any statement in Wenger (1998) or in Holmes & Meyerhoff (1999) to confirm this. It is to be noted that Eckert and McConnell-Ginet merely *introduced* and *applied* the already pre-existing CofP theory to language and gender studies, it was *not* created specifically for language and gender studies. On the contrary, CofP seems ideally suited to the interpretation and explanation of the interpersonal analysis of any discourse. As I intimated above, CofP could possibly be applied in tracing and highlighting the hidden power relations in discourse in general, be the power in question gender based or not.



"For Lave & Wenger 1991, the CofP is one component of a social theory of learning, and Wenger 1998 uses it to critique traditional models of learning" (Holmes & Meyerhoff 1999:174). Wenger, who is one of the founders of CofP theory, regards learning as a natural process and an intrinsic part of social life. This is certainly true for our primate relatives and pre-industrial, rural human societies. Learning is in fact part of the socialization of the individual into the group. In an urbanized, industrial society the basic group socialization purpose of the educational process can still be discerned.

" We learn to perform appropriately in a CofP as befits our membership status: initially as a "peripheral member," later perhaps as a core member. **In other words, a CofP inevitably involves the acquisition of sociolinguistic competence**" (Holmes and Meyerhoff 1999:174).

The last sentence of the quotation given above shows clearly where Community of Practice theory links into Critical Discourse Analysis. Discoursal ability creates social empowerment and the central focus of CofP is actually on the power struggle which CDA regards as inherent in all discourse. It follows, therefore, that according to CofP theory, lack of competence in the discoursal modes of a particular CofP causes aspirant members to be 'peripheral' or marginalized.

Wenger makes a clear distinction between *peripherality* and *marginality* in terms of the members' levels of participation in their CofP. He sees *peripherality* as a temporary state. Gee defines it as a sort of apprenticeship to later full membership in a CofP (Gee 1996). It is a kind of probationary period served by a prospective full, core member of a CofP. A peripheral member cannot yet participate fully and has to be instructed in the discoursal customs and rituals of the CofP s/he has recently joined. The new member's level of participation then gradually increases, if s/he desires it, until s/he achieves core membership and full participation in the CofP. Here the initial peripherality is seen as a necessary enabling stage for the new member. *Marginality* on the other hand implies that a prospective new member of a CofP is denied full membership of the group permanently and will always be kept on the fringes of a CofP. They can only achieve "a

restricted form of participation” (Wenger 1998:165-166) in the CofP to which they have attached themselves.

In terms of the Durban-Westville "fees crisis" texts, Wenger's concepts of insider status, peripherality and marginality, participation and non-participation provide useful metalanguage to assess the connection between the various uses of the term 'community' and membership and power relations at Durban-Westville at that time.

Community of Practice theory, together with concepts drawn from literacy studies scholarship, will also help to elucidate the striking diversity of discursal styles evinced by the four texts which I have selected for my research and the intertextuality between them and the hegemonic schooled literacy English discourse at Durban-Westville. Wenger's definitions of peripherality and marginalization throw into sharp focus the marginalizing effects of discursal disadvantage and a system already predisposed to exclude new aspirants because of their gender, race or cultural background.

In the context of a South African institution like Durban-Westville with its legacy of apartheid still causing ethnologically based divisions, the CofP theory also provides an excellent model for societal description with its “constellation of practices” concept.

Many social groupings, in particular large institutions such as occur in commerce, industry or state run organizations like the civil service or universities, contain not one but many CofP's within their walls. These groupings interact with each other constantly, either in co-operative enterprises or in competition for resources. Very often an individual can be simultaneously a member of several CofP's inside one large umbrella organization. A group of CofP's interacting within one institution or sphere of activity like this is referred to as a '*constellation*' of CofP's. Wenger gives nine characteristics, some or all of which define the concept of *constellations* of

communities of practice:

- 1) Sharing historical roots
- 2) Having related enterprises
- 3) Serving a cause or belonging to an institution
- 4) Facing similar conditions
- 5) Having members in common
- 6) Sharing artifacts
- 7) Having geographical relations of proximity or interaction
- 8) Having overlapping styles of discourse
- 9) Competing for the same resources (Wenger 1998:127)

Wenger's list of nine characteristics of a constellation of practices coincidentally defines the structure of the University of Durban-Westville very accurately, and provides a highly useful perspective on the discursal interactions during the "fees crisis" of 2000. Point 5, namely, 'having members in common', is a vitally important factor to bear in mind. I myself am a member of both staff unions at Durban-Westville, and was for several years also a student and member of the students' union. The overwhelming majority of the administrative staff are members of one of the staff unions, and many of them are registered as part-time students as well. Points 4 and 9 of the list ('facing similar conditions' and 'competing for the same resources') allows for the reality of conflict within a constellation of practices. This, of course, was precisely the situation at Durban-Westville during the "fees crisis".

Hence the CofP theory, in particular the concept of a constellation of CofP's will help me to identify the ideologies embedded in the four "fees crisis" texts. It will also help in answering my third research question, namely, what lessons can be learnt from the Durban-Westville "fees crisis" which could be helpful for South African tertiary institutions in formulating their future



## 2.5 CONCLUSION

In chapter 2 I have reviewed the four bodies of scholarship which underpin my own research and furnish it with the techniques necessary for a critical discursal analysis of my selected texts. First I reviewed the field of critical discourse analysis itself and explained key concepts within it, *i.e.* 1) language as discourse is always a form of social interaction; 2) there is always reciprocal interaction between text and context; 3) the nature of ideology in discourse and CDA's avowed aim of redressing social inequalities through exposing asymmetrical power relations naturalized in discourse; 4) the division of the analytical process into the three stages of description, interpretation and explanation. Next I reviewed the work done in systemic functional linguistics which I intend to use as my main strategy in the first stage of my analysis of texts, namely description. In the third section of the review of literature I looked at literacy studies. In particular I sought to contextualize my research in terms of schooled literacy theory and the ideologically conflictual contrast between hegemonic, schooled literacies and counter-discourse. Finally, I looked at community of practice theory in order to provide a frame of reference for explaining the word 'community' which appears often in my four selected texts.

This discussion of the literature on the four theories that inform this study prepares the way for my exposition in the next chapter (chapter 3) of my research methods. There I describe in greater detail the actual workings of critical discourse analysis and systemic functional grammar since conjointly they form the backbone of the analytical strategies I apply to my selected data.

## **CHAPTER 3: METHODOLOGY**

### **3.0 INTRODUCTION**

In chapter 2 I reviewed four bodies of scholarship: critical discourse analysis (CDA), systemic functional grammar (SFG), literacy studies and community of practice theory (CofP). These have produced ideas and theories in various aspects of critical language awareness which I regard as appropriate to and useful for the line of approach I take in my own research.

In chapter 3 I first describe the methods of data collection I have employed and the criteria for my selection of the four texts for close investigation (3.1). Next I give accounts of the two main research strategies I use, namely those of critical discourse analysis, which I deal with in section 3.3, and of systemic functional grammar, which I handle subsequently in section 3.4.

### **3.1 METHODS OF DATA COLLECTION**

From the start of the Durban-Westville "fees crisis" in May 2000, pamphlets produced by the various protagonist groupings involved in the crisis began to appear on the UDW campus e-mail. Hard copies of these documents were pinned to notice boards or left in piles at the entrances to various buildings for passers by to pick up and read. Some, which were distributed through the official internal post, arrived in the in-tray of my office, the language laboratory at the University of Durban-Westville. Not all the pamphlets circulated through the internal post reached us in the language laboratory, usually because the student unrest had disrupted administrative and teaching activities. Colleagues from other parts of the Durban-Westville campus who did receive post at such times furnished some of those we in the language laboratory had missed.

In order to account for my interpretation of the data contained in the four written texts I examine in this research, I now give a brief description of the sources for my own MR (members' resources, *c.f.* 3.3) which I bring to bear on these four texts. I was naturally an eyewitness of much of the "fees crisis", and had many conversations about it with both students and colleagues at the time and subsequently. Some of the colleagues I spoke to were directly involved in the composition of some of the written texts or at least privy to the counsels of participant groupings.

The militant students and members of the University executive, however, often proved less amenable to discussion of the "fees crisis", both during it and subsequently. Interestingly, none of even my informal interlocutors were willing to have our conversations about the "fees crisis" recorded for later transcription. (UDW management policy expressly forbids press leakage of bad publicity by staff or students and readily sues those caught in breach of this ban). These same colleagues, though reluctant to have their exact words recorded and transcribed, were nevertheless very happy to read my research in progress in order to verify and supplement it from their own experiences of and knowledge about the events of the "fees crisis".

By the nature of my job, most of my working day is spent in the language laboratory itself or in classrooms close to it. However, during the "fees crisis" teaching was disrupted on several occasions and I was able to watch student demonstrations and the activities of the security forces brought onto campus to quell rioting. There was much commentary on the behaviour of both student demonstrators and security forces amongst the onlookers. Because of the unavailability of a body of recorded and transcribed spoken discourse I have relied upon the written texts from the "fees crisis" for my database. I selected 4 of the pamphlets for close analysis. The four texts are:

- 1) "Notice to all members of staff" from the Vice-Chancellor of the University of Durban-Westville which appeared 11 May, 2000
- 2) " A Message to our University Community from the Academic Staff Association" which appeared 10 May, 2000, though dated 9 May, 2000
- 3) "Open communiqué to university community" dated 10 May, 2000 and issued by the combined staff association of Durban-Westville (the non-academic union)
- 4) "The Struggle continues" issued by the Student Representative Council of Durban-Westville 11 May, 2000

Documents 1 and 3 were delivered in hard copy by the UDW internal post to all staff members' offices, including mine. Document 2 was first disseminated by e-mail. The ASA wanted to deliver it in hard copy also but management banned document 2 shortly after the hard copies of it began to appear. I obtained document 2 in hard copy from a colleague who had received it before the



ban. The SRC's Document 4 was not delivered by either of the two official channels (internal post and internal e-mail). It was displayed on some noticeboards and left in piles at various places on the UDW campus for passers by to take. Most of the copies of document 4 were made available in and around the students' cafeteria. I obtained a copy of document 4 from a colleague who had found a pile of them at the entrance to the University library. Management forbade the distribution of document 4 also after they had been apprised of its contents.

From the manner of distribution of the various documents it is possible to deduce by whom they were mainly read. The SRC document 4 was read mainly by students, since it was mostly available in places frequented by them. Its banning by management, however, inevitably led to many staff members actively seeking out originals or photocopies of it for themselves to read. The same was true of the other banned text, the ASA's document 2. It was originally intended for ASA members only, but the banning led to its wider dissemination among non-academic staff and the student leadership also. The majority of the students did not read documents 1, 2 and 3. Most of the University staff read document 3, to judge from my conversations with both academic and non-academic colleagues at the time.

The fact that of the three non-managerial documents I have selected for analysis only COMSA's document 3 was given official sanction by management can perhaps be taken as an indication of whom management was prepared to talk to and accept as a legitimate power-holder on the UDW campus. This would then reflect COMSA's standing as the only legally recognized staff union on campus. Its close affiliation to the powerful Congress of South African Trade Unions (COSATU) would also induce management to be more circumspect in its treatment of COMSA than it had been with either the ASA or the SRC.

There are two reasons for this particular choice of texts. Firstly, these four texts were each written by one of the four main groupings involved in the crisis, namely the administration of Durban-Westville, the Student Representative Council, the Academic Staff Association and the (non-academic) Combined Staff Association. Secondly, the four texts were all produced and distributed more or less contemporaneously at the same stage of the "fees crisis," between

9 May and 11 May 2000. Therefore the four texts are to some extent all participants in one polyphonic discursual interaction. Thirdly, the four texts reveal a wide range of discursual registers, from extreme 'schooled' literacy to an equally extreme orality exhibiting all the traits of 'topic associative' discourse. Such a wide range of discursual types struck me as typically symptomatic of a community in the throes of radical transformation.

### 3.2 APPROACH TO DATA ANALYSIS

I subjected my four selected texts from the Durban-Westville "fees crisis" to discursual analyses of two kinds in order to provide the data necessary to answer my first two research questions, namely, how do the four main parties involved in the Durban-Westville "fees crisis" of May/June, 2000 represent themselves and what ideologies do their respective discourses contain. These two approaches are complementary. The first I describe (critical discourse analysis), furnishes me with the overall line of approach to the task. The second type (systemic functional grammar) focuses on the initial, descriptive stage and provides a meticulous, grammatical analysis as a foundation for the subsequent stages of research. These two analytical strategies are crucial, in that my third research question, concerning the lessons to be learnt from the "fees crisis," can only be dealt with on the basis of the answers to the first two questions. Therefore I now enumerate the main features of critical discourse analysis (CDA) in section 3.3 and systemic functional grammar (SFG) in section 3.4

### 3.3 CRITICAL DISCOURSE ANALYSIS

Fairclough divides the practice of critical discourse analysis into three stages; "*description* of text; *interpretation* of the relationship between text and interaction; and *explanation* of the relationship between interaction and social context" (Fairclough 1989:109).

Fairclough divides his *description* into three sections; A. vocabulary; B. grammar; C. textual structures. These three headings are further subdivided into a total of ten questions for consideration when describing a text, be it the transcript of spoken discourse or purely written. For this first stage of my analysis, however, I rely on SFG. Since I intend to use the Hallidayan systemic functional grammar for the description of my texts, I have given no more than the above



brief statement of Fairclough's methods of description. I concentrate rather on his second and third stages, namely interpretation and explanation.

Fairclough neatly summarizes his scheme for the second stage of critical discourse analysis, namely, interpretation of texts, as three questions (Fairclough 1989:162):

1. "*Context*: what interpretation(s) are participants giving to the situational and intertextual contexts?
2. *Discourse type(s)*: what discourse type(s) are being drawn upon (hence what rules, systems or principles of phonology, grammar, sentence cohesion, vocabulary, semantics and pragmatics; and what schemata, frames and scripts)?
3. *Difference and change*: are answers to questions 1 and 2 different for different participants? And do they change during the course of the interaction?"

In answering the second question in Fairclough's interpretation method on the discourse types being used in a text (*c.f.* 2.3), it is important to ascertain that text's '*lexical density*'. The lexical density of a text is the ratio between the 'content' words and the total number of words in a text (*i.e.* including all the words with a mainly grammatical function, such as prepositions, articles and conjunctions). This distinguishes firstly between written (high lexical density) and spoken (low lexical density) texts. Secondly it can indicate the social function of a piece of discourse. Halliday says, "pragmatic language, or 'language of action' has the lowest lexical density of all" (Halliday, 1978:32). As an illustration of the aptness of this view, document 4 of the four texts I have selected for this research is very "pragmatic" in style and very much focused on 'action'. In line with Halliday's statement about such a discoursal register, it does in fact have the lowest lexical density of all four texts.

I also intend to apply ideas I have found in literacy studies scholarship. I do this because the range of discoursal styles contained in the four texts seems to be partly the result of differing literacy practices.

Fairclough defines the purpose of the third stage of critical discourse analysis, namely explanation, thus.

"The objective of the stage of explanation is to portray a discourse as part of a social process, as a social practice, showing how it is determined by social structures, and what reproductive effects discourses can cumulatively have on those structures, sustaining them or changing them. These social determinations and effects are 'mediated' by MR (*c.f.* 3.3): that is,



social structures shape MR, which in turn sustain or change structures” (Fairclough 1989:163).

Fairclough encapsulates the procedure for explanation also in three questions:

1. *“Social determinants*: what power relations at situational, institutional and societal levels help shape this discourse?
2. *Ideologies*: what elements of MR which are drawn upon have an ideological character?
- 3 *Effects*: how is this discourse positioned in relation to struggles at the situational, institutional and societal levels? Are these struggles overt or covert? Is the discourse normative with respect to MR or creative? Does it contribute to sustaining existing power relations, or transforming them?” (Fairclough 1989:166)

The three questions in which Fairclough encapsulates his methods for explaining pieces of discourse are ideally suited to the type of analysis I intend to use to investigate my texts from the Durban-Westville "fees crisis". As an auxiliary to Fairclough's explanatory scheme I shall also employ approaches derived from Community of Practice theory in order to ascertain the precise meaning of Fairclough's "institutional and societal levels" in the context of the University of Durban-Westville at the time of the "fees crisis". Workers in any large institution tend to form a multiplicity of smaller groupings centred on their own specific functions. These functionally based groupings then gradually become focuses of social identity and status in relation to and often in competition or even in conflict with other sub divisions within the same organization. Study of how these groups come into being and how their membership is defined has led to the creation of the 'Community of Practice' theory (*c.f.* 2.4).

Fairclough stresses that in carrying out the interpretation and explanation stages of CDA, researchers must utilize their own "members resources" (MR.). These are, broadly speaking, the interpretative skills we all have acquired subconsciously through our experiences of living and interacting socially in a language community, skills which we utilize to make sense of any piece of discourse, whether emically as a discourse producer or participant, or etically as an external observer. It is partly for this very reason, namely that I can apply my own MR to the selected texts, that I chose documents from the Durban-Westville "fees crisis" for this research.

### 3.4 SYSTEMIC FUNCTIONAL GRAMMAR

I now outline the techniques Halliday prescribes for his systemic functional grammar analytical method. The basic, functional sense-unit in discourse is the clause. 'Sentence' refers to written literacy conventions only, *e.g.* in English, capital letters initially and full stops in final position are used in writing to indicate start and end of simple clauses or clause complexes. All punctuation signs are an attempt to substitute in writing for the missing sense-unit clues which body language, intonation and pauses for breath supply in spoken discourse. Hence functional grammar, which is often applied to transcripts of spoken discourse, prefers the term 'clause' (*c.f.* Butt *et al.* 1995:31-32). Then it looks for significant patterning arising from the analysis that can reveal something about the nature of the whole cultural and social context within which a discourse occurs. Since the analysis is done in tabular form, frequently used grammatical features are readily detectable visually. Hence the physical juxtaposition of two or more analyzed discourses can greatly facilitate intertextual comparisons.

Halliday sees language as a system that simultaneously expresses three aspects which make up the social context in which any discourse is generated. These three aspects are: 1) the 'Field' of activity, which focuses on what is actually happening; 2) the 'Tenor' of social relationships which deals with the attitudes the participants in a social situation display towards each other; 3) the 'Mode' of interaction, which shows how meanings are exchanged in a particular context. The 'Mode' determines the actual form or 'medium' of discourse used and its internal arrangement of meanings, or the 'Themes' which the discursal participants in a particular situational context wish to focus on. These three semantic functions are encoded in a discourse as the 'Experiential' metafunction, the 'Interpersonal' metafunction and the 'Textual' metafunction. Butt *et al.* define these three functions as follows:

- 1 "Language has a representational function: we use it to encode our experience of the world; it conveys a picture of reality. So it allows us to encode meanings of experience (EXPERIENTIAL MEANINGS).
- 2 Language has an interpersonal function: we use it to encode interaction and show how defensible we find our propositions. So it allows us to encode meanings of attitudes, interaction and relationships (INTERPERSONAL MEANINGS).



- 3 Language has a textual function: we use it to organize our experiential and interpersonal meanings into a coherent whole. It allows us to encode meanings of text development (TEXTUAL MEANINGS)". (Butt *et al.* 1995:38)

### 3.4.1 FIELD OF DISCOURSE: THE EXPERIENTIAL FUNCTION

Accordingly I now turn to the first SFG metafunction, namely the experiential analysis or analysis of 'Field'. It is also often referred to as the 'transitivity' analysis because it shows 'who is doing what to whom' (*c.f.* Polias 2000).

The experiential function is "the clause as representation" (Halliday 1994). More fully, "Language has an *experiential* function, so it has *experiential* meanings. We use the experiential function to encode our experience of the world: that is, we use it to convey a picture of reality" (Butt *et al.* 1995:42). Here a word of caution is necessary in my opinion. Nothing is so subjective as reality, and each society constructs its own in its discourse. Functional grammarians recognize that the inherent subjectivity of the human response to external phenomena produces a wide range of variety in the discoursal expression of their responses to experiences of the external world:

"Every clause in English can be seen in the experiential function to be made up of combinations of Participant(s) and Circumstance(s) revolving around the obligatory Process. But within this seemingly narrow framework, there are almost endless possibilities as to how we encode our experience." (Butt *et al.* 1995:61)

In the experiential analysis, the Participant is the agency performing an action or being affected by an action, while the action itself is called the Process. Adverbs and adverbial phrases using prepositions are all classified as 'Circumstance(s)'

First of all I discuss the experiential analysis in terms of the Process types, since Processes are the single most important element in any clause and the only one that is indispensable to its structure, *e.g.* "Fight!" is a Process functioning as clause on its own, while Participants and Circumstances only function in relation to a Process, *e.g.* "we" or "a just cause" are incomplete as semantic units. When combined with a Process, *e.g.* "We are fighting a just cause" (doc.4) a complete semantic unit emerges.

According to systemic functional grammar, all Processes fall into three semantic groups:



1. “Processes that describe what is happening or being done in the external, material world, often known as **MATERIAL PROCESSES**,” (Butt *et al.* 1995:46).

The active Participant of an active material Process is called the Actor, and with a passive material Process, the Agent, *e.g.*

1. **Managerial ineptitude** **has plunged** **our University** **into crisis** (doc 2).

Actor	Process: material	Goal	Circumstance
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2. **Our University** **has been plunged** **into crisis** **by managerial ineptitude** (doc.2).

Goal	Process: material	Circumstance	Agent
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2. “Processes which simply describe relationships, known as **RELATIONAL PROCESSES**,” (Butt *et al.* 1995:46).

With relational processes the Participant labels are most commonly ‘Carrier’ and ‘Attribute’, *e.g.*

1. **The right to peaceful protest** **is** **sacrosanct** (doc.3)

Carrier	Process: relational	Attribute
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or ‘Identified and ‘Identifying’, *e.g.*

2. **The decision to ban the gathering** **is** **a recipe for confrontation** (doc.3)

Identified	Process: relational	Identifier
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3. “Processes which project the inner world by speech or thought, known as **PROJECTING PROCESSES**”. (Butt *et al.* 1995:46)

With projecting Processes of speaking the Participant is called ‘Sayer’ and the Goal ‘Verbiage’. For example:

1. **Academics** **expressed** **sympathy** (doc 2)

Sayer	Process: verbal	Verbiage
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An indirect statement clause is usually labelled ‘projected message’, *e.g.*

2. **Economists** **say** **that these developments have a direct impact** (doc 3)

Sayer	Process: verbal	(projected message)
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With projecting Processes of thinking they become ‘Senser’ and ‘Phenomenon’ respectively, *e.g.*

3. **We** **understand** **the frustrations** (doc. 3)

Senser	Process: mental	Phenomenon
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When the Goal is an entire clause after a projecting mental process, it is labelled ‘projected clause’, *e.g.*

4.      **We**                      **believe**                      **that our University Council has failed** (doc. 2).

Senser	Process: mental	(projected clause)
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The Experiential analysis basically answers the question: "Who did what to whom with what why?" It gives the discourse producers' view of both the immediate context of situation (the 'experiential domain') and the more remote context of culture beyond the specific situation, and is thus full of their implicit assumptions. Discovering the types of Processes and Participants favoured by discourse producer(s) can reveal a great deal about their interpretation of events in a particular situational context and also about their discursal aims. Any discourse should then reveal in the experiential analysis what its producer's immediate intention is and also what more remote aims s/he has beyond the immediate situational context. These are designated the 'short term goal' and the 'long term goal' of a text. In combination with the other two analysis tables of the same text for the Interpersonal and Textual metafunctions, one can build up a detailed picture of the *Weltanschauung* of the discourse participants.

### 3.4.2 TENOR OF DISCOURSE: THE INTERPERSONAL FUNCTION

I now give a brief explanation of the second SFG metafunction, the Interpersonal. This examines discourse functioning as a social event or an exchange of information or goods and services. It reveals the relationship between the Participant(s) engaged in or observing a situation.

" Simultaneously with its organization as a message, the clause is also organized as an interactive event involving speaker, or writer, and audience." (Halliday 1994:68)

Butt *et al.* say that the most basic purpose of language is to exchange information or goods and services. These three commodities can either be requested or supplied. Therefore all discursal exchanges fall into four functional categories; a request for or provision of information; or a request for or supplying of goods and services. "These are interpersonal meanings at the semantic level of language which will be realized at the lexicogrammatical level" (Butt *et al.* 1995:64).

To carry out an interpersonal analysis SFG uses a different set of terms to that used for the experiential analysis to identify the basic functions in a clause. Functional grammar here calls the doer the Subject, but is mainly interested in the finite verb. The Subject and Finite together form

the 'Mood block'. The rest of the clause is the 'Residue'. Adverbs or adverbial phrases within a clause are labelled 'Adjuncts'. The experiential 'Goal' becomes the 'Complement', and all non-Finite parts of a compound verb tense form the 'Predicator'. Adjunct, Complement and Predicator form the Residue as opposed to the Mood block.

As the term 'Residue' suggests, the main focus of interpersonal analysis is on the Mood block of a clause. In order to describe the uses and patterns of Mood used in a text, Systemic functional grammar recognizes three Moods; 'Declarative' used for statements, 'Imperative' for commands, offers and requests, and finally 'Interrogative' to denote questions. The English modal auxiliary verbs such as 'may', 'might', 'can', 'could' 'would', 'should', 'must' etc are termed 'Modal Finites'. These and other modal indicators such as 'perhaps', 'maybe' ('Modal Adjuncts') expressing either possibility or usuality, are termed 'Modalisation'. Those expressing obligation, *e.g.* 'must' and 'ought,' are termed 'Modulation'. If a clause is negative, then one says that the Finite has 'negative polarity'. Butt *et al.* aptly describe the purpose of Modality in Finites or Adjuncts in a clause as "finding ground between positive and negative" (Butt *et al.* 1995:81). Modality reveals such things as degrees of certainty or hesitancy, equality or inequality of status in a piece of discourse. As usual for systemic functional grammar, an interpersonal analysis is best laid out in tabular form; *e.g*

<b>We                      will                      communicate further directives                      to you (doc.3).</b>				
<b>Subject</b>	<b>Finite</b>	<b>Predicator</b>	<b>Complement</b>	<b>Adjunct.</b>
<b>MOOD</b>	<b>BLOCK</b>	<b>R E S I D U E</b>		

This clause could be further described as being positive, in Declarative Mood with no Modality. It is therefore a confident exchange of information with the discourse producer being the deliverer and the audience as the recipient of the information. The personal pronoun *we* has anaphoric reference and implies that the audience knows by now which *we* is referred to through textual cohesion.

Interpersonal analysis reveals, particularly through the Mood block, what type of social interaction is taking place. Giving information, as in a narrative text, will be done in Declarative Mood. A procedural text, such as an instruction manual for assembling a piece of equipment, will



be mostly in Imperative Mood. Yet there is a considerable difference between “Attach part A to part B with wingbolt C” and “Fight for your rights!” The difference is explained by the ‘lexis’ (choice of words). “Attach part A” *etc.* is emotionally fairly neutral. It is the type of lexis appropriate to a procedural text. On the other hand “Fight!” and “rights” carry a high emotional charge and are appropriate to an exhortatory speech. SFG designates such emotive words “attitudinal lexis”. It is often an important factor in determining the stance adopted by discourse producers and the discoursal genre they aim to produce. Hence attitudinal lexis needs to be taken into account when carrying out the interpersonal analysis.

The data provided by the interpersonal analysis can then be interpreted and explained using stages 2 and 3 of Fairclough's critical discourse analysis.

### 3.4.3 MODE OF DISCOURSE: THE TEXTUAL FUNCTION

I will now explain the workings of the third SFG metafunction, the ‘Textual’ function.

“ The Theme is the element which serves as the point of departure of the message; it is that with which the clause is concerned” (Halliday 1994:37).

As said above, this function expresses the clause as a message and concentrates on how the message is organized. In English the Theme always comes first in the clause; *e.g. the academic staff* in: *The academic staff is committed to programmes of study and modules presented at UDW* (doc.2). The rest of the clause, which tells the discourse recipient(s) about the Theme in more detail, is called the Rheme

THEME	RHEME
The academic staff	is committed to programmes of study and modules presented at UDW.

There are two further features of Textual analysis that are central to the Textual analysis, namely degrees of 'markedness' of Theme and Thematic 'progression'. The Theme can be any element within a clause which the lexicogrammar of English permits to stand at the head of a clause. When the Theme is the same as the experiential Actor, it is referred to as a ‘Topical’ Theme. When a Topical Theme is preceded by connective words like ‘and’, ‘but’ ‘next’ *etc.* these connectives also form part of the Theme and are called ‘Textual’ Themes. When modal Adjuncts

occur in Thematic position, they are called ‘Interpersonal’ Themes, *e.g.* ‘unfortunately,’ ‘hopefully’. When the Theme of a clause consists of Textual Topical or Interpersonal elements then the Theme is said to be ‘unmarked’, *i.e.* the Theme consists of elements which occur in Thematic position normally in accordance with English lexicogrammar, *e.g.* 1

<b>The Students' Representative Council</b>		<b>has initiated</b>		<b>a boycott of classes.</b>	
(Experiential) Actor	Process		Goal (doc.2)		
(Interpersonal) Subject	Finite	Predic.	Complement		
(Textual) Theme	Rheme				

In the above example the Theme consists of a Topical element only. When the Themes of a text are mostly Topical, the speaker is focused on the actions taking place in the context of situation.

<i>E.g</i> 2	THEME	RHEME
Interpersonal	Topical	(doc.1)
<b>Kindly</b>	<b>(sc. you)</b>	<b>Take notice</b>

When a text contains many interpersonal Themes, it signifies that the speaker is concerned with establishing a particular relationship with the addressees of the discourse. In example 3 the Theme contains a Textual and a Topical element, *e.g.* 3

	THEME	RHEME
Textual	Topical	(doc.1)
<b>In addition</b>	<b>the University</b>	<b>reserves the right</b>

A text containing frequent Textual Themes indicates that the speaker is concerned that the logical and temporal sequence of ideas and events should be made clear. S/he usually does this in order to construct an argument or proof.

When, however, some element is placed first in a clause, such as an Experiential Circumstance/ Interpersonal Adjunct, which is a departure from the normal ordering of lexicogrammatical functions in an English clause, the speaker wants it to be noticed because it stands out. Such a Circumstance as Theme is said to be ‘marked’. Likewise, a subordinate clause preceding its main clause acts as a marked Theme to that main clause, *e.g.*

<b>MARKED</b>	<b>THEME</b>	<b>RHEME</b>
In a meeting of concerned academics held today (09/05/2000),	sympathy was expressed for several of the student grievances.(doc.2)	
Even if it means [that we are arrested for fighting a just cause],	so be it. (doc.4)	

The first example consists of two Circumstances together functioning as marked Theme, and the second is an entire subordinate clause appearing as marked Theme before its main clause, which then becomes the Rheme. Butt *et al.* explain the significance of thematic markedness thus:

“Because all choices are meaningful, when we find marked Themes, we look for the purpose behind the speaker’s patterning: it may be to draw the addressee’s attention to a particular group or phrase; more often it is to build a coherent text which is easy to follow” (Butt *et al.* 1995:95).

Having identified the Themes and Rhemes for each clause in a text, an SFG then looks for patterns of Themes. If the Theme of one clause is picked up by the Rheme, and then passed on to the Themes of many subsequent clauses, a text is said to have good Thematic ‘progression’. When the focus of a text as expressed in its Themes changes within the text this change is referred to as ‘Thematic ‘drift’. An analysis of lexis also helps to uncover the degree of Thematic ‘cohesion’ in a text, in that the same idea will recur as Theme throughout a text through the use of synonymous lexes. The more tightly organized a written text is in terms of its Themes, the more closely it usually adheres to the norms of hegemonic ‘school’ literacy practices. In more orally composed discourse it is common to find a multiplicity of Themes loosely strung together in ‘topic associative’ style. In such non-mainstream discursal styles the connection of ideas is often exophoric rather than endophoric; *i.e.* the discourse recipient(s) must draw on their own MR to infer the necessary ideational links in a text. This aspect of the Thematic metafunction will be useful in accounting for the differences of discursal style my texts exhibit, and thus will help me to answer my first research question as to how the four “fees crisis” groupings represent themselves discursively. The role of language in a discourse can be either ‘*constitutive*’ or ‘*ancillary*’. If it is ancillary, it means that language is supported by visual illustration in a written text. If spoken, the speaker often uses gesture and vocal variation to get ideas across to the addressees. The role of language is constitutive when it is the sole means of discursal interaction.



### 3.5 CONCLUSION

The experiential, interpersonal and textual analyses provide an intertextuality within one and the same piece of discourse which can greatly facilitate the subsequent interpretation and explanation. The convenience of the visual display of analysis in tabular form also makes it much easier to identify significant patterns in a text than an account of the findings written out in essay form. Thereafter the interpretative and explanatory stages of CDA can be executed according to Fairclough's scheme. This combination of the techniques of SFG and CDA in a close examination of texts seems to me the most efficacious line of approach in conducting a sociolinguistic examination of texts.

In section 3.2 I have explained my methods of data collection and verification; the circumstances which caused me to collect data of this type; and finally how and why I selected my four texts. In sections 3.3 and 3.4 I have outlined the salient features of the methods of CDA as expounded by Fairclough and of the Hallidayan SFG. In the next chapter (chapter 4) I give my analysis of the four chosen texts.

## CHAPTER 4: ANALYSIS OF TEXTS

### 4.0 INTRODUCTION

In chapter 3 I explained how I acquired and selected my research data and gave an account of the methods of research and the analytical frameworks of CDA and SFG which I intend to apply to the four selected UDW “fees crisis” texts. In this chapter I examine the data derived from the SFG analyses (*c.f.* appendix 2) for Field Tenor and Mode described in chapter 3. I discuss each of the documents in turn and prefix a copy of the relevant text to the examination of the data extracted from it (*c.f.* also appendix 1). At the end of this chapter I give a table showing the salient data from each of the four texts for intertextual comparison.

#### 4.1.0 DOCUMENT 1: MANAGEMENT: DESCRIPTION

(See appendix 2 for SFG analysis tables). Document 1 is a letter from Professor X the Vice Chancellor of Durban-Westville to all staff members. It has the official University of Durban-Westville letterhead at the top, with the University coat of arms at the top left. This is an extralinguistic statement of the authoritative nature of document 1. The text is the shortest (one hundred and eighty-four words) of the documents analyzed here, but in combination with her other text issued later the same day (see appendix 1:doc 5), the Vice Chancellor has by far the biggest say in the discoursal interactions of 9-11 May. The four paragraphs of text decrease in length progressively. This gradual diminuendo is in inverse ratio to the concomitant semantic crescendo, which is reached in the last, shortest paragraph, where the main point of the message is made very clear. The document is not dated but appeared on 11 May 2000, and is signed by Professor X, with her titles given in full below her signature.

#### 4.1.1 DOCUMENT 1: EXPERIENTIAL ANALYSIS (*c.f.* 4.5.1-2).

**Process Types.** There are twelve main processes; four projecting processes and eight material. No other process types occur except “*deems*” in an embedded clause, which is a mental projecting process.

**Participants.** The addressees of the document are “*you*”, which occurs as a participant four times, (twice as actor and twice as goal) and “*members of staff*”, which occurs twice as goal. “*The University*” appears twice, both times as actor. Although the signature on the document is that of the vice-chancellor, nowhere does the pronoun “*I*” or “*me*” appear as the participant speaking to the “*you*” mentioned four times. Instead the nominal group “*the University*” is used. Is the signatory then only the messenger here for this undefined, presumably corporate body?

**Experiential Domain.** The text is one in which “*you/all members of staff*” are being forbidden to do something by “*the University*”. Therefore the domain is that of campus politics.

**Short-term Goal.** This is the prevention of a strike by university staff members.

**Long-term Goal.** This is probably the maintenance of the power structure within the University of Durban-Westville as it is perceived to be constituted by “*the University*”. This is clearly revealed in the twice-used phrase “*the University reserves the right*”.

#### 4.1.2 DOCUMENT 1: INTERPERSONAL ANALYSIS (c.f. 4.5.3).

**Mood selections.** All the finites at clause rank except one are in declarative mood. There is one imperative, which appears in emphatic position as the first predicator of the text (“*take*”). One of the declaratives has modulation (“*must cease and desist*”). This is tantamount to a second imperative. Two more of the formally declarative mood blocks are in my opinion functioning semantically as imperatives. These are; “*You are given notice*” (line 6) and “*you are personally called upon to desist*” (line 12). Thus three of the four clause complexes in the text are overt or covert commands to “*you*”.

**Attitudinal Lexis.** The single most striking revelation of attitude in the lexis of document 1 must be the semantic reference of “*the University*”. It clearly does not include the members of staff. The university is treated as a legal “*persona*” in its own right, which here proclaims its right to sue other legal “*personae*”, if they give it trouble. The fact that only one signature appears at the end of the text suggests to me that the implicit assumption on the part of that signatory is, “*Moi, je*



*suis l'état*". This perhaps gives substance to the ASA's criticism in document 3 of "*the dictatorial management style*".

Only the clause complex in paragraph 3 is a factual statement. In view, however, of the attitudinal lexis paragraph 3 contains, (*disciplinary action, contravention of your conditions of service*), the power structure on campus is so unambiguously portrayed that this one declarative finite has a strong minatory affect, *i.e.* *You* will be punished if *you* do not comply with the strong demand to render a service, albeit thinly disguised by the Adjuncts *kindly, personally sincerely* and the modalizing *may* of paragraph 2. The adverb "*kindly*" has a double meaning. It can soften the abruptness of a command but is often used as a modal implicature indicating exasperation at persistent disobedience. Its position here as the first word of the main text is very emphatic and so probably bears the latter meaning.

There is a great deal of over-wording and repetition in this text. The ominous tone of paragraph 3 is enhanced by it being a partial repetition of paragraph 2. There are several examples of phrasal and single-word repetition; *e.g.* *unlawful* (4 times), *place* (twice), *notice* (twice), *contravention* (twice), *participating* (twice), *desist* (three times), *the University reserves* (twice). *In breach of* followed closely by *in contravention of* and *cease and desist* are examples of hendiadys (one idea expressed by two words).

The repetitiveness is typical of the ponderous discorsal style favoured in legal circles. Similarly the legalistically formulaic *hereby, the above, put on terms, notwithstanding the fact that, etc.* perhaps betray the real source of this document. It is not merely an internal directive from management to staff. It was probably penned by management's legal experts and is thus couched in the terms of a restraining order.

Thus the asymmetrical power relations are even more extreme than the University of Durban-Westville official letterhead of this document would suggest. Campus management has powerful, extramural allies in the legal as well as in the political establishment. The nominal group "*all members of staff as well as the leadership of the two unions on campus*" in paragraph 1 of the

text intimates that management feared lest the staff unions had similar external allies. Though the document is ostensibly for internal circulation only, it is attempting to restrain unionists who are not UDW staff members. These people are probably representatives of COSATU, the national umbrella organization for South African unions. The fears of UDW management were perfectly justified on this score. The largest UDW staff union COMSA maintains close relations with its union affiliates outside the University of Durban-Westville.

The use of verbs with spatial reference occurred several times in the text. The members of staff are “*put*” on terms, their work stoppages “*took place*” and also “*place*” the members of staff. By contrast the University twice “*reserves*” things. I think that this reveals a strong sense of territorial possession on the part of “*the University*” and the signatory of this document.

The use of agentless passive verbs (e.g. *Members of staff... were put on terms, you are... given notice and you are... called upon*) indicates to me that the legally trained authors do not wish to be identified, in deference perhaps to the actual signatory of the letter, namely the vice-chancellor. The management has then maybe not yet obtained full legal backing from the courts and is perhaps not quite so secure about its possession of power as the pompous polysyllables of the text would suggest.

**Agentive roles and Status.** Although only one of the verbs used is actually an imperative and despite the formulaic tokens of polite benevolence exemplified by “*kindly*”, “*personally*”, “*sincerely*” and “*you*”, the overall tenor is one of a dominant power-holder addressing disobedient servants. The perceived status relationship between the two main agents, i.e. UDW management and the non-managerial staff, is therefore very unequal.

**Social Distance.** The social distance between the two main agents is great. This wide gap seems to be not only one of status but also one of affect, despite the feigned closeness of *kindly, etc.*

#### 4.1.3 DOCUMENT 1: TEXTUAL ANALYSIS (c.f. 4.5.4).

**Thematic Choices.** There are eight Textual Themes in this document which precede six Topical and two interpersonal Themes, e.g. *In consequence of the above, notwithstanding the fact that, “failing which” etc.* The high proportion of textual Themes is in accordance with the formal, very

written nature of this document. There are also two Interpersonal Themes, "*kindly*", and "*sincerely*". They are Circumstances and therefore marked Themes. I have discussed the possible implications of "*kindly*" above. Similarly, does "*sincerely*" mean here "your true friend" or "this is no idle threat and I am in deadly earnest"? The lack of the usual accompaniment "yours" with it gives the "*sincerely*" an abruptness more in keeping with the second meaning. So to my mind the document opens with an indication of irritation and ends with a threat.

**Marked Themes.** There are no marked Themes consisting of clauses at clause rank in this document.

**Cohesion.** There are six clearly defined Thematic progressions in the text: "*unlawful work stoppages*", "*members of staff*", "*you*", "*don't take part*", "*the University*" and "*take action*". The over-wording and repetition discussed earlier enhance this strong lexical and Thematic cohesion. The third occurrence of "*University*" is as a Classifier before the noun "*Principal*". It is not usually included as part of the signatory's titles. Its inclusion here shows vividly who wishes to be acknowledged as the chief wielder of power at UDW, namely the Vice-Chancellor.

**Role and Type of Language.** The document has the superficial appearance of being a report in epistolary form, but is highly hortatory (or more accurately, apotropaic, *i.e.* an exhortation *not* to do something) in its rhetorical thrust. As said above, I think it is actually the product of legal advisors to the management. The three adverbs "*kindly*", "*personally*" and "*sincerely*" are semantically rather at odds with the rest of the lexis. These adverbial Adjuncts are probably evidence of an attempt to disguise the true nature of document 1.

The strong Thematic and general lexical cohesion of document 1 are characteristic of topic-centred, schooled literacy discourse. The length of the first two clause complexes and the amount of subordination and embedding they contain are features of the very written nature of document 1. It exhibits, despite its brevity, the most premeditatedly hegemonic discourse style of all four of the analyzed documents.



#### 4.2.0 DOCUMENT 2: ACADEMIC STAFF ASSOCIATION: DESCRIPTION.

(See appendix 2 for SFG analysis tables). Document 2 is a letter from the Academic Staff Association to all the staff and students of UDW. It contains six hundred and sixty-one words and is the second longest of the four selected UDW “fees crisis” texts. It is dated 9 May 2000, not in the heading, but only incidentally within the body of text. The document bears the hand written signature (and designation as president of the Academic Staff Association) of Dr. M, but it has no official crest or letterhead, thus reflecting the ASA’s lack of official recognition.

#### 4.2.1 DOCUMENT 2: EXPERIENTIAL ANALYSIS (*cf.* 4.5.1-2).

**Process types.** There are forty-five main Processes in this document. twenty are material, fourteen projecting and eleven are relational. Thus the text is mainly a narrative of events with commentary and opinions on the events.

**Participants.** The two commonest Participants are “we” and the noun *failure*. The latter always forms part of a large nominal group which is usually associated with the management of UDW (or one of its constituent branches) as the author of this failure, *e.g.* *Management’s glaring failure to rectify the situation timeously.*

**Experiential Domain.** Document 2 is a “*A Message*” from the academic staff to the rest of the university *community* of UDW. Accordingly most of the material Processes are used in the narration (from the viewpoint of the ASA) of the actions of Management. Conversely, most of the projecting Processes are what the ASA thinks and says. One of these, “*we call upon*”, is an appeal to an outside party not mentioned as an addressee, namely the Minister of Education.

**Short-term Goal.** The document’s purpose is to give an historical account of the UDW “fees crisis” from an anti-management perspective.

**Long-term Goal.** This is not as readily apparent as the short-term goal. The condemnation of the actions and policies of UDW management and the appeal for outside intervention suggest that the reduction of management’s power over university staff and student affairs is a serious consideration. A second long-term goal of the document is probably to influence government to relax its political and financial control over tertiary institutions in general and UDW in particular.

#### 4.2.2 DOCUMENT 2: INTERPERSONAL ANALYSIS (c.f.4.5.3)

**Mood selections.** All the Finites with one exception are in declarative mood. The one exception, *be in that staff be re-deployed*, is an imperative mood Finite. *Have not* in “*Students ... have not yet received any instruction*” is the only Finite with negative polarity. There is some modality in the text: *would... allow*, *will damage*, *(will) tarnish*, *could be considered* and *will endeavor*. The Finite *be in be re-deployed* is both modulation and modalization because although it is an indirect command, which makes it modulated, the context makes it clear that the action never occurred. So it could also be an example of impossibility, which would make *be* simultaneously modalized. The modality in *would allow* is problematic. It appears in the clause complex: “*we proposed a simple solution that would, at no extra expense to our University, allow these and students in other departments... to complete... study.*” The wider context again makes it clear that this did not happen. Have the authors used a type 2 conditional when a type 3 conditional, “would have allowed”, is required? If, however, at the time when this document was produced the authors were convinced that the matter was still negotiable, “would allow” is easily understood as a “*constructio ad sensum*”. If so, the modality here is good evidence that the ASA is not prepared to accept Management’s actions *as faits accomplis*.

**Attitudinal Lexis.** Document 2 is replete with attitudinal lexis, but it occurs most frequently in the speech of the first 3 paragraphs, e.g.s. *plunged into crisis*, *managerial ineptitude*, *deep-seated grievances*, *the roots of the current malaise*, *The Dentistry debacle*, *Management’s glaring failure*, *the bizarre situation*, *traumatizes*, *fraught with irregularities*, *dictatorial management style*. The lexis alone clearly indicates the position the ASA takes towards the UDW fees crisis of 2000 and who it blames for it - viz. management.

The last paragraph is: *The academic staff is committed to programmes of study and modules presented at UDW and will endeavor to make up any study time lost as a result of the present crisis*. The comparatively bland reasonableness of this stands in stark contrast to the tone of the rhetoric of the first three paragraphs and creates the impression that document 2 was penned by responsible, sincerely well-intentioned people.



The lexis also shows that the ASA sympathized with the student boycott (*deep-seated grievances*). Document 2 only alludes to student violence in the rather vague phrase "*all parties*" in "*we caution all parties to refrain from any acts of violence*". Given the vehemence of the anti-managerial invective this failure to condemn student violence must surely be significant. In the Apartheid era the staff and students of UDW had always adopted a joint stance against the management as representing the hated racist regime. The silence of the ASA reflects the need it felt to make overtures to any power group opposed to the management of UDW in the hope of forging an alliance, no matter how objectionable their behaviour might be. This in turn could indicate how powerless the ASA felt itself to be when faced with the power of the state-backed managerial juggernaut.

**Agentive roles and status.** The main Actor/Agent throughout document 2 is UDW management. It appears as the Subject of most active verbs and the Agent of many passive verbs. Other agentive roles are filled by students and members of staff, but they mostly appear as victims of management activity. Though the author(s) of document 2 appear frequently in the text as *we*, *the ASA*, *academic staff*, they act only as observers, commentators or at best, advisers. The frequency of verbs in the Present Perfect tense with management as the Actor/Subject reveals the culprit who, in the ASA's opinion, caused the "fees crisis". The first clause of the text is a good example. "*Our University has once again been plunged into crisis by managerial ineptitude.*" Nowhere does the ASA appear in an agentive role with this verb tense. It is a tacit admission of their own impotence and management's complete dominance. There is no trace of the detached observation here so essential to the traditional academic *modus operandi*.

The assessment of status relations in document 2 is made difficult by the ambiguous reference of the word *university*. It occurs twelve times, either as Thing or Classifier, and is preceded by the deictic "*our*" nine times. This strongly attitudinal use of '*our*' is completely clear when *university* functions as Classifier in the nominal group '*our University community*'. Its first occurrence is in the heading: "*A Message to our University Community from the Academic Staff Association*". Here, the ASA is identifying all those who work or study at the University of Durban-Westville as



members of one and the same Community of Practice. *Our University* is contrasted strongly with *Management*, which is portrayed as lacking this sense of community membership to such an extent that it is actually hostile to it. The first three occurrences of *our University* have this contrastive meaning of “we, the UDW CoFP versus the Management”.

Then, in the first three sub-sections of paragraph 3, the meaning seems to change and actually become synonymous with *management*. E.g. 1: “*Our University’s action...has traumatized them (i.e. students) to the detriment of their academic performance.*” E.g. 2: “*The manner in which the University proceeded has been fraught with irregularities*”.

In the sentence following example 2 above the meaning seems to shift yet again: *It (i.e. The University) has ignored Departmental plans to redress their financial problems (which Management themselves demanded)*. This seems to imply that *management* here refers specifically to the executive Management Committee (MANCO), which is headed by the Vice-Chancellor.

The last occurrence of *University* (in paragraph 5) changes again and reverts to the original meaning of “all staff and students together forming one Community of Practice”: “*the state of affairs at UDW will damage and tarnish our University’s reputation*”. This semantic vacillation surely reflects a collective, internal *psychomachia* (battle of the soul) on the part of the author(s) of document 2. They spent years fighting against Management because it was politically appointed by the Apartheid regime. Subconsciously the author(s) still feel like outsiders in their own university even though consciously trying to free their self-identity from this deeply inculcated agentive role. The current UDW management is seen as even more the instrument of the dominant group in South African politics and even less in sympathy with UDW staff or students. This must also have done much to confirm the staff in their own sense of marginalisation. Thus the author(s) as *we, the academic staff etc.* and the management appear as the main Agents in document 2. The vehemence of the detailed invective suggests that the chief intended recipient is probably the Minister of Education, for the simple reason that most of the staff and students of UDW were already fully aware of the events and held similar views about

management. The Academic Staff Association seem to be in the role of plaintiff here, rather than prosecuting counsel, and they are making an appeal to an outside tribunal for restitution against the accused, namely management.

**Social Distance.** Not a single person is mentioned by name in document 2. This could indicate great social and affectual distance between the authors and all the interest groups mentioned in the document. On the other hand this anonymity can be regarded as an ellipsis typical of CofP ‘insider’ discourse or it is done to avoid legal action for defamation and libel. UDW management has taken its own staff to court frequently and is prepared to spend large sums on such litigation. The social distance springs from perceived ideological differences and the actual imbalance in power relations.

#### 4.2.3 DOCUMENT 2: TEXTUAL ANALYSIS (c.f. 4.5.4)

**Thematic choices.** There are many unmarked Topical Themes in document 2, e.g. *Our University, Senior Management, the bizarre situation, we* (five times) *etc.* There are three Circumstances as Theme: *in order to urgently resolve these issues, and to date* and *In a meeting of concerned academics held today (09/05/2000).* These three are therefore the only clearly marked Themes. Some of the unmarked Topical Themes containing embedded clauses are very long, and this polysyllabic weightiness helps to create a sense of gravity and indignation in document 2, e.g. *Current examples of this failure that have precipitated the present crisis; Management’s glaring failure to rectify the situation timeously.* The most noteworthy example of them all however must be: *“Council’s repeated procrastination in addressing the deep concerns expressed by the academic community, and their disregard for established policies and procedures.”* This Theme is remarkable not only for its striking array of classifiers, epithets and qualifiers accompanying the two nominalizations in this complex grouping, but also for the mass of alliteration and assonance using the voiceless bilabial explosive (the letter “p”). According to classical rhetoricians (Butler 1920, Sutton & Rackham 1942) this sound when repeated indicates exasperation and dismay.

**Lexical Cohesion and Thematic Progression.** There are four main Themes pervading the entire text: the “victims” represented by staff and students, the “perpetrator” represented by



Management and Council, the “fees crisis”, and finally the University itself, which is only erratically perceived as the entire body of people working and studying at the University. Sometimes *University* is used as a synonym for *Management*. As I discussed above, this is a symptom of uncertainty about personal identity and about the identity of a UDW Community of Practice.

There is strong lexical cohesion in document 2, e.g. *crisis* appears not only in the first and last clauses but also throughout the text, often as *the situation* and once as *the state of affairs*. Similarly: *The ASA, students, we* (five times), *(academic) staff, members of the Fine Arts Dept, the academic community*. *Management* appears eight times.

**Role and Type of Language.** The lexical analysis shows that the last two paragraphs contain far fewer Classifiers and Epithets than the rest of the document. This creates a more neutral, decontextualized affect, in strong contrast to the intensity of the earlier paragraphs.

There are signs of rhetorical arrangement of material to intensify the affectual content in document 2, e.g. “*Our University has once again been plunged into crisis by managerial ineptitude.*” The use of the passive voice makes it abundantly clear that *our University* is the victim and highlights it by its position as Theme in the clause. The body of the monstrous perpetrator, namely management, is here attacked as a whole.

The impressive peroration of this invective (at the end of sub-section 4 of paragraph 3) makes a direct assault on the monster’s head, viz.: the Council of UDW.

“*Council’s repeated procrastination in addressing the deep concerns expressed by the academic community, and their disregard for established policies and procedures has led to a dictatorial management style that has lost the faith and support of all University stakeholders, as evident in the development of yet another campus crisis*”.

The use of the active *has led to* reverses the order of victim and perpetrator found in the opening clause of the invective, thus creating a wonderful *chiasmus* (i.e. ABBA). The last clause is in essence a repetition of the first. It even echoes the simple syntactical structure of the first clause in its use of the present perfect flanked by perpetrator and victim. It is the change of voice from



passive to active, which creates the *chiasmus* mentioned above. This echoing of content and structure and the far greater weight of the two long nominal groups in the last clause create a telling crescendo of sound, semantics and especially of affect.

Apart from the proposals at the end, the focus of document 2 is kept consistently on management's sins of commission and omission. The discourse of document 2 is thus very topic-centred. Document 2 is the result of considerable skill in the use of 'main-stream' literacy, and exhibits the highest level of discursal skill of all four analyzed texts.

#### **4.3.0 DOCUMENT 3: COMBINED STAFF ASSOCIATION: DESCRIPTION.**

(See appendix 2 for SFG analysis tables). Document 3 is an *Open communiqué to university community* dated 10 May 2000. It is not signed. At six hundred and eighty-seven words, it is the longest of the internally generated texts. An armorial crest appears in the top right-hand corner. It differs from the one used in the official letterhead of the University of Durban-Westville. The armorial bearing around the central shield with its closed helm, surmounted by the lions rampant motif from the pillar of Ashoka in India, is identical to that on the UDW crest. But the device on the shield is the Chinese Taoist yin and yang symbol with the letters COMSA written across the centre. The text scroll below the shield contains the University's Latin motto: *Rerum cognoscere causas* ("To understand the causes of things") (Virgil: *Georgics* II:490) (*c.f.* Mynors 1969) but the Sanskrit motto *Satyam eva jayate* ("Only truth prevails") (Mundaka Upanishad: III:1:6), which appears on the shield of the university crest, is lacking from the COMSA version. The presence of a crest indicates legitimacy, but the design variations indicate ideological differences which I discuss later (*c.f.* 4.3.3).

#### **4.3.1 DOCUMENT 3: EXPERIENTIAL ANALYSIS (*c.f.* 4.5.1-2).**

**Process types.** This document contains the highest proportion of relational Processes of any of the analyzed documents. This reveals that COMSA sees itself in the role of the prophet come down from the mountain, imbued with divine authority, who now tells the wavering people and their errant rulers how things *really* are.

**Participants.** *We* and its synonym *Comsa* are the most frequent Participant (ten times). *We/Comsa* are always Sayers or Thinkers, never Actors. *Management* occurs only three times, twice as Actor and once as Carrier. The academic staff are merely alluded to once as active Participant in the pronominal *they*. *The Vice-Chancellor* appears once as Goal and once as part of the Actor/Sayer noun group, *the circular by Prof. X dated 9 May 2000*. She is the only named individual in the entire document. Many Participants are nominalizations or pure abstracts: e.g. *The economic system, depletion, change, failure, retrenchments, the right to freedom etc.*

**Experiential Domain.** The Circumstances indicate that the COMSA executive have a clear sense of being affected by events in South African society at large as well as the “fees crisis” inside UDW, e.g. (The University of Durban-Westville) *like all other organs of our society*. In fact they view the UDW “fees crisis” to be merely a localized symptom of a national political and economic crisis. The Academic Staff Association appealed to the minister of national education for help in their document released a day before this one. COMSA does likewise, or at least tentatively suggests that management and the students approach the Minister of Education together. More significantly in terms of the power struggle element in their discourse, COMSA implies that it has asked for help from a powerful ally in the form of the Council of South African Trade Unions (COSATU) e.g. *we pledge our solidarity with COSATU in its rolling programme against job losses*. Explicitly within the document it appeals only to Professor X, the Vice-Chancellor. Thus COMSA is seen to be addressing only one audience in its *communiqué*, namely everyone on campus, which it refers to as a *community*. In terms of Processes and Participants in document 3, COMSA takes no physical action and passes no judgements. Only once does it *understand*. Thus it cannot be accused of sedition even in thought. For the rest COMSA speaks, warns, advises and *implores*. In view of the fact that three of their executive had been on suspension for more than two years at the time of the “fees crisis”, their caution is perhaps well founded.

The heading addresses the document to the university community. The body of the text mentions all the interest groups on campus except two: the University Council and the Academic



Staff Association. The latter had broken away from COMSA in protest three years previously in 1997, when COMSA, in alliance with the Student Representative Council of UDW, had tried to expel the Vice-Chancellor and take over the university by force in their so-called "Operation Dislodge". The UDW Council had suspended three of the COMSA executive suspected of instigating the take-over and was still conducting a legal inquiry into that incident. So the experiential analysis depicts the COMSA executive (or some of it) addressing the whole university community and its various groupings but excluding its perceived enemies.

**Short-term Goal.** The aim is to communicate COMSA's view of the "fees crisis", the staff redundancies at the University of Durban-Westville and to issue veiled threats of strike action to the university management. These aims are most clearly stated at the start of paragraph 3: *While this communiqué alerts members to the reality of job losses throughout the country, its primary purpose is to assure staff that you are not without protection.* The ostensible recipients are university staff and students only, but by that stage of the "fees crisis" (10 May 2000), press reporters were present on campus most of the time. The COMSA executive was definitely aware of their presence. They had used the media in the past as part of their anti-management strategy and probably intended to do the same in the "fees crisis".

**Long-term Goals.** After their failed internal "*coup d'etat*" about two years previously, COMSA had faded into the background somewhat and lost a lot of the power and prestige they had enjoyed in the heady days of the anti-Apartheid struggle. This document was intended to recover some of their old influence on campus, which had been considerable. This seems to be indicated at the very end, where they deliver a call to their members to mobilize for future action.

#### **4.3.2 DOCUMENT 3: INTERPERSONAL ANALYSIS (c.f. 4.5.3).**

**Mood Selections.** All the Finites in document 3 are in declarative Mood. Three of them have negative polarity: *is not* (twice) and *will not (be)*. There is some modality: *should* (twice), *must*, and *will* (three times). All the modal Finites with the exception of one *should* are in the last paragraph. The two occurrences of *should*, and *must* are used to modulate their Predicators, so they come close to being Imperatives, in particular the use of *must*. It could however be argued



that they only express advice with varying degrees of urgency. In South African English this is in fact the normal meaning of *must*.

**Attitudinal Lexis.** The most obviously attitudinal lexical group in document 3 contains the following: *the downtrodden working class, the neo-liberal economic system, the privileged groups, rights of workers, sons and daughters of the working class, the struggle*. All are so typical of Marxist discourse (c.f. Kamenka 1983) that they have become formulaic.

Two phrases in document 3 place the Marxist perspective of COMSA firmly in the Southern African context: '*the struggle for land repossession in Zimbabwe*' and '*the neo-liberal economic system of our country*'. The former appears at first sight to be a standard socialist agenda, namely taking land away from the wealthy and giving it back to the dispossessed peasantry. In Zimbabwe, as in South Africa, more than 80% of the arable land is owned and worked by white farmers. The local "dispossessed peasants" are African. In the parlance of South Africa's ruling party and of other more radically Africanist political groupings the word "liberal" as both Epithet and Thing has become a circumlocution for "white", i.e. of Caucasian racial origin. In the still largely racially defined politics and economics of South Africa Caucasians do own most of the fertile land and control most of the business and commerce. Therefore, locally speaking, "white" equals "capitalist" and "black" equals "the proletariat". Hence the term "*neo-liberal*" accuses the now black African government of South Africa of maintaining the same white economic hegemony which prevailed under the racist apartheid regime. COMSA uses the terminology of localized Africanist socialism here to achieve several ends. Chiefly they are letting all interested parties know that they are "back in business". Finally, by prefacing their *communiqué* with a discourse style derived from Marxist economic theory perhaps they aim to give an aura of intellectuality to it, thereby serving notice on the professional intellectuals of UDW in the break away Academic Staff Union, who have been poaching on COMSA territory. I suspect that the phrase *the struggle for land repossession*, which occurs in the first paragraph, though consciously intended to give COMSA's political views about Zimbabwe, is also perhaps a subconscious indication of COMSA's own sense of being territorially encroached upon by the ASA and UDW management.

The lack of any acknowledgement of the rival association's existence in document 3 probably indicates COMSA's *pique* at this ASA impudence.

Another lexical set reveals elements of aggression in the collective mood of the COMSA executive more clearly: *struggle* (twice), *fight against*, *hard hitting*, *protection* (four times), *hard-hit*, *alerts*, *violation*, *confrontation*, *very provocative*, *conflict*, *fought for*, "*fierceful*" *opposition*, *caution and discipline*. These are all metaphors from the battlefield. The last defines good soldiers. These words and phrases also serve to characterize COMSA as the champion of the oppressed, ready to do battle on their behalf. The phrase "*Les droits de l'homme*" (*human rights*) has been a battle cry of socialist militancy since the French Revolution and is used twice in document 3 to underline COMSA's self-depiction as working-class warriors.

In the context of the UDW "fees crisis" which gave rise to document 3, UDW management is naturally the most clearly defined target for this hostility. It is expressly mentioned thus: *The retrenchments and shabby treatment of the university community, which has characterized the current management, is very provocative*. However, immediately after this, rioting students and retrenching management are both given absolution by the Mood block of the next two clauses: *we understand the pressures faced by students and (we understand the pressures) for the university to operate within its allocated budget*. In stark contrast to the strongly worded document 2 from the ASA, the proposals of COMSA are worded in a hesitant, for them uncharacteristically low-key style. The two proposals are:

1. *Perhaps the university management together with the student leadership should approach the national department of education to seek a solution.*

2. *We implore the vice chancellor to consider.*

The tone here is far removed from the confident, magisterial ring of the Marxist discourse at the beginning of document 3. The *perhaps...should approach* is the heaviest use of modality in the entire document.

The Vice-Chancellor herself, though the only named individual in document 3, is never singled out for criticism. Her letter of 9 May 2000 banning gatherings of more than fifteen



persons was tantamount to a declaration of martial law. In the past this would have caused an enraged outburst by COMSA. Now, they react to this in very muted fashion: *The circular by Prof. X... carries disturbing news*. It seems that the COMSA executive were afraid of her.

A third lexical group, found chiefly in the latter part of document 3, stands in strong semantic opposition to the battlefield metaphors found in the first half: *substantial negotiations* (twice), *the right to freedom of association and the right to peaceful protest*, *constructive resolution of disputes*, *negotiated settlement* (twice). This is the discourse of liberal reform, not socialist revolution. This type of ideologically schizophrenic discourse is not unique to COMSA but common in the New South Africa.

The use of Declarative Mood in all the Finites of the text indicates that COMSA is still convinced of the rightness of its views. The lack of attitudinally charged lexis shows that COMSA wishes to avoid the kind of highly charged rhetoric used by the ASA. There are only three modal adjuncts: *perhaps*, indicating hesitancy, and *unconditionally with immediate effect*, which alone would be fairly aggressive. Here however much of the affectual force of the last two Adjuncts is neutralized by the modal Finite and Predicator *should be withdrawn* which precedes it. The use of the passive voice nicely avoids assigning personal blame on any individual. The nearest to an Imperative in document 3 is the apparently modulating *must* in the clause: *The management must be mindful of the fact*. But does 'must' in fact mean here, "We **order** management to take notice" or does it signify nothing more than a conjectural "Management are **probably** aware"?

The majority of the Finites show Present Simple Tense, which indicates that COMSA is talking about universal truths or the way of the world according to Karl Marx, e.g. *leads to*, *favours*, *is*, *alerts*, *carries*, *discourage*, *make etc*. Document 3 is very careful not to be specific about the events of the UDW "fees crisis". Indeed the word *crisis* is only used once in the entire text. Instead we find: *the current impasse*, *the problems that confront this institution*, *this critical period*. These wary circumlocutions and the mention of *caution and discipline* at the end of document 3 show that the COMSA executive felt as if they were living under a sword of



Damocles. This was probably the threat of legal action by management (see document 1), if they reverted to the strident militancy which had typified their discourse (and actions) in the past.

The phrase *university community* is used twice in document 3. It appears in the heading and once only in the body of text, unlike the ASA's document 2, where it is used repeatedly. I have already explained why I suspect that COMSA's definition of the term excludes the Council of UDW and the ASA from this CofP. The second occurrence in document 3 is in *The retrenchments and shabby treatment of university community which has characterized the current management, is very provocative*. This surely suggests that management is also excluded from COMSA's CofP. This would be in line with their socialist ideology, where "bosses" are at best the capitalist oppressors or their agents. They are thus banished from the Community of Practice as class traitors or enemies external to it. So in the view of the COMSA executive, only workers (*i.e.* non-managerial staff members) and students comprise the UDW Community of Practice.

**Agentive roles and Status.** COMSA itself is the most frequently appearing human agentive group (twelve times), usually expressed as *we*. By far the commonest Agents are nominalized abstracts, such as *the economic system, the depletion of income, joblessness and poverty, the resultant failure by students, the resolution by students, the right, the retrenchments, the plight, this style of leadership etc.* This again illustrates the desire of the COMSA executive to avoid specifics; in particular it seeks to steer clear of assigning personal blame.

The conflicting attitudinal content of document 3 betrays that the COMSA executive is very uncertain about their own status within the University of Durban-Westville, at least as at 10 May 2000. Nevertheless their desire to get back to their former commanding position is clearly revealed, as is their resentment at any rival who should seek to usurp their "turf". The display of deference to the vice-chancellor of UDW shows who they think has the greatest power within the university at that moment. The phrase *current management* suggests that they regard their diminished status as only a temporary setback. They had made and broken Vice-Chancellors before and seem confident of their ability to do the same in the future.

**Social Distance.** The generally impersonal tone of document 3 implies that COMSA perceives the social distance between itself and other stakeholders at UDW to be fairly wide. Oddly enough at first sight, COMSA's closest social relationship in this text must be with the Vice-Chancellor, since she is the only person on campus named in the text. I think it of similar interest that the only other personal name in the document is *Botha*, the surname of a notorious premier of the Apartheid regime, *c.f.* the phrase: *reminiscent of the Botha era during the mid 80's*. Perhaps this suggests that the psychological phenomenon of 'identification with the aggressor' is working subconsciously here, *i.e.* "If I am not afraid you might hurt me, I won't respect or acknowledge you." This then makes the lack of any mention of the ASA strikingly intelligible. It is the converse of the same attitude, the other side of the coin.

Staff and students are treated with condescending sympathy: *we understand* (staff once, students twice as object). They are the weak and helpless in need of COMSA protection. Again this is paternalistic and hardly suggests any closeness in social relations.

#### 4.3.3 DOCUMENT 3: TEXTUAL ANALYSIS (*c.f.* 4.5.4).

**Thematic Choices.** Most of the unmarked Topical Themes in document 3 refer to people, *e.g.* *Economists*, *They* (retrenched staff), *Comsa*, *we*, *the management*, *members*. According to my Thematic analysis there are in fact only a few impersonal unmarked Topical Themes, *Today* (used as a noun), and *These developments*, *Joblessness and poverty*. As in document 2, some unmarked Themes consist of very long nominal groups. Many deictics, epithets, classifiers and qualifiers are used, and the groups sometimes contain embedded clauses. To my mind, the sheer length and complexity of some of these nominal groups are used in imitation of the 'schooled' literacy style of document 2. They perhaps show COMSA competing with the breakaway ASA for status and intellectual respectability, *e.g.* *The retrenchments and shabby treatment of university community which has characterized the current management*.

**Marked Themes.** The text opens with a marked Theme: *Over the last two weeks*. This is used to create a semantic surprise. Firstly, when document 3 was produced, the "fees crisis" was only six days old. The Rheme then comes as a bigger surprise: *The South African currency... etc.* This is a

rhetorical device known as '*para prosdokian*' ("contrary to expectation"), which is intended to catch the reader's attention. It certainly worked for me when I read it for the first time.

There are three examples of clause as Theme. They are all of the same type and start with *while*. This "while" is used in all three clauses with a non-temporal sense, "but/although/in spite of the fact that." I give these three marked Themes and their Rhemes in full. The Themes are in bold lettering:

- 1) ***While this communiqué alerts members to the reality of job losses throughout the country,***  
*its primary purpose is to assure staff that you are not without protection.*
- 2) ***While we understand the pressures faced by students to acquire education and (while we understand the pressures) for the university to operate within its allocated budget,***  
*it is not wise to solve the problem by de-registering students.*
- 3) ***While we understand the frustration experienced by students,***  
*we discourage the adopting of hard positions that makes a negotiated settlement difficult to achieve.*

The second *while* actually contains two marked Themes telescoped into one, so semantically speaking there are four clauses acting as marked Themes here.

Semantically, "while" introducing a clause as marked Theme often introduces an idea which the speaker/writer not only wishes to contrast with the semantic contents of the following main clause but also an idea s/he implicitly rejects. The following main clause then gives the idea that s/he accepts – and indeed often wishes to impose on others. This could explain the multiple use of "while" in document 3, were it not for the semantic malapropisms in all of these "while" clauses except the last. The problem lies in the partial or entire lack of any real point of ideational contrast between the first three "while" clauses and their respective main clauses. I conclude therefore that the author(s) want to highlight the contents of the "while" clauses but their skills in English were not up to the task.

I think that the lexical and semantic similarities in all 4 clauses support my hypothesis. Three of them have identical Mood blocks: *we understand*. In the first clause the Mood block is *this communiqué alerts*. The Finite is different but the Subject refers to the words of the COMSA



executive, and *COMSA/we* are used as synonyms in document3, e.g. *As the Combined Staff Association, we implore the vice chancellor*. I think that '*we alert*' could be substituted here to mean essentially the same thing. So *this communiqué* can be interpreted as a synonym of *we*.

In view of this, I am of the opinion that the semantic anomalies in these four "while" clauses are the result of the authors' strong (albeit subconscious) drive to highlight themselves as a united collective, i.e. "*we*", that most socialist of pronouns.

**Cohesion and Thematic Progression.** Although there is considerable reiteration of Themes in document 3, the transition from one Theme to the next is often very abrupt and confusing. A basic unifying factor, however, is the use of Themes containing time references. The first Theme, *Over the last two weeks*, is a Circumstance of time and hence marked, thus signifying that time is to be an important focus of the document. This is picked up in the unmarked Theme *Today* at the end of the first paragraph. Its Rheme is *a national stayaway called by Cosatu ...job losses*. This marks a gradual reduction of the scope from international politics and economics to national, then localized, university affairs, just as the time scope narrows from weeks to one day. The next time reference is in the middle of the document in paragraph 3: *The circular by Prof. X dated 9 May 2000*. This refers to *yesterday* in the context of the appearance of document 3 and narrows the focus to one person and one thing. The rest of the document consists of the COMSA executive's comments on and reaction to this circular. The fourth and last Theme with a time reference is a restatement of the third one: *The circular issued yesterday*. Oddly enough, this actually signals a statement of what COMSA intends to do in the future, i.e. the focus now shifts to *tomorrow*, as the triple use of *will* as Finite confirms: *will continue, will not be, will communicate*.

There are other signs of attempts at linkage between the fairly diffuse Thematic groupings in this text, e.g. the Rheme ending: *all facets of our society, tertiary institutions included*, connects directly to the next Theme: *The University of Durban-Westville like all other organs of our society*.

Another, similar attempt at linking a Thematic transition occurs at the top of the second text column. Here the first Theme, *This style of leadership*, is echoed by the second: *the retrenchments*

*and shabby treatment of university community, which has characterized the current management.* The first of this pair of Themes has anaphoric reference, whereas the second is cataphoric, pointing ahead to the list of COMSA suggestions on how to end the “fees crisis”.

There are several examples of complete Thematic hiatus, e.g. *The resultant failure by students*, bears no relationship to what precedes it. The next Theme: *The resolution by students*, represents a belated attempt to suggest linkage using the same echoing technique described above. It fails for two reasons; firstly the false etymological link *resultant/resolution* and secondly because the linkage is made between the wrong clauses. Semantically, *resultant failure* requires a link with anaphoric, not cataphoric reference. The only link between the two words is one of sound. They have no semantic relationship at all. However the two words are correctly used in their respective clauses, so I prefer to regard *resultant/resolution* as a strategy derived from oral narrative style, where the similarity of sound alone is felt to make an acceptable Thematic link.

The Thematic cohesion is therefore fairly loose. The focus changes from international affairs to national to local and back again to national. The time references shift often. The topic changes even more often and abruptly, e.g. from economics to poverty, then to retrenchments *etc.* The only consistent Theme throughout document 3 is the pronominal ‘we’ Thus giving a collectively egocentric standpoint from which the UDW fees crisis is viewed.

**Role and Type of Language.** The rhetorical thrust is largely expository, but shifts from descriptive in the beginning to hortatory at the end.

The emotional tone also shifts. In the Marxist inspired descriptive exposition in the opening section the tone is detached and calm. In the hortatory exposition of the last section there is a more intense affectual engagement. In the middle section the tone swings abruptly between meekness and deference and flashes of aggression. This strange emotional mix perhaps indicates that the effort of maintaining a decontextualized attitude becomes too great at times, allowing a substratum of hostility to break through the phlegmatic veneer intermittently.

The frequent shifts in time, affect and the abrupt changes of topic, which often leave the connecting ideas to be inferred by the reader, are all characteristic features of Topic Associating Narrative. I give extracts from a list of its defining features (Michaels 1981, quoted in Gee 1985).

- "A series of associated segments that may seem anecdotal in character, linked implicitly to particular topical event or theme, but with no explicit statement of an overall theme or point.
- Temporal orientation, location, and focus often shift across segments.
- Relationships between parts of the narrative have to be inferred by the listener.
- Temporal indicators (yesterday, last night, tomorrow) occur more than once.
- The stories may give the impression... of having no beginning, no middle, no end- thus no point" (Gee 1985:80).

In my opinion the above features define document 3 very accurately. It can thus be regarded as a type of counter-discourse, opposing the mainstream topic-centred style of discourse produced by UDW management. It is essentially an oral style and thus a discourse of the marginalized. The style was very popular among political orators in the Soviet Union, where Stalin was a leading exponent of it. One last feature of linguistic interest in document 3 is the language errors. I give examples of the most striking of these:

- 1) The misuse of articles, e.g. *direct impact on South African economy as the trading partner of both Zimbabwe and European Union*. Definite articles are wrongly omitted before *South African economy* and *European Union*, and wrongly inserted before *trading partner* where the indefinite article would have been more appropriate.
- 2) Malapropisms, e.g. *substantial negotiations, fierceful opposition*. Presumably the author meant 'substantive' and 'fierce'.
- 3) Difficulties with prepositions and phrasal verbs, e.g. *negotiations entered in good faith, come with best alternative to the negotiated settlement*. The adverbs necessary to complete the meaning of the phrasal verbs are missing, i.e.: 'entered **into** in good faith' and 'come **up** with the best alternative **in order to reach/towards** a negotiated settlement'.

These errors are clear evidence that the author of this document was not an L1 user of English. S/he has as her/his first language one not using articles, such as the Nguni languages in Africa or the Slavonic languages in Europe. S/he has not mastered the hegemonic style of English literacy



although s/he is undeniably intellectually mature. The error types I have described above are so consistent throughout document 3 that I believe it to be the composition of a single author.

The COMSA crest (*c.f.* 3.1) is a variation on the official UDW one. The similarities reveal COMSA's claim to status within the established power structure of UDW, whereas the divergences proclaim COMSA's opposition to the UDW establishment and symbolize its political ideology. The omission of the Sanskrit motto of the University of Durban-Westville probably reflects the Communist rejection of religion, for Sanskrit is a sacred language of both Hinduism and Mahayana Buddhism, faiths espousing a quietist philosophy, which is anathema to the Communist idea of perpetual struggle. The Taoist Yin and Yang motif, which replaces UDW's Sanskrit motto on the shield, symbolizes the eternal struggle of opposites. Such a symbol would thus be an appropriate indication of COMSA's communist ideology. The lettering 'COMSA' across the middle of the shield surely implies that COMSA is a protector. The Latin motto is a quote from Virgil where he is echoing and praising the works of the Epicurean philosopher Lucretius, (*c.f.* Bailey 1921) whose fervent poetry promoted materialist atheism and condemned all religion as a major source of delusion and suffering. Lucretius' philosophy had an enormous influence on the young Karl Marx, who was a student of classical philosophy.

In the days of the struggle against Apartheid the academic staff of UDW were still COMSA members. There was certainly erudition enough within the COMSA ranks in those days to produce a crest with the appropriate ideological symbolism. So the crest is a direct challenge to the university management's authority and 'neo-liberal' ideology. This of course overlooks the irony of using crests at all. They are traditional symbols of hereditary rank and privilege derived from the feudal aristocracy of medieval Europe.

#### 4.4.0 DOCUMENT 4: STUDENT REPRESENTATIVE COUNCIL: DESCRIPTION.

(See appendix 2 for SFG analysis tables). Document 4 was issued 11 May 2000 by the Student Representative Council of the University of Durban-Westville. It is addressed to students only. At two hundred and sixty words it is the second shortest of the four analyzed “fees crisis” documents. It has an official SRC letterhead containing the UDW crest at the top left, as on managerial documents. Below this stands the well-known revolutionary slogan: **THE STRUGGLE CONTINUES**. At the end of the text block, after a double space, the opening slogan is repeated twice, but this time in Portuguese, typed in bold capitals with double exclamation marks after each slogan, e.g. **ALUTA CONTINUA!!** In the apartheid era, the UDW middle and lower administrative staff had, as a solidly ANC, anti-apartheid body, been happy to fund the SRC with the regime’s money and use them as ‘foot soldiers’ in the struggle. These features exemplify this traditional SRC role (for a discussion of the inherent ideology, *c.f.* 4.4.2&3).

#### 4.4.1 DOCUMENT 4: EXPERIENTIAL ANALYSIS (*c.f.* 4.5.1-2).

**Process Types.** This text has the lowest proportion of projecting Processes and the highest proportion of material Processes of all the four analyzed “fees crisis” documents. Apparently the SRC at that time wanted action, not words.

**Participants.** ‘We’ (seven times) and its synonyms ‘SRC’ and ‘SRC delegation’ are the most frequent active Participant (Actor six times, Senser/Sayer three times). ‘The struggle/ a luta’ and its synonyms ‘our battles’, *the class boycott*, *our actions*, occur six times, mostly as Actor. ‘The media/it’ and ‘you’ are used as active Participants, three times each. Six synonyms for *struggle* form by far the largest group used as Goal: ‘the pressure’ ‘the momentum’, ‘the BATTLE’, ‘the WAR’, ‘our demands’, ‘THE FIGHT’. The three Goals ‘THE SANDF’, *DVC: Student Affairs* and ‘delegation of parents and community leaders’ perhaps constitute another grouping representative of the power of the Establishment and therefore reifications of it.

**Experiential Domain.** The discourse takes place entirely within the student body of UDW. The Students Representative Council of UDW is exhorting its constituents.

**Short-term Goal.** The short-term goal is to motivate the student body to continue with the class boycott.

**Long-term Goal.** This is to compel UDW management (and perhaps the South African government) to relent in its strict policy concerning the payment of fees and to re-instate those students already de-registered for non-payment of registration fees.

#### 4.4.2 DOCUMENT 4: INTERPERSONAL ANALYSIS (c.f. 4.5.3)

**Mood selections.** Document 4 has the highest incidence of Imperatives of all the UDW “fees crisis” documents. These and the overwhelming preponderance of Declaratives express very strong conviction. The three Modal finites, *must*, and *will* (twice) reinforce this sense of unhesitating determination. ‘*Must*’ is clearly used here as modulation. It conveys a demand, as its adjunct ‘*unconditionally*’ suggests. The two examples of ‘*will*’ are modalizing, *i.e.* they signify future intention and volition, as the close proximity of one to ‘*we vow*’ indicates. There are two Finites with negative polarity, *DON'T* and *IS NOT*. I think that the capitalizations signify very strong refutations of opposite views. There definitely were some faint-hearted boycotters who did want to give up. Many students were very reluctant to participate but had been intimidated and coerced into joining the boycott in the first place. The police riot squad and security guards from a private company had been called in by management and were very much in evidence on the campus of the University of Durban-Westville at the time. I think the negative polarities indicate the SRC’s complete refusal to tolerate alternative views or brook any opposition at this stage of the “fees crisis”. As the paucity of projecting Processes in the Experiential analysis has already shown, they were in a fighting, not a talking mood.

**Attitudinal Lexis.** The heading, ‘*the struggle continues*’ immediately indicates that the SRC views the “fees crisis” as part of a larger socialist agenda. Ideologically therefore they are in the same camp as COMSA. The repetition of the slogan in Portuguese at the end of document 4



contextualizes it locally. The phrase was originally coined by the Mexican revolutionary Pancho Villa. It was made world famous in the 1960's by the Cuban-based Communist militant Ernesto Che Guevara. Both of these revolutionaries were Spanish speakers and so the original form of the slogan was; '*La lucha continua*'. The anti-colonial African revolutionaries in Angola and Mozambique translated the slogan into Portuguese. The late president of Mozambique, Samora Machel is regarded as a hero of the Communist inspired anti-colonialist struggle in Southern Africa. Thus the use of Portuguese '*a luta continua*' here contextualizes the geographical location in Southern Africa and foregrounds the specifically Africanist element in the socialist ideology of the SRC of the University of Durban-Westville.

At first sight the possessive deictics *our* and *your* seem to be used contrastively, i.e. *Our battles, our demands, our Memorandum* and *our actions* apparently refer to the SRC executive, whereas *your undying support* and *your solidarity* refer to the non-executive student body. '*Our battles/actions*' are however ambiguous. They could also refer to the SRC and students collectively. This ambiguity perhaps betrays a profound anxiety. No student meeting prior to the start of the boycott had taken place in which a vote had been taken to test student opinion about it. The SRC executive, under pressure from militant students who were already demonstrating, had acted unilaterally and as a result was very worried about the amount of support they really had among the general student population of UDW. The vast majority of students had paid their fees, so there was a distinct possibility that the SRC could have found itself out on a limb and representative only of a group of extremists and those who were now *de jure* non-students. The ambiguity of reference in the use of '*our*' illustrates this fear.

The text is replete with the vocabulary of violent conflict: *struggle, battle(s), give up, won, war, unconditionally, to fight, riot hit squad, SANDF, fighting, arrested*. The collocation of ideas in *SANDF* and *arrested* in the *even if* clauses struck me as odd. The South African National Defence Force is the army. Soldiers are not trained to arrest people. They fight and kill them. That's their job. I see signs of real fear in this avoidance of mentioning death as the possible

outcome of para-military intervention. The use of the qualifiers *undying* in the first paragraph and *hit* (*riot hit squad*), which is a colloquial euphemism for 'assassination', in the fifth paragraph perhaps reveal that this fear was preying on the collective subconscious mind of the SRC executive.

The SRC wanted to convince its constituents of the rightness of its actions, as the following lexical items in the text illustrate, *legitimate*, *Peace & Justice*, *a just cause*. They also wanted them to believe that at this stage they had won, e.g. *we have won the battle- we are about to win the war*. The epithet *successful* is used twice.

There are some archaisms (*undying*, *vow*) in the lexical items. *Fighting a just cause* is probably formed by analogy, from the biblical phrase 'fight the good fight'. These archaisms in combination with the battle metaphors give the discourse a slightly epic flavour. It is not unusual for militant youth to have a heroic self-image.

At the same time there are signs that they also felt flattered by all the attention, e.g. THE ROLE of the MEDIA. The following three clauses all say more or less the same thing, viz. that the press reports were favourable.

The SRC totally failed to perceive the implicit condemnation of their actions in the media coverage of events. The militant students were fully aware of the TV crews filming them as they intimidated their peers, fought the security forces and destroyed property. They may have succeeded in their short-term aim of closing down the UDW campus, but failed in the long-term to change the University's insistence on the payment of fees.

I do not think that the SRC deliberately lied to its constituents in document 4. They were wound up to such an emotional pitch that they were in the grip of hysteria. The over-emphasis prevalent in the text, as seen in the frequent use of capital letters, the number of Imperative Mood blocks and the doubled exclamation marks at the end all suggest intensely contextualized affect. The conjunction 'even if' (twice), which is highly affectual, supports this interpretation. It implies;

“however dire the situation becomes” and simultaneously concedes that the situation is already desperate.

Document 4 begins by extolling what the SRC has achieved with the class boycott, *i.e.* the present result of past actions. This is expressed by the use of eight present perfect Finites, e.g. *have proved, have won, have displayed, has given* etc. Then, towards the end, they give their plan of action for the future. This is expressed firstly by the use of ‘will’ and secondly in the modal Finite ‘must’ and the Imperatives (a command to act implies that the action is not happening yet). The present simple is also used to express planned future action in the verb ‘*meet*’ (twice).

There are several indications in document 4 of what constitutes the SRC’s Community of Practice. The students certainly are the core members of it. Management is the only other constituent UDW group named in full. The word ‘university’ does not even occur in the main text-block at all. It does appear in the letterhead. Thus it is implicitly the theatre of SRC operations, although not actually regarded by them as a valid Community of Practice.

The only non-student individually mentioned is ‘*DVC: Student Affairs*’. S/he is obviously the management officer best known in student society. The only student mentioned individually is also identified by his office: ‘*the DEPUTY PRESIDENT*’. That he is deputy president of the SRC of Durban-Westville University, not of South Africa, is only implied. For the SRC he is *the* deputy president, *i.e.* the only one that matters. Other campus groups are referred to by acronyms only (ASA, COMSA). Therefore they are again seen as well-known peripherals to the student CofP. That these two staff unions should be familiar to the SRC suggests that they had had dealings with them before. This is true. In the past COMSA had repeatedly used the students to further their own ends. Here it seems that the SRC is also seeking allies. The schedule of meetings that form paragraph 6 of the SRC document implies that the other bodies named are seen as contiguous groupings but peripheral to the student CofP. An important factor here would be age differences. The SRC is self-consciously a youth group. The other groups would be automatically excluded from the student CofP by this factor alone. The word ‘*community*’ occurs in the text



once ('community leaders'). Its collocation with 'parents' reveals that for the students it means 'home-environment'. It is outside both the university and the student CofP.

**Agentive Roles and Status.** The Student Representative Council of UDW is the speaker in document 4. The student body is the addressee. The status relation is almost equal, but the two Mood blocks '*we value*', '*your solidarity has (been noted)*' imply that the SRC assumes that it has some power over its constituency to approve or disapprove of their actions and attitudes. The three Imperatives likewise imply an assumption of authority, but this could also reflect cultural factors. Many L1 English speakers, especially middle-class ones, tend to avoid Imperatives because they are counter to the generally egalitarian ethos of their societies. Discussion of this point with other L1 English speakers has confirmed this for me. By contrast L1 German or Zulu speakers have no such reservations.

**Social Distance.** The use of the Second Person, i.e. 'you', 'your' throughout indicates that the social distance is minimal. The inclusive implication of 'our', i.e. the SRC and the student body together, points to the same conclusion, although the ambiguity of reference here (discussed above) could indicate the SRC's sense of being distinguished from the student body by their leadership role.

#### 4.4.3 DOCUMENT 4: TEXTUAL ANALYSIS (c.f. 4.5.4).

**Thematic Choices.** *We* (four times), and *it* (three times) are the most frequent unmarked Topical Themes. Other unmarked Topical Themes are: *The class boycott*; *Your solidarity*; *continue*. The longest are: *both the print and the electronic media*, *SUSPENSION OF THE DEPUTY PRESIDENT*. The last given contains the only prominent grammatical metaphor used as Theme (*suspension*).

There are four marked Themes in document 4. Two are Circumstances: *Students, once again*, and *NOW, Students*. The other two marked Themes are clauses, both of which start with *even if*. The two '*even if*' clauses as marked Theme seem to be intended to highlight the SRC as brave freedom fighters. The implied imagery seems to be David (the SRC) versus the establishment

Goliath (the SANDE), viz. puny but virtuous Youth, unarmed except for stones, against the mature, muscled and fully armed monster of established authority.

**Cohesion and Thematic Progression.** Although there are some easily discerned ideational series, these tend to occur spasmodically, rather than in smoothly linked thematic progressions, e.g. *battles, boycott, battle, war, demands, actions, ALUTA*. Topics are more often in pairs or triads of Themes and Rhemes, where the topic is stated and then repeated or echoed once or twice, e.g. 1) – *continue with the pressure, sustain the momentum, DON'T GIVE UP*. E.g. 2) The triad of Themes, *both the print and the electronic media, it, (it)*, and their accompanying Rhemes, *have displayed excellent reporting style to the public, has been unbiased etc, a true reflection etc*. This triad is re-echoed at the start of the first Rheme of the last paragraph, *it has been shown to the world etc*. As in document 3, there is an attempt to make an ideational linkage with sound, *proved, proven*. This suggests that the authors may be working graphically but thinking orally. Document 4 exhibits several other features of topic- associating oral discoursal strategies, e.g. frequent time references, repetition and rewording of topics, abrupt changes of topic where the connection is only implicit, and the lack of any one explicitly stated central theme. It must then be regarded as a form of counter-discourse in contrast to the more topic-centred, “schooled” literacy exhibited by documents 1 and 2.

**Role and Type of Language.** There is a noteworthy lack of grammatical metaphor in document 4. Clause complexes are used far less than in any of the other fees crisis documents. There are only three embedded clauses, all of them after projecting Processes and introduced by ‘that’. The two marked Themes introduced by ‘even if’ are the only other subordinate clauses. There are several cases of syntactical collapse, where no proper Finites are constructed, e.g. ‘*NO to deregistration, Management to adhere to our Memorandum*’. This looks like preliminary notes, not a finished text. Conversely, the use of ‘viz.’ and the Portuguese language ‘*ALUTA CONTINUA!!!*’ suggest the need to appear at least a little sophisticated. The incorrect word division in ‘*aluta*’ suggests oral, not written acquaintance with the slogan. The circumlocution for

'the press, radio and TV' (*'Both the print and the electronic media'*) probably aims to create a veneer of sophistication. Otherwise the short, simple clauses, the lack of abstract nouns, nominal complexes, epithets, classifiers and qualifiers indicate a low level of English language skills. Mainstream 'schooled' literacy as displayed in documents 1 and 3 is far beyond the authors of document 4. The same applies when the SRC's discorsal style is compared to the richly textured topic-associative style of document 3. It is also topic-associative, but the low level of linguistic competence gives it a tone of childishness. The punctuation errors, (e.g. *SUSPENSION of the DEPUTY PRESIDENT: Must be lifted*) reinforces that impression of poor linguistic ability by suggesting that the authors have poor literacy skills as well.

The relegation of the list of SRC demands to the Rheme could imply the elliptical reference characteristic of discourse within a CofP. In other words the demands were by now so well known that no need was felt to highlight them. Alternatively the SRC might have been so oblivious to everything outside of the physical conflict with the riot squads that nothing else mattered any more. If this was the case, it could be another indication of the intensity of their affectual engagement. Unfortunately the lack of focus on the core issue could also be interpreted as the mark of youthful irresponsibility. Contrariwise it should be borne in mind that this document was ostensibly from students to other students. As I suggested above, the SRC only had eyes for their own, Students' CofP. Even other groups inside the University of Durban-Westville exist only on the periphery of their vision. The callowness so obvious to older outsiders would probably pass unnoticed amongst themselves.

The majority of students at UDW are not L1 English speakers. The same applies to the SRC, although the SRC member most discorsally involved in the "fees crisis" was in fact an L1 English speaker. He was the public speaker, but the written SRC communications seem to have been composed by other members of the SRC executive. As a result the English produced tended to be rather strange or even unintelligible at times.



The influence of mother-tongue idiom and syntax is often the cause of 'non-standard' modes of expression in SRC texts. I have identified three possible examples of L1 interference in document 4. The first is the use of the vocative '*Students*'. L1 speakers of Modern English tend to avoid addressing people directly by their professions. To call close acquaintances by their given names is the norm. When the social distance requires more formality, surnames prefaced by Mr. or Ms. are used, with the exception of a few professions, e.g. Doctor, Officer, Professor or Vicar. In contemporary English Usage "O soldiers!" sounds biblical at best and amusingly quaint at worst. In other words it is a syntactic archaism. However, many other languages have no such reluctance to use common agentive nouns as forms of address. There is also a tendency among L1 English speakers to regard the use of Imperatives as rude, abrupt and anti-egalitarian. Document 4, which has three of them, is exhorting and appealing to its constituency. The authors of it would not have used Imperatives if they felt that they would offend and alienate that constituency. The last case of mother-tongue interference is in the syntax of the clause: *It is not a solution to bring the riot hit squad and private security*. More "normally" this would be expressed with a nominalization: '*Bringing the riot squad... is not the solution.*' The mode of expression used in document 4 here is normal Zulu idiom, but sounds a little odd in English.

This clause presents another example of difficulty in handling phrasal verbs as was found in the COMSA document (document 3). The authors here presumably meant to say, "To bring in the riot hit squad" or "to bring the riot hit squad in". Again the adverb which must follow the verb to modify the sense of the verb simplex was omitted. This alone is sure proof of composition by L2 English speakers. Phrasal verbs are so characteristic of colloquial English that no L1 speaker, however unschooled their literacy skills might be, would make such a mistake.

#### **4.5.0 COMPARATIVE TABLES FOR FIELD, TENOR AND MODE.**

I now give tables containing a summary of the main SFG data for all four of the analyzed "fees crisis" texts. The first two tables show the Processes and Participant from the experiential analyses. Table 3 shows the main interpersonal data and table 4 the Textual data.

#### 4.5.1. COMPARATIVE TABLE OF PROCESS TYPES

PROCESS TYPES	DOCUMENT 1	DOCUMENT 2	DOCUMENT 3	DOCUMENT 4
<b>MATERIAL</b>	66.6%	44.4%	31.25%	68.75%
<b>PROJECTING</b>	33.3%	31.1%	33.3%	12.5%
<b>RELATIONAL</b>	nil	24.4%	35.5%	18.75%
<b>TOTAL #</b>	12	45	48	32
<b>COMMENTARY</b>	Doc.1 is very procedural. The projecting Processes are all commands not to act illegally. The forbidden activity is repeated often, hence the high percentage of material Processes in this short text. The lack of relational Processes perhaps shows management's refusal to talk about the "fees crisis" here. Their main aim is to assert authority.	This text is an expository narrative. Management actions are recounted in the material processes. Relational processes show the situation resulting from management actions and the projecting Processes mostly express ASA opinion of management's actions & the resulting situation, with some appeals for outside help.	This text has the lowest % of material and the highest % of relational Processes. It aims to describe the current situation as COMSA sees it and then give opinions about it so as to make veiled criticism and advice on how to remedy the problem. COMSA adopts a cautious, sage-like stance in this, the longest of the four discourses.	The high % percentage of material and low % of projecting Processes show the SRC's mood as bent on drastic action, not talk or mental reflection on events. The relational Processes refer mainly to what they think are their own virtues. The actual "fees crisis" is hardly mentioned. This text thus exemplifies typically youthful impulsiveness.

#### 4.5.2. COMPARATIVE TABLE OF PARTICIPANT ROLES

PARTICIPANTS	DOCUMENT 1	DOCUMENT 2	DOCUMENT 3	DOCUMENT 4
<b>ACTOR/SAYER</b> etc. (main participants in bold type).	You, the University,	We/academic staff /the ASA, (management's) failure, the situation.	We/Comsa, management, students, Prof. X, economic system, change, failure	We/the SRC, our battles/actions/a luta, you, the media, it
<b>GOAL</b> (main Goals in bold type)	You/members of staff, participating in unlawful work stoppages, the right.	Members (of staff), boycott, solution management style, situation, causes	Privileged groups, UDW, members (of staff),	The struggle/battle /war etc., the SAN-DF, DVC student affairs, delegation of parents & community leaders.
<b>COMMENTARY</b>	Clearly, the author of doc. 1 is focused exclusively on the possible actions of "you", i.e. the non-managerial staff of UDW. This indicates a considerable degree of anger and also fear. "University" means "power-holders".	The high frequency of "we" as sayer etc. clearly shows a partisan CoIP complaining about the evils of another CoIP (management) in the UDW constellation of CoIPs. The Goals show the ASA's main topics for complaint.	Again, the "we" shows the partisan, CoIP insider nature of this group's view of UDW. Like the ASA, COMSA is mainly concerned to further its own interests, but it hardly mentions the current "fees crisis". It is very cautious.	Like docs. 2 & 3, the "we" reveals another partisan CoIP. The majority of other Actors & Goals give a self-image of "young warriors" fighting the good fight against the wicked establishment "oldsters". Type of very callow, young male self-image.



### 4.5.3 TENOR OF DISCOURSE

TENOR	DOCUMENT 1	DOCUMENT2	DOCUMENT3	DOCUMENT4
<b>MOOD SELECTIONS</b>	11 Declarative, 1 Imperative. Some modality in <i>must, will</i>	All Declarative at clause rank	All declarative. Some modality in <i>should, must, will</i>	26 Declarative, 3 Imperative. Modality in <i>must, will</i>
<b>AGENTIVE ROLES</b>	The University, you/members of staff	Our/the University, We/the academic staff/ASA, management	We/COMSA (12 times), abstracts, members/you	We/the SRC, students/you
<b>STATUS</b>	unequal	equal	unequal	Mostly equal
<b>SOCIAL DISTANCE</b>	large	Minimal with its constituency	Closest with members and the VC. Remote with ASA. Always paternalistic.	Minimal with its constituency.
<b>COMMENTARY</b>	The power-holders, i.e. the university/the VC threaten their subordinates with legal action and forbid them to strike. N.B. "university" = power-holders=VC. Staff have no status & no voice.	The ASA ostensibly complains vehemently to its members in an account of management's sins loaded with attitudinal lexis. Staff already knew the details. Thus real addressee must be the Education Minister.	The gospel according to COMSA. Hence all the statements of universal truth in the sweeping abstract generalizations. The fees crisis is barely mentioned. Real purpose to negotiate with management for return of COMSA's old power.	Like doc.1, doc. 4 is really speaking to its named addressees, viz. UDW students. The info.given is all couched in the language of conflict and falsely claims that the battle is almost won. Exhortation to one last fight. Highly affectual tenor.

### 4.5.4 MODE OF DISCOURSE

MODE	DOCUMENT 1	DOCUMENT 2	DOCUMENT 3	DOCUMENT 4
<b>UNMARKED THEMES</b>	8 Textual, 6 Topical	Many Topical Themes	Mostly Topical	Many Topical. We (4) most common.
<b>MARKED THEMES</b>	2 Interpersonal Themes: 'kindly' and 'sincerely'	3 Circumstances as Theme	1 Circumstance at start: 'Over the last 2 weeks'	2 circumstances)
<b>CLAUSES AS THEME</b>	none	None	3 'while' clauses	2 'even if' clauses (c.f. doc.3
<b>COHESION</b>	Very tight due to the many textual Themes	Very good. Only 3 main Themes.	Loose, Topic Associative style	Very loose. Topic Associative style
<b>ROLE OF LANGUAGE</b>	constitutive	Constitutive	Constitutive	Constitutive
<b>TYPE OF INTERACTION</b>	Monologue	Monologue	Monologue	Monologue
<b>MEDIUM &amp; CHANNEL</b>	Written, graphic	Written, graphic	Written, graphic	Written, graphic
<b>RHETORICAL THRUST</b>	Strong prohibition	Expository narrative	Exposition/admonition	Strong Exhortation
<b>COMMENTARY</b>	The tight linkage of cl-auses by the Textual themes and the hyper-lexicalization make a very focused text.	Highly impassioned rhetorical exposition. Changes to calm procedure at the end. Affect level similar to doc.4. Style very different.	A cautious text superficially advertising COMSA's role as power factor at UDW & covertly negotiating with management	There is almost no narrative in doc.4 It is totally focused on the SRC's 'war' and speaks only to its cadres. Intensely affectual



#### **4.6 CONCLUSION.**

In this chapter I have given the main results derived from the analysis tables for Field, Tenor and Mode (*c.f.* appendix 2). In chapter 5 I will discuss these findings and propose answers to my first two research questions, namely:

1. How do the four main intramural groupings involved in the “fees crisis” represent themselves discursively?
2. What ideologies are contained in the discursive representations of the four “fees crisis” groupings?

## CHAPTER 5: DISCUSSION OF FINDINGS

### 5.0 INTRODUCTION

In chapter 4 I examined the selected four texts from the University of Durban-Westville “fees crisis” of May/June 2000 and described them according to the methods of Systemic Functional Grammar. I also gave my interpretation of the data revealed by the SFG analysis. In this chapter, I discuss the findings derived from the analysis done in chapter 4 and offer interpretations and explanations of them (5.1). In so doing I bear in mind specifically the first two questions which give focus to my own research (*c.f.* 1.5). These are:

1. How do the four main parties involved in the UDW “fees crisis” of May/June 2000 represent themselves and each other in their discourse?
2. What ideologies are contained in these discursal representations?

The four selected documents are all reactions to the same context of situation. Naturally this shared context preconditions some degree of similarity in these four texts. The main point of interest to emerge from the analysis, however, is the great attitudinal divergence between them. I now discuss these features to gain insights into the discourse generated by the May 2000 “fees crisis” at the University of Durban-Westville as social and cultural interaction. In particular, I look at the way the participants represent themselves and each other, and the ideologies they reflect, consciously or unconsciously, in their respective discourses.

### 5.1 COMPARISON OF THE FOUR DOCUMENTS

All four of the analyzed “fees crisis” documents use roughly the same standard epistolary format. Documents 1, 2 and 3 adhere closely to this. The SRC’s document 4, however, deviates from the usual layout. No stated addressee appears before the body of text, nor is there any signatory at the end. These must be inferred endophorically, the latter from the SRC letter heading and the former from the vocative interjection ‘*Students*’ which appears as the first word of the first and the last paragraph. As I have discussed above, imposing the need on the discourse recipients

to make inferences from the text is a feature of oral, not written discourse. I now put forward an explanation for the SRC's choice of this type of discourse in order to ascertain their ideological assumptions.

A significant portion of the students at the University of Durban-Westville comes from 'educationally disadvantaged' environments. Moreover they are for the most part L2 or even L3 English users who were reared in a very oral discursual tradition. This, combined with the material poverty of their home and educational backgrounds also has precluded access to even such basic accoutrements of mainstream 'schooled' literacy as books. As a result, both the stylistic genres and the isolative, affectually decontextualized thought modes and explicitness required by hegemonic, eurocentric literacy practices are alien to the inherited range of discursual registers available to such students. This 'non-mainstream' cultural context explains the deviations from the normal epistolary format the SRC document exhibits. It also indicates a huge ideological gulf in that the concept of conflict expressed through the purely discursual media of debate and epistolary polemics is an utterly alien cultural practice. Documents 2 (ASA) and 3 (COMSA) are skilful expositions of this very sublimated, 'mainstream' type of discursual 'warfare'. In strong contrast to this, the fighting lexis of document 4 is *not* metaphorical, as it is in COMSA's document 3. It is meant literally, (*c.f.* the comparative tables in 4.5). This ideological stance explains the intense engagement of affect in the SRC's document 4. The fact that the ASA's document 2 also displays similar strongly contextualized affect reflects experience shared with the SRC in the immediate situational context, not shared cultural values. The ASA also perceives itself to be marginalized in the power struggle within the UDW constellation of CofP's, but the ASA's culturally derived ideologies governing conflict strategy permit them only to engage in the discursual polemic of debate, pamphleteering or the law suit. Documents 1, 2 and 3 all subscribe to the concept of sublimated warfare conducted through epistolary polemics. This is clearly revealed in the comparative tables (4.5). All three documents contain over 30% projecting Processes. They are prepared to talk, think and judge, but acting out their aggression is as alien a concept to them as is purely discursual conflict to the SRC.



From my own interactions with disadvantaged students at UDW I know that the majority are, on a conscious level at least, attempting to emancipate themselves from the traditional restraints of their upbringing. In common with young people everywhere, these students regard campus as a liberating refuge where they can reify their 'progressive' ideals, free from the inhibitions of parental authority and inherited culture. Inevitably, though, many of their acculturated thought modes and discourse styles remain operative at a semi- or sub-conscious level while they engage in self-transformation.

Post-apartheid South African society has the added complication of the unrealistically high expectations of the newly emancipated youth. The current generation have all grown up in the confident expectation of living in an egalitarian, socialist Utopia in a South Africa liberated from the racial and economic oppression of the past. As I attempted to show in my analysis of document 4, the SRC text is politically africanist socialist. The point-blank refusal of the national government and UDW management to give them free tertiary education is seen as a betrayal of the expectations inculcated into South African black youth by years of anti-apartheid propaganda when "The doors of education shall be open to all" was an ubiquitous slogan.

The de-registration of students for non-payment of fees and the introduction of paramilitary groups by a supposedly 'transformed' university management suddenly and brutally brought home to the SRC that the marginalized status of their home environment had not changed. Hence arose the intensity of affectual engagement exhibited in document 4. The SRC office-bearers state, at the start and the end of their message, in large capital letters followed by exclamation marks that the struggle continues. Sadly this seems to be no empty cliché.

The similar anger and frustration which the Academic Staff Association evince in their document 2 is at first less amenable to explication. Academics were regarded as core members of every academic CofP. Over the last half-century or more academics worldwide have seen their erstwhile hegemony in the realms of tertiary education gradually eroded. In South Africa after 1948 the apartheid regime set up universities for the various ethnic groups. In order to prevent serious opposition from liberal and radical intellectuals, they controlled them financially through

the annual grants awarded to their institutions and established management systems totally dominated by their own political appointees. Although these functionaries usually had some academic qualification in order to give a façade of intellectual respectability to their presence, membership of the Broederbond (an all-male, Afrikaner secret society) carried more weight as a prerequisite for high academic office. This was especially true in a historically “black” tertiary educational institution such as the University of Durban-Westville.

Academics were now seen not as masters of their respective institutions but as employees of the government who financed these institutions. The apartheid regime applied the ‘stick and carrot’ principle to the bestowing of financial subsidies. Universities whose staff voiced their opposition to the regime’s racist policies publically often had their budgets drastically reduced.

With the dawn of non-racial democracy in 1994 such political control of tertiary institutions, so far from diminishing, has actually become much greater. Academics are now virtually dictated to by the campus-based appointees of the new regime, not only about what they can teach, but also how and to whom. There has also been increasing pressure to operate racially determined quota systems for both student intake and staff recruitment. The same racial criteria are also being imposed on academic assessment and certification. Political correctness is perceived by some to be as valid in the new South African tertiary educational environment as it was in *e.g.* Soviet Russia or Germany in the 1930’s. The members of the teaching staff find themselves under constant threat of retrenchment through restructuring or even dismissal for teaching or student assessment judged as ‘racist’. The term ‘racist’ has become an ill-defined *shibboleth* used to root out those who dare to oppose the dominant socio-political ideology in any way.

I suspect that the intense affect of document 2 owes much to factors from the broader social context. The immediate situational context of the “fees crisis” of May/June 2000 highlighted the defects and inequities of the new management’s implementation of government policy and fanned the smouldering resentments of both academics and students into a blaze. Again, as with the students, there was a sense of betrayal of the ideals of the anti-apartheid struggle.



Therefore it is possible that the similarity of affect in documents 2 and 4 stems from the same context of situation, but perceived from widely divergent cultural contexts. The cultural differences are clearly evident in the strongly contrasting thought modes and discourse styles of the two documents. Whereas document 2 is very much a product of mainstream literacy practices, document 4 is much more an example of the topic-associative oral style. Naturally a huge gap in discursal skills is seen to exist between the highly educated L1 English authors of document 2 and the educationally disadvantaged L2 English composers of document 4.

The SRC's document 4 shares its political ideology and its discourse style with COMSA's document 3, *i.e.* both espouse africanist socialism and both contain many features of topic-associative oral discourse. According to CDA theory, these discursal similarities should also reveal shared contextual factors. The reason for the congruence in the discursal modes lies in the context of culture. COMSA represents the non-academic staff of the University of Durban-Westville. As I suggested above, the author of document 3 was possibly educated in a socialist country where the topic-associative style of Stalin's speeches was taken as an appropriately proletarian discourse style. Any scholar of twentieth century Russian language and literature, for example, would recognise the style. In addition, most of the COMSA membership themselves are of South Asian racial and cultural origin. They suffered much the same marginalization under the Apartheid regime as did the now mainly African student body

Despite the shared topic-associative structural features, the texts exhibit great differences in register. Examination of the lexical and lexicogrammatical contents of the documents illustrates my point. Document 3 is full of grammatical metaphors and clause complexes containing much subordination and embedding, while the SRC's document 4 has hardly any nominalization and only limited subordination and embedding.

The COMSA text exploits a far greater lexical and affectual range than the SRC's document 4. COMSA's document 3 is a carefully premeditated discourse rich in suggestive subtext and attitudinal alternations. Although the author of document 3 has not gained complete mastery of English discourse, *e.g.* occasional malapropisms, the misuse of articles and phrasal verbs, s/he still



manages to convey an impression of discorsal maturity and conceptual sophistication. The Student Representative Council's document 4 seems by contrast semantically meagre and conceptually naïve.

The respective lexical densities (*c.f.* 2.2) of the two texts encapsulate the differences between these two topic-associative discourses very clearly. The SRC's document 4 at 4.44 has the lowest lexical density of all four texts. Surprisingly, COMSA's document 3 at 9.7 has the highest. The COMSA document therefore is remarkable in exhibiting features of both spoken and very written discourse. It is altogether a classic discorsal '*Kennzeichen*,' a recognition marker of the working-class intellectual. It clearly portrays the appropriate attitudes, ideologies and group allegiance while acting as an effective semantic conveyance to other societal groupings. It is a very pre-meditated text and despite its use of a discorsal structure usually associated with intellectual naïvete it is in fact very sophisticated. The style could be as premeditated as its semantic content. Interpersonally it stands in stark contrast to the unpremeditated, almost childishly spontaneous outburst which constitutes the SRC's document 4.

The Vice-Chancellor's document 1 and the Academic Staff Association's document 2 form a structurally contrasting pair to documents 3 and 4 in that they are both topic-centred discourses containing an abundance of grammatical metaphor and long clause complexes with frequent embedding. These features are the quintessential hallmarks of mainstream, 'schooled' literacy practice. As I have shown above, document 3 also contains examples of these lexicogrammatical phenomena but its overarching topic-associative structure characterizes it as non-mainstream in attitude and ideology.

As one would expect from their more mainstream discorsal style, documents 1 and 2 have higher lexical densities than that revealed by the SRC's document 4 (4.44) which is the more extreme of the two topic-associative discourses. The lexical density (*c.f.* 2.2) of the ASA text (doc. 2) is 8.27 while the Vice-Chancellor's document 1 is 7.5. A similar attitudinal dichotomy exists between the two topic-centred discourses. The ASA's document 2 is characterized by a fair degree of spontaneity and sincerity of expressed affect. It is a '*cri du coeur*' from the academics

of Durban-Westville to vent their outrage at management actions and policy and their frustration at their own sense of impotent marginalization. Despite its spontaneity, document 2 is nonetheless an intellectually and discursively sophisticated text, as its high lexical density (8.27) suggests.

Document 1 is anything but spontaneous. Its frequent hyperlexicalization, repetition, and uses of hendiadys (describing one idea with two lexes) are all carefully designed to leave no gaps or ambiguities that could be exploited to dispute its semantic intent. Stylistically it is a typical discursive product of the legal profession. Management's document 1 reads like a lawyers' letter, which is tantamount to reading the riot act. It is a last warning before the establishment resorts to its ultimate sanction, namely armed force, to compel obedience from its rebellious subjects.

Document 1 reveals the greatest social distance in its tone between the ostensible sender and the addressees. Any affectual content is very well hidden and suppressed. Superficially it comes closest to the schooled literacy ideal of decontextualized affect and is wholly centred on its topic- "strike and you will be punished." Document 1 is not a genuine letter since the signatory was clearly not the composer of the text. It is one thing masquerading as another. There are token gestures to civility as I discussed above in the detailed analysis of this text, but it makes it abundantly clear that the 'boss' is talking to errant employees, underlings with whom there is no sense of communal solidarity at all.

Though they share the same topic-centred discursive register, documents 1 and 2 are attitudinally poles apart. The intense affect of the ASA text is the result of their own helplessness and sense of marginalization. Attitudinally document 1 is diametrically opposite the ASA's document 2. It is a naked display of power and virtually uncoloured by explicit affect. The group whose attitude it expresses are convinced of their exclusive right to wield that power on the campus of UDW and it shows through in their calmly impersonal discourse. You don't need to profess loyalty to or solidarity with a social grouping that you totally and openly dominate.

Curiously, management's document 1, like the SRC's document 4, is not a good example of epistolary polemic, where the authors usually address their remarks to their constituency and refer to the real addressee, viz. the hostile party in the third person. Both documents 1 and 4 use the



second person “you” (“students!” in document 4) as a Participant (*c.f.* 4.5). The students represent themselves as warriors fighting a war. Management makes a veiled threat of violence in its document 1 to staff members. It did in fact eventually resort to it, with fatal consequences, but on students, not staff. So the use of “you” as Participant shows discursively who the main two protagonists in the “fees crisis” are, namely UDW management and the SRC. Neither, then, is really interested in the niceties of sublimated warfare conducted through epistolary polemic.

## 5.2 “COMMUNITY” IN THE FOUR “FEES CRISIS” DOCUMENTS.

Three of the four analyzed texts (2, 3 & 4) make use of the term “*community*” and in line with this the same three texts also use “we” as a Participant. However, the ASA, COMSA and the SRC all have clear but very different ideas of what ‘*community*’ means. The SRC’s document 4 only uses the word to refer to their home environment off-campus where their families live. The SRC’s campus CofP is only implicit in their document. As far as the authors of the SRC text are concerned, the university is only the physical environment within which their own student status is realized. Their strongest sense of identity is attached to an extramural grouping defined along racial and cultural lines.

The ASA and COMSA texts both link the word ‘*community*’ with the university. In other words they have an allegiance to a specifically UDW based group identity which must be a genuine CofP. However, even these two associations disagree in their definition of it. As said earlier, the authors of the ASA text (document 2) seem to be struggling with their sense of belonging and their use of the word ‘university’ vacillates semantically. Nevertheless the ASA text reveals that the authors view a community identity embracing all those who work and study at UDW as a desirable ideal which existed in the past but has been damaged by the new management. In document 3 the COMSA executive have no doubts about its nature but seem to exclude implicitly both management *and* the ASA from the definition of their CofP. I was interested to discover that all the groups using the term ‘community’ only revealed their definitions of it implicitly in the lexicogrammatical contexts where the term appeared or was alluded to.



### 5.3 ATTITUDES TOWARDS THE "FEES CRISIS" COMPARED

The documents of the four groupings reflect some similarities of attitude towards the "fees crisis" but their attitudes more often diverge than agree. In document 1 management's focus is entirely on the prevention of a strike by staff members in sympathy with the de-registered students and contemporaneous staff redundancies. The reason for this somewhat heavy-handed reaction was that Management feared a repetition of the 1997 'Operation Dislodge', when COMSA and the SRC had attempted to drive the new management off campus and take over the university in the name of "the People". Hence the slight undertone of apprehension in document 1.

The ASA, COMSA and SRC documents all concentrate on Management's de-registration of the defaulting students and the staff redundancies. As staff unions both the ASA and COMSA naturally concentrate on the redundancies. They express sympathy for the students but mainly in order to woo the SRC as potential allies. To this end student violence is barely mentioned whereas management is criticized and condemned in detail for its actions, especially by the ASA. In fact the "fees crisis" issues seem to be just the final indignity for the ASA, whose tirade against management partly consists of a long catalogue of 'crimes' from the past.

The SRC is in such an overwrought emotional state that it hardly mentions the "fees crisis" at all in document 4, and even claims that its boycott was '*peaceful*'. This is so far from the truth as to be not merely a lie but delusional. The SRC was in a world of its own, psychologically speaking, and I have pointed this out in my analysis of their document 4. Hence the main problem in hand, namely the de-registration of students for defaulting on fees, is relegated to the Rheme in the textual analysis of their document. This is perhaps another indication of their immaturity of outlook.

COMSA's criticism of management is much more understated and cautious, as is the overall tone of their document 3. They seem to be saying to management: "Let's talk business and negotiate." The veiled threats and references to their own powerful off-campus allies in COSATU could be intended to convey the message to management that COMSA too can 'call in the big guns' and is a power to be reckoned with. I suspect that COMSA just wanted to use the "fees

crisis" of May 2000 as a bargaining counter in their own long-term power game. Therefore I think that while the topic-associative structure of their text is directed at their constituency, the non-academic rank and file, the high lexical density (*c.f.* 2.2) reflects the mainstream literacy aspect of their discourse which is used to convey the power brokering with management.

#### **5.4 STATUS AND POWER RELATIONS.**

According to CDA theory, all discourse contains ideological assumptions and every discursal interaction is to some extent a power struggle. The four documents from the UDW "fees crisis" which I have analyzed reveal one status indicator at first glance. Three of the documents, namely 1, 3 and 4 (Management, COMSA and the SRC documents) have crests as part of their letterhead. COMSA immediately declares its maverick attitude by having its own differentiated version of the UDW crest. That on the other two documents is the same, 'official' UDW crest. One text, the ASA's document 3 has no crest. This immediately tells us that it lacks the official standing on campus enjoyed by the other three bodies. Management promised to recognize a separate, academic staff union when it broke away from COMSA at the time of "Operation Dislodge" in 1997. Once COMSA had been defeated in its attempt to take over UDW and Management felt secure from any other challenge to its authority the ASA's request for recognition was ignored. Thus the crests are real status indicators and the lack of one automatically signifies low status and therefore marginalization in the internal power structure of the University of Durban-Westville. This is borne out by the discourse of the four analyzed documents, and I now give my conclusions concerning the power relations I discerned in them. The texts again fall into two groups of two texts each, but in a different conformation to the division used above in considering the discursal structures and genres. Now the management and COMSA texts (documents 1 and 3) form one group and the ASA and SRC texts (documents 2 and 4) the other. The criteria for this new division are still basically discursal.

The management and COMSA texts are both, linguistically speaking, counterfeits, wolves in sheep's clothing, in my opinion. That document 1 was most likely written by lawyers and not its signatory, the vice-chancellor, I have discussed at length. I have also given my explanation for the



strange dichotomy between the outward, marginal literacy form of the COMSA discourse and the highly mainstream indication of its high lexical density (9.7). These two documents also share, superficially at any rate, a fairly low level of affectual intensity, although there are certainly some fairly strong emotions simmering below the surface in both texts, as I have indicated above. Both documents are very premeditated and carefully composed. The authors of both are confident in their power bases but have some apprehensions about each other in the short term. Despite this and the fact that management was, at the time of the creation of these two texts, in the ascendancy, neither can actually destroy the other. Accordingly they treat each other warily. Their aims differ in that COMSA seeks a re-negotiation of power relations while management wishes to maintain the status quo. These are surely fairly normal ideological positions in discourse. Circumstances change with time and eventually the negotiations will take place in some form or another. Both management and COMSA thus regard themselves and each other, albeit tacitly, as valid power holders in the same arena. In short, they see themselves as the two central power and status groupings at UDW.

The SRC and ASA grouping is characterized by discourse from opposite ends of the spectrum in terms of literacy styles. The ASA text is the most competent exposition of mainstream, schooled literacy produced by any of the four analyzed documents, while the SRC discourse is the least schooled and characterized by the most extreme traits of marginalized literacy.

However, the SRC is still an officially recognized interest group at UDW as its use of a crest suggests. It also can deploy force to back up its demands. It may be at the bottom of the intellectual food chain but it is still a player in the UDW power game. In the past the new management had used student pressure for academic recognition to coerce the compliance of the teaching staff in various aspects of their work. Management makes it clear, however, that they do not regard students as serious power-holders in the long term when they say elsewhere in the "fees crisis" documentation: "*The SRC does not co-manage the University.*" The SRC, then, can petition but it cannot haggle. Management had used the student body in the past to further its own ends in the restructuring of the teaching process but now had no further need of them. The student



realization of their low status in the power stakes at UDW had triggered the strong hostility voiced in the discourse of document 4 and acted out in the violent and lawless behaviour of the fees crisis boycott.

As already mentioned more than once, the vehemence of the ASA's discourse in document 2 gives expression to their strong feelings at the perceived low regard in which management seemed to hold them. They too, like the students, had served management's purpose by diminishing the power of COMSA. At the time of COMSA's "operation dislodge" the academic staff had seceded from it virtually en bloc, and had been promised recognition of the new Academic Staff Association as a reward. Management then turned upon the academics, now unprotected by union power, and, in alliance with the majority African student body, coerced them into implementing "transformational" policies in their teaching and in the range and type of subjects they offered. Resultantly the academic staff had, by the time of the UDW "fees crisis", become simultaneously the most learned and the most marginalized in status of all the four campus power groups. The campus managerial appointees under the new political dispensation appeared to regard the nature and quality of teaching and studying at the University of Durban-Westville as low priorities in comparison with their own need to establish a secure political hegemony.

## 5.5 RECAPITULATION

So to recapitulate, the power ranking at UDW from the top down appears to be as follows: The Vice-Chancellor, management, COMSA, the SRC, and finally, the ASA.

Thus all four parties engaged in the UDW fees crisis seem to have their own agendas reaching beyond the actual crisis itself. There is much use of the word 'community', but each defines it implicitly to include or exclude one or more of the other three groups. Management however seems the most extreme in identifying itself as "*the university*".

Where does this leave the rest? Does this mean that a university's core activities, in terms of which it has traditionally defined itself, are no longer teaching, study and research? I have encountered this attitude among administrators in other tertiary institutions in South Africa and abroad. They seem to regard themselves as a university's real *raison d'etre*. In similarly

blinkered manner the members of the SRC seem to regard themselves and their constituents as the sole significant campus body. For the SRC, the 'University' is a dimly perceived entity, a random chunk of physical geography, within which they live and have their being. Youth can perhaps be forgiven their myopic egocentricity. COMSA includes staff members as individuals but excludes the Academic Staff Association from its fiefdom. The ASA's document 2 displays the greatest honesty in the way in which it grapples with the concept of the University as a CofP, but betrays considerable confusion as to what constitutes a UDW university community. In short, the four documents reveal such conflicting ideas about what constitutes 'the university' in relation to their respective CofP's that I illustrate the situation with a quote:

*"Quite a few of the ambassadors were there too. They represented what people called the 'international community'. And like all uses of the word 'community', you were never quite sure what or who it was" (Pratchett 1997:77).*

## 5.6 CONCLUSION

In this chapter I have discussed the findings from the SFG analysis of the four UDW "fees crisis" texts (*c.f.* appendix 2). In chapter 6 I answer my third main research question, namely;

3. What relevance might the insights gained from this research have for the future public relations work at South African tertiary educational institutions in general?

In so doing I first make recommendations for planning future public relations and human resource strategies at South African tertiary institutions. Then I suggest further avenues for research this present study could lead to.

## CHAPTER 6: CONCLUSION

### 6.0 INTRODUCTION

In chapter 5 I compared, interpreted and explained the data derived from the SFG analysis in order to provide answers my first two research questions concerning how the four “fees crisis” groupings represent themselves and each other, and secondly, what ideologies their discursal representations contain. In this chapter I draw on the answers to the first two research questions given in chapter 5 for two purposes. Firstly (6.1, 6.2) I attempt to answer my third research question, namely what lessons can be learned from a critical discourse analysis of the four University of Durban-Westville “fees crisis” texts which could help South African tertiary institutions to develop more effective public relations policies and human resources strategies for the future in post-apartheid South Africa. Secondly (6.3), leading on from this study, I suggest future areas for sociolinguistic research into discursal phenomena generated in South African tertiary educational institutions. Finally I suggest areas for further research in CDA which this study might point to.

#### 6.1 CAUSES OF THE UDW “FEES CRISIS” AS REVEALED BY THIS RESEARCH.

One root of the “fees crisis” conflict must lie in the fact that none of what one might call the “permanent”, “adult” parties to the “fees crisis” is able or willing to see itself as merely *one* CofP in a *constellation* of CofP's which collectively form the University of Durban-Westville. No institution as large as a modern university could ever be one CofP on its own. Like most of our primate relatives, humans cannot emotionally identify with or bond closely with more than about 100 ‘relevant others’ in one group. We seem to need the feeling of being part of the central core of at least one CofP in our daily activities. Peripheral membership of several CofP's, in as much as this peripherality is perceived to be a transitional state leading to full participation later, is bearable and even preferable in some cases. The big problem arises when it is feared that peripherality is hardening into permanent marginalization. For this reason the three ‘permanent’ CofP's lay claim to control of the entire university as their own rightful domain which they are



seeking to protect and run according to their own ideological assumptions and beliefs. The new, post-apartheid administration has, by its actions and policies, made the other three UDW grouping, *i.e.* the ASA, COMSA and the SRC, even more extremely marginalized than was the case prior to 1994. For its part, the new management seems to have inherited the attitude of its apartheid predecessors in that its leadership sees itself as part of the national political power structure. They behave within the university like governors over a conquered province. They see their responsibility to their political masters as keeping this academic province pacified and obedient with little regard to the negative repercussions this policy might have. The real, educational nature and function of Durban-Westville has been the worst casualty of this political power struggle. Management is also perhaps guilty of exacerbating the situation by forming temporary alliances with internal groupings to achieve its own ends, *viz.*, securing its own hegemony. The "fees crisis" occurred when management rejected its alliance with the SRC by adopting a hard line on student debt, thereby alienating the last of the 3 main, non-managerial power groups it had courted and rejected. So far from 'dividing and conquering', management now found all three groups united angrily against it and every aspect of its government-backed transformational agenda.

The student body itself, to judge by the spatial references (*c.f.* 4.4.3) and its assumption of existential remoteness from the other three "fees crisis" groupings, sees itself as a very peripheral CofP, verging on marginalized, within the Durban-Westville constellation of CofP's. This is perhaps to be regarded as only natural, given the youth, level of intellectual achievement and transitory nature of student life in general. Most students see University as a means to an end lying outside Academe, and so they are never likely to progress from peripheral to full membership of one of the permanent, adult CofP's, which together constitute a university as a constellation of CofP's.

The vehemence of the discourse in the SRC's document 4, however, portrays a group of committed, revolutionary activists who are waging a war against those whom they regard as tyrannical power-holders. That they feel the need to express themselves in africanist ideological

terms against an ostensibly affirmative management is noteworthy. Perhaps having been taken into management's confidence as an ally in imposing sweeping curricular and pedagogical changes had given the SRC a sense of status higher than that usually enjoyed by a student body at a tertiary institution. The racial overtones of that now defunct alliance had instilled a sense of racial solidarity with the new, post-apartheid management. Now the management had denied some of their number access to university by refusing to subsidize them financially. Therefore the sense of racial solidarity was seen to have been a delusion concocted by management for its own ends.

One of the slogans of the struggle years seen on every South African campus had been "The doors of education shall be open to all!" The sudden de-registration of financially defaulting students was perceived as a betrayal of this fundamental tenet of the struggle for emancipation through educational upliftment. Hence the SRC portrays itself as champions of the *continuing* struggle against a revisionist management. COMSA, probably in an attempt to woo the SRC as an anti-management ally, had hinted at espousing the same africanist ideology in its document 3. So the SRC, used and rejected by management might consider re-aligning itself with COMSA, in alliance with which it had often opposed the old, apartheid dispensation. The SRC's satisfaction at 2 of the 'permanent' CofP's making overtures to it is clearly portrayed in its discourse in document 4. For the student youth, most of whom live in their parents' homes still, the university of Durban-Westville is not a meaningful CofP. Their social life and identity, including the enhanced status of being a university student, only have meaning back home in the townships where they live. Hence when they use the word *community* in their text, they refer to their place of residence, not the Durban-Westville campus.

Only management in its document 1 openly lays claim to the status of exclusive power-holder. Elsewhere management attempts also to portray itself to the other three groups as a benevolent and reasonable despot, but a despot nonetheless. This confidence in autocracy would surely be one of the most regrettable legacies of apartheid, if it were not for the fact that, as remarked

earlier, this tendency to tighter political control of tertiary institutions seems to be a global phenomenon.

Management's "fees crisis" discourse accurately reflects its inconsistent behaviour and attitude towards the other three main Durban-Westville CofP's, in that its document (*c.f.*4.1), which is an uncompromising discursal expression of power, contrasts sharply with the façade of calm but firm reasonableness it usually adopts. To expect any constellation of CofP's sharing the same physical terrain to work always in harmony would be naïve. However, UDW management, by its erratic behaviour, acted in its own worst interests by creating a climate of instability and mutual distrust.

## **6.2 RECOMMENDATIONS FOR FUTURE PUBLIC RELATIONS PLANNING.**

It would surely be in the interests of any institution to state its policies clearly and unambiguously to its constituents and then adhere to them as consistently as possible. When circumstances necessitate deviation from stated policy, a higher ethical awareness would perhaps encourage greater transparency and willingness to consult with other CofP's in the same constellation of CofP's who are likely to be affected by these changes

Given that governmental financial policy in South Africa, in line with what is happening in tertiary education elsewhere in the world, now insists that universities make themselves as financially self-supporting as possible, management is perhaps mistaken in perpetuating the attitudinal apartheid legacy whereby it sees itself as owing its first loyalty to the current political dispensation. Rather it should be identifying its own interests with the institution which it serves in running the administration. After all, its own salaries and pensions will in future have to be found from the income generated by the institution it manages.

Similarly the other, non-managerial CofP's within an institution also perhaps would benefit from relinquishing its own adversarial attitude towards management and not constantly seek to subvert management, especially if in future they have a greater say in the appointment of that management. To this end a less inflammatory, more considered discursal style would be advisable.



Future public relations policies within these institutions should be able to proclaim the academic achievements of existing staff and students, their effective organization and the intellectual products they can offer potential students in order to assure a customer base and to recruit high quality teachers and researchers to their institution.

### **6.3 SUGGESTIONS FOR FURTHER RESEARCH**

Critical discourse analysis can do much to reveal the real power agendas and ideologies even if they are concealed under a veneer of specious discourse. This analysis has hopefully illustrated the point to a small degree, but there is ample scope and need for further research.

The University of Durban-Westville, like many other tertiary educational institutions in South Africa, is a rich source of discoursal data. Great quantities of short, procedural texts are generated in any large institution as part of the daily administration. Those from the main power-holders usually reflect the 'corporate culture' they wish to promote, however routine their purpose. Because a university produces all the documents that a normal business does, and a vast range of other discoursal genres besides, it serves as a wonderful source of research data. Much of this documentation, being relatively short, is well suited to the detailed linguistic analysis required by systemic functional grammar. South African tertiary institutions are a microcosm of the broader society. The power struggles and culture clashes characteristic of this era of transition can be studied with profit within the academic microcosm in the documented discourse such institutions generate, as this present study has attempted to do. Opportunities for intertextual comparisons to give perspective to linguistic research are abundantly available in the constellation of CofP's that go to make up a large tertiary institution. Workers or students in such an environment automatically develop the MR they need to interpret their discoursal texts. Colleagues who are marginal, peripheral or core members of the CofP whose discourse the researcher targets for study are readily available to provide the triangulation necessary to verify data. Education is crucial to this country's future, and critical language awareness and discourse analysis have a key role to play in ensuring that education becomes more democratic and empowering, not a means to perpetuate the racially based class and power imbalances of the past.

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**APPENDIX 1:**

**THE FOUR “FEES CRISIS” DOCUMENTS**



## **DOCUMENT 1: MANAGEMENT**

# **NOTICE TO ALL MEMBERS OF STAFF**

## **UNLAWFUL WORK STOPPAGES**

Kindly take notice that the unlawful work stoppages which took place on 10 and 11 May 2000, place the members of staff who were participants in those work stoppages in breach of their conditions of service and in contravention of current labour legislation, notwithstanding the fact that all members of staff as well as the leadership of the two unions on campus were put on terms to desist from such action.

In consequence of the above, you are hereby given notice that you must cease and desist from participating in any unlawful work stoppages, failing which the University reserves the right to resort to any appropriate legal or other action, which may include obtaining suitable relief by way of court action.

In addition the University reserves the right to take such disciplinary action as it deems necessary arising out of any contravention of your conditions of service.

In the circumstances, you are personally called upon to desist from participating in any unlawful action.

Sincerely,

PROFESSOR X  
VICE CHANCELLOR AND UNIVERSITY PRINCIPAL

## DOCUMENT 2:

### A Message to our University community from the Academic Staff Association

Our University has once again been plunged into crisis by managerial ineptitude. The Students' Representative council has initiated a boycott of classes to express deep-seated grievances regarding the way in which Management has handled the issues that they (SRC) have raised in their communique of 8 May.

The situation on campus has become so critical that the ASA feel compelled to make public the views of academic staff members on the roots of the current malaise.

Senior Management has a long-standing history of failing to act in the best interests of our University Community. Current examples of this failure that have precipitated the present crisis are:

1. The Dentistry debacle: students who were registered for courses in February and to date have not yet received any instruction. This is despite our University having been aware of the situation from the outset. Management's glaring failure to rectify the situation timeously has laid our University open to possible legal action.
2. Fine Arts: the bizarre situation has arisen in which members of the Fine Arts Dept were retrenched in the middle of the teaching programme, leaving ten senior students without tuition four weeks before their mid-year examinations. This is despite representations by us in which we proposed a simple solution that would, at no extra expense to our University, allow these and students in other departments that have been closed to complete a full year of study. Our University's action to forcibly relocate some of these students not only has incurred extra expenses but has traumatized them to the detriment of their academic performance.
3. Retrenchments: loyal and in many cases long-standing staff members (several of whom have served our University for over twenty years) have been summarily retrenched. The manner with the University proceeded has been fraught with irregularities. It has ignored Departmental plans to redress their financial problems (which Management themselves demanded), as well as ignoring the Council directive that staff be redeployed.
4. University council: we firmly believe that our University Council, as the highest decision-making body, has failed in its duties by abrogating control of and responsibility for the preservation of Management integrity. Council's repeated procrastination in addressing the deep concerns expressed by the academic community, and their disregard for established policies and procedures has lead to a dictatorial management style that has lost the faith and support of all University stakeholders, as evident in the development of yet another campus crisis.

In order to urgently resolve these issues we call upon

1. The Minister of Education investigate the underlying causes of the recurring crises at UDW.
2. The Management to immediately put into effect the Council directive calling for a meeting between students, staff and management to air and resolve the root causes of the present crisis.

We are gravely concerned that the continuing state of affairs at UDW will damage and tarnish our University's reputation, detrimentally affecting our rating in the new Shape and Size exercise undertaken by the Department of Education. The summary closure of certain UDW departments preempting the release of this report further exacerbates our situation.

#### The Current Situation

In a meeting of concerned academics held today (09/05/2000) sympathy was expressed for several of the student grievances. Support was also expressed for the right of students to engage in peaceful protest and the Academic Staff Association therefore urges all parties to conduct themselves in a manner befitting an institution of higher learning. We caution all parties to act responsibly and refrain from any acts of violence or anything that could be considered intimidatory.

The academic staff is committed to programmes of study and modules presented at UDW and will endeavour to make up any study time lost as a result of the present crisis.

Dr. M (President A.S.A.)



## DOCUMENT 3:

COMMITTED TO A DEMOCRATIC, NON-RACIAL, NON-SEXIST UNIVERSITY AND SOCIETY

### **COMBINED STAFF ASSOCIATION OF THE UNIVERSITY OF DURBAN-WESTVILLE**



10 May 2000

#### *Open communique to university community*

Over the last two weeks, the South African currency showed signs of instability by getting weaker and weaker against the US dollar. Economists have attributed these developments to the struggle for land repossession in Zimbabwe, and the weakening Euro. These developments are said to have direct impact on South African economy as the trading partner of both Zimbabwe and European Union. Today is a national stay away, called by Cosatu as part of the ongoing programme to fight against job losses.

Joblessness and poverty are becoming dominant features of our society and are hard hitting on the downtrodden working class. The depletion of income in the working class households directly leads to the failure to meet all necessities of life like health and education. The neo-liberal economic system of our country favours the privileged groups who own the means of production. The change under the new order is for the advancement and protection of interests of the wealthy minority. The economic system at work, is the breeding ground of poverty that affects all facets of our society, tertiary institutions included. The University of Durban-Westville like all other organs of our society is hard-hit by the policies of rightsizing and downsizing. To this end 47 staff members in the closed departments of arts and languages have been given notices of retrenchments. They are joining over 100 000 people to have lost jobs in the past year as a result of our country's economic system.

While this communique alerts members to the reality of job losses throughout the country, its primary purpose is to assure staff that you are not without protection. The resultant failure by students to come up with the required amount for registration purposes, is a longstanding reality that can not be divorced from the national crisis of poverty. The resolution by students to embark on a class boycott was an unavoidable outcome, since management had resolved to de-register them without substantial negotiations with all relevant stakeholders. Comsa welcomes any principled action for the protection of the rights of workers, and sons and daughters of the working class. The circular by Prof. X dated 9 May 2000, carries disturbing news. The right to freedom of association and the right to peaceful protest are sacrosanct in the Constitution. Any attempt to prevent the exercising of these rights is reminiscent of the Botha era during the mid 80's. the decision to ban the gathering of more than 15 people is not only a violation of human rights, but also a suppression of academic freedom. This style of leadership is a recipe for confrontation and not constructive resolution of disputes. The retrenchments and shabby treatment of university community, which has characterizes the current management, is very provocative. While we understand the pressures faced by students to acquire education and for the university to operate within its allocated budget, it is not wise to solve the problem by de-registering students. Perhaps the university management together with the student leadership should approach the national department of education to seek a solution to the general problem of affordability of tertiary education. While we understand the frustrations experienced by students, we discourage the adopting of hard positions that makes a negotiated settlement difficult to achieve. We make these calls with the view to promoting constructive resolution to the problems that confronts this institution.

As the Combined Staff association, we implore the vice chancellor to consider sane means of conflict resolution. The plight of staff and students, is about basic human rights that we fought so hard for. We propose a meeting of all university stakeholders to discuss the current impasse and come with best alternative to the negotiated settlement. The circular issued yesterday should be withdrawn unconditionally with immediate effect. The resolution of this crisis lies in the substantial negotiations entered in good faith. Comsa will continue with the struggle for the protection of rights of the working class. The management must be mindful of the fact that we will not be alone in our fierce opposition to retrenchments. We pledge our solidarity with Cosatu in its rolling programme against job losses. Members are called upon to exercise caution and discipline during this critical period, and we will communicate further directives to you.

*Issued by Comsa executive*



**DOCUMENT 4:**  
**STUDENT REPRESENTATIVE COUNCIL**  
**University of Durban-Westville**

**SRC**

**THE STRUGGLE CONTINUES**  
**11 May 2000**

Students, once again, we have proved that our battles have been legitimate. We value your undying support. The class boycott has proven to be successful – continue with the pressure – sustain the momentum. **DON'T GIVE UP – we have WON the BATTLE – NOW we are about to WIN the WAR.**

**THE ROLE of the MEDIA :** Both the print and the electronic media have displayed excellent reporting style to the public. It has been unbiased, impartial, objective and has given a true reflection of the situation on campus.

**SUSPENSION of the DEPUTY PRESIDENT :** must be lifted unconditionally.

We still stand for Peace and Justice, but we vow to fight until our demands are met, viz. **NO** to de-registration, Management to adhere to our Memorandum, and also guarantee Dentistry and Fine Arts students about their lectures taking place.

**IT IS NOT A SOLUTION TO BRING THE RIOT HIT SQUAD & PRIVATE SECURITY. EVEN IF THE SANDF IS BROUGHT TO CAMPUS, WE WILL CONTINUE THE FIGHT.** Even if it means that we are **ARRESTED** for fighting a just cause, so be it.

**SCHEDULED MEETINGS :**

11/05/00 : at 07h30:	SRC meet with delegation of parents & community leaders.
08h00:	SRC delegation meet with DVC : Student Affairs.
09h30:	Constituency meeting : (SRC, ASA & COMSA)
10h30:	<b>Mass Meeting in Quad</b>

Students, it has been shown to the world (SABC News, 11/05/00 at 07h00) that our actions were peaceful and successful. Your solidarity has been noted – empty lecture halls for 3 days !!

**ALUTA CONTINUA!!**

**ALUTA CONTINUA!!**

## **APPENDIX 2:**

### **SFG ANALYSIS TABLES**



**DOCUMENT 1: SFGFIELD 1      11 MAY 2000**  
**NOTICE TO ALL MEMBERS OF STAFF**  
**UNLAWFUL WORK STOPPAGES**

CONJ	CIRCUMSTANCE	PARTICIPANT	PROCES	PARTICIPANT	CIRCUMSTANCE
	Kindly	(you)	take	notice	
that		the unlawful work stoppages which took place on 10 and 11 May 2000,	place	the members of staff who were participants in those work stoppages	in breach of their condition of service and in contravention of current labour legislation, notwithstanding the fact
that		all members of staff as well as the leadership of the two unions on campus	were put on terms	to desist from such action.	
	In consequence of the above,	you	are given notice		hereby
that		you	must cease and desist	from participating in any unlawful work stoppages,	
failing which		the University	reserves the right	to resort to any appropriate legal or other action,	
which			may include	obtaining suitable relief	by way of court action.
	In addition	the University	reserves the right	to take such disciplinary action as it deems necessary	arising out any contraven of your conditions of serv
	In the circumstances,	you	are called upon	To desist from participating in any unlawful action.	personally
	Sincerely,	PROFESSOR X VICE CHANCELLOR AND UNIVERSITY PRINCIPAL	(sc. wrote)	(sc. this document)	

## Message to our University Community from the Academic Staff Association

CONJ.	CIRCUMSTANCE	PARTICIPANT	PROCESS	PARTICIPANT	CIRCUMSTANCE
	once again		has been plunged	Our University	into crisis by managerial ineptitude
		The Students' Representative Council	has initiated	a boycott of classes	
			to express	deep-seated grievances	regarding the way in which Management has handled the issue that they (SRC) have raised in their communique of 8 May.
		The situation on Campus	has become	so critical	
that		the ASA	feel compelled to make public	the views of the Academic Staff on the root causes of the malaise.	
		Senior Management	has	a long standing history of failing to act	in the best interests of our University Community.
		Current examples of this failure that have precipitated the present crisis	are	The Dentistry debacle:	
			were registered	Students	for courses in February
And	to date	(students)	have not (yet) received any instruction.		
		This	is		despite our University having been aware of the situation from the outset.
		Management's glaring failure to rectify the situation (timeously)	has laid open	our University	to possible legal action.
		(Current examples of this failure)	(are)	Fine Arts:	
		the bizarre situation	has arisen		
In which			were retrenched	members of the Fine Arts Dept	in the middle of the teaching programme
					leaving 10 senior students without tuition four weeks before the mid-year examinations.
		This	is		despite representation by us
in which		we	proposed	a simple solution that at no extra expense to the University would allow these and students in other departments that had been closed to complete a full year of study.	

CONJ.	CIRCUMSTANCE	PARTICIPANT	PROCESS	PARTICIPANT	CIRCUMSTANCE
		Our University's action to forcibly relocate some of these students	not (only) has incurred	extra expenses	
but			has traumatised	them	to the detriment of their academic performance.
		(Current examples of this failure)	(are)	Retrenchments:	
		Loyal and in many cases long-standing staff members (several of whom have served our University for over 20 years)	have been (summarily) retrenched.		
		The manner in which the University proceeded	has been	fraught with irregularities.	
		It (the University)	has ignored	Departmental plans to redress their financial problems	
(which		Management themselves	demandd)		
as well as			ignoring	The Council directive that staff be redeployed.	
		(Current examples of this failure)	(are)	University Council:	
	firmly	we	believe		
that .....		our University Council, as the highest decision-making body	has failed		in its duties by abrogating control and responsibility of the preservation of Management integrity
		Council's repeated procrastination in addressing the deep concerns expressed by the academic community and their disregard for established policies and procedures	has led to	a dictatorial management style that has lost the faith and support of all University stakeholders as evident in the development of yet another campus crisis.	
	In order to urgently resolve these issues	we	call upon	1. The Minister of Education	
			to investigate	the underlying causes of the recurrent crises at UDW	
		(we)	(call upon)	2. The Management	
	immediately		to put into effect	the Council directive calling for a meeting between students, staff and Management to air and resolve the root causes of the present crisis.	
		We	are	gravely concerned	



CONJ.	CIRCUMSTANCE	PARTICIPANT	PROCESS	PARTICIPANT	CIRCUMSTANCE
that		the continuing state of affairs at UDW	will damage and tarnish	our University's reputation,	(by) detrimentally affecting our rating in the new Shape and Size exercise undertaken by the Department of Education.
		The summary closure of certain UDW departments preempting the release of this report	exacerbates (further)	our situation	
	In a meeting of concerned academics held today (09/05/2000)		was expressed	sympathy for several of the student grievances.	
	also		was expressed	Support for the right of students to engage in peaceful protest.	
and therefore		the Academic Staff Association	urges	all parties	
			to conduct themselves		in a manner befitting an institution of high learning.
		<u>We</u>	<u>caution</u>	<u>all parties</u>	
			<u>to act responsibly and refrain from</u>	<u>any acts of violence or anything that could be considered intimidatory.</u>	
		The academic staff	is	committed	to programmes of study and modules presented at UDW
and		(the academic staff)	will endeavour to make up	any study time lost	as a result of the present crisis.

**COMBINED STAFF ASSOCIATION  
OF THE  
UNIVERSITY OF DURBAN-WESTVILLE**  
*Open communiqué to university community*

CONJ.	CIRCUMSTANCE	PARTICIPANT	PROCESS	PARTICIPANT	CIRCUMSTANCE
	Over the last two weeks	the South African currency	showed	signs of instability	by getting weaker and weaker against the US dollar.
		Economists	have attributed	these developments to the struggle for land repossession in Zimbabwe and the weakening Euro.	
		These developments	are said to have	direct impact	on South African economy as the trading partner of both Zimbabwe and the Euro-pean Union.
		Today	is	a national stay away called by Cosatu as part of the ongoing programme to fight against job losses.	
		Joblessness and poverty	are becoming	dominant features of our society	
and			are	hard hitting	on the downtrodden working class.
		The depletion of income in the work-ing class households			
	directly		leads to	the failure to meet all necessities of life like health and education.	
		The neo-liberal economic system of our country	favours	the privileged groups who own the means of production.	
		The change under the new order	is for	the advancement and protection of interests of the wealthy minority	
		The economic system at work	is	the breeding ground of poverty that affects all facets of our society,	tertiary institutions included.
	like all other organs of our society	by the policies of rightsizing and downsizing	is hard-hit	The University of Durban-Westville	

CONJ	CIRCUMSTANCE	PARTICIPANT	PROCESS	PARTICIPANT	CIRCUMSTANCE
	To this end		have been given notices of retrenchments	47 members of staff in the closed departments of arts and languages.	
		They	are joining	over 100 000 people to have lost jobs in the last year	as a result of our country's economic system.
While		this communique	alerts	members	to the reality of job losses throughout the country,
		its primary purpose	is to assure	staff	
that		you	are not		without protection.
		The resultant failure by students to come up with the required amount for registration purposes	is	A long-standing reality that cannot be divorced from the national crisis of poverty.	
		The resolution by students to embark on a class boycott	was	an unavoidable outcome,	
since		Management	had resolved to deregister		without substantial negotiations with all the relevant stake-holders.
		Comsa	welcomes	A principled action for the protection of the rights of workers and sons and daughters of the working class.	
		The circular by Prof.X dated 9 May 2000	carries	disturbing news.	
		The right to free-dom of association and the right to peaceful protest	are	sacrosanct	in the Constitution.
		Any attempt to prevent the exercising of these rights	is	reminiscent	of the Botha era during the mid 80's.
		The decision to ban the gathering of more than 15 people	is	a recipe for confrontation and not constructive resolution of disputes.	



CONJ.	CIRCUMSTANCE	PARTICIPANT	PROCESS	PARTICIPANT	CIRCUMSTANCE
		The retrenchments and shabby treatment of university community which has characterized the current management	is	very provocative.	
While		We	understand	the pressures faced by students to acquire education and for the university to operate within its allocated budget,	
		it	is not	wise	
			to solve	the problem	by deregistering students.
	Perhaps	the university management together with the student leadership	should approach	the national department of education	
			to seek	a solution to the general problem of affordability of tertiary education.	
While		We	understand	the frustrations experienced by students,	
		We	discourage	the adopting of hard positions that makes a negotiated settlement difficult to achieve.	
		We	make	these calls	with the view to promoting constructive resolution to the problems that confronts this institution.
		As the Combined Staff Association, we	implore	the Vice Chancellor	
			to consider	same means of conflict resolution.	
		The plight of staff and students	is	about basic human rights that we fought so hard for.	

CONJ.	CIRCUMSTANCE	PARTICIPANT	PROCESS	PARTICIPANT	CIRCUMSTANCE
		We	propose	a meeting of all university stakeholders to discuss the current impasse and to come up with best alternative to the negotiated settlement.	
			should be withdrawn	The circular issued yesterday	unconditionally with immediate effect.
		The resolution of this crisis	lies in	the substantial negotiations entered in good faith.	
that		Management we	must be will not be	mindful alone	of the fact in our fierceful opposition to retrenchments.
		We	pledge	our solidarity with Cosatu in its rolling programme against job losses.	
			are called upon	Members	
			to exercise	caution and discipline	during this critical period,
and		we	will communicate	further directives	to you.
			issued	by Comsa executive.	

**STUDENT REPRESENTATIVE COUNCIL**  
**University of Durban-Westville**  
**SRC**

CONJ.	CIRCUMSTANCE	PARTICIPANT	PROCESS	PARTICIPANT	CIRCUMSTANCE
		<b>THE STRUGGLE</b>	<b>CONTINUES</b>		
	Students, once again	we	have proved		
that		our battles	have been	legitimate.	
		We	value	your undying support.	
		The class boycott	has proven to be	successful-	
		(you)	continue with	the pressure-	
		(you)	sustain	the momentum.	
		(you)	DON'T GIVE UP-		
		We	have WON	the BATTLE-	
	NOW	we	are about TO WIN	the WAR.	
		THE ROLE OF THE MEDIA:			
		Both the print & the electronic media	have displayed	excellent reporting style	to the public.
		It	has been	unbiased, impartial, objective	
and		(it)	has given	a true reflection of the situation on campus.	
		SUSPENSION of the DEPUTY PRESIDENT:	must be lifted		unconditionally.
		We			still
			stand for	Peace & Justice,	
but		we	vow to fight		
until			are met,	Our demands viz. NO to deregistration, Management to adhere to our Memorandum and also guarantee Dentistry and Fine Arts students about their lectures taking place.	
		IT	IS NOT	A SOLUTION	
				TO BRING THE RIOT HIT SQUAD & PRIVATE SECURITY.	



CONJ. EVEN IF	CIRCUMSTANCE	PARTICIPANT	PROCESS is BROUGHT	PARTICIPANT THE SANDF	CIRCUMSTANCE TO CAMPUS,
		WE	WILL CONTINUE	THE FIGHT.	
even if that		it	means are ARRESTED	WE	for fighting a just cause,
	so		be	it.	
		SCHEDULED MEETINGS:			
	11/05/00 at 07h30	SRC	meet with	delegation of parents & com- munity leaders.	
	08h00:	SRC delegation	meet with	DVC: Student Affairs.	
	09h30:	Constituency Meeting: (SRC, ASA & COMSA)			
	10h30:	Mass Meeting in Quad			
	Students,		has been shown	it	to the world (SABC NEWS, 11/05/00 at 07h00)
that		our actions	were  has been noted	peaceful and successful. Your solidarity- empty lecture halls for 3 days!!	
		ALUTA (sic)	CONTINUA!!		
		ALUTA (sic)	CONTINUA!!		

NOTICE TO ALL MEMBERS OF STAFF  
UNLAWFUL WORK STOPPAGES

TL	ADJUNCT	SUBJECT	FINITE	PREDICATOR	COMPLEMENT	ADJUNCT
	Kindly	the unlawful work stoppages which took place on 10 and 11 May 2000,	ta-pl-	ke ace	notice the members of staff who were participants in those work stoppages	in breach of their conditions of service and in contravention of current labour legislation,
	notwithstanding the fact					
t		all members of staff as well as the leadership of the two unions on campus	were	put		on terms to desist from any such action.
	In consequence of the above, hereby	you	are	given	notice	
at		you	must	cease and desist from	participating in any unlawful work stoppages,	
	failing which	the University	res-	erves	the right to resort to any appropriate legal or other action,	
which			may	include	obtaining suitable relief	by way of court action.
	In addition,	the University	rese-	rves	the right to take such disciplinary action as it deems necessary,	arising out of any contravention of your conditions of service.
	In the circumstances,	you	are			personally
				called upon to desist from	participating in any unlawful action.	
	Sincerely,	Prof. X Vice Chancellor and University Principal				

## A message to our University Community from the Academic Staff Association

TXTL	ADJUNCT	SUBJECT	FINITE	PREDICATOR	COMPLEMENT	ADJUNCT
		Our University	has			once again
				been plunged		into crisis by managerial ineptitude.
		The Student Representative Council	has	initiated	a boycott of classes	
				to express	deep-seated grievances	regarding the way in which Management has handled the issues that they(SRC) have raised in their communiqué of 8 May.
		The situation on campus	has	become	so critical	
that		the ASA	feel	compelled to make public	the views of academic staff members	on the roots of the current malaise.
		Senior Management	has		a long-standing history of failing to act in the best interests of our University community.	
		Current examples of this failure that have precipitated the present crisis	are:		1) The Dentistry debacle:	
		Students	were	registered		for courses in February
and	to date		have	not (yet) received	any instruction.	
		This	is			despite our University having been aware of the situation from the outset.
		Management's alarming failure to rectify the situation timeously	has	laid	our University	
				open		to possible legal action.
					2) Fine Arts:	
		The bizarre situation	has	arisen		
	in which	members of the Fine Arts Dept	were	retrenched		in the middle of the teaching programme,
				leaving	ten senior students	without tuition four weeks before their mid-year examinations.
		This	is			despite representations by us
	in which	we	pro-	posed	a simple solution that would, at no	



TXTL	ADJUNCT	SUBJECT	FINITE	PREDICATOR	COMPLEMENT	ADJUNCT
						extra expense to our University, allow these and students in other departments that have been closed to complete a full year of study.
		Our University's action to forcibly relocate some of these students	has not	(only) incurred	extra expenses	
but			has	traumatized	them	to the detriment of their academic performance.
		loyal and in many cases long-standing staff members (several of whom have served our University for over twenty years)	have	been retrenched.	3) Retrenchments:	summarily
		The manner in which the University proceeded	has	been	fraught	with irregularities.
		It	has	ignored	Departmental plans to redress their financial problems	
(which as well as that		Management themselves	demanded),	ignoring	the Council directive	
		Staff	be	redeployed		
		We			4) University Council:	firmly
that		our University Council, as the highest decision-making body,	believe	failed		in its duties by abrogating control and responsibility for the preservation of Management integrity.
		Council's repeated procrastination in addressing the deep concerns expressed by the academic community and their disregard for established policies and procedures	has	led to	a dictatorial management style which has lost the faith and support of all University stakeholders	
as			(is)		evident	in the development yet another campus crisis.

TXTL	ADJUNCT	SUBJECT	FINITE	PREDICATOR	COMPLEMENT	ADJUNCT
	In order to urgently resolve these issues	we	ca-	ll upon	1. The Minister of Education	
				to investigate	the underlying causes of the recurring crises at UDW.	
				to put into effect	2. The Management the Council directive calling for a meeting between students, staff and management to air and resolve the root causes of the present crisis.	
that	detrimentally	We the continuing state of affairs at UDW	are will	damage and tarnish affecting	gravely concerned our University's reputation, our rating	in the new Shape and Size exercise undertaken by the Department of Education.
		The summary closure of certain UDW dep- artments preempting the release of this re- port	Exacer-	bates	our situation.	
	(re) The Current Situation.					
	In a meeting of concerned acad- emics held today (09/05/2000)	Sympathy	Was	expressed		for several of the student grievances.
and		Support  the Academic Staff Association	Was	(also) expressed		for the right of students to engage peaceful protest therefore
			Urg-	es to conduct	all parties themselves	in a manner befit-t an institution of higher learning.
<u>and</u>		<u>We</u>	<u>Cau-</u>	<u>tion</u> <u>to act</u> <u>to refrain from</u>	<u>all parties</u>  <u>any acts of violence or</u> <u>anything that could be</u> <u>considered</u> <u>intimidatory.</u> programmes of study and modules presented at UDW	<u>responsibly</u>
and		The academic staff	is	committed to	any study time lost	as a result of the present crisis.
			Will	endeavour to make up		

(signed ) Dr M

PRESIDENT (A.S.A)

**COMBINED STAFF ASSOCIATION  
OF THE  
UNIVERSITY OF DURBAN-WESTVILLE**  
*Open communiqué to the university community*

<b>TXTL</b>	<b>ADJUNCT</b>	<b>SUBJECT</b>	<b>FINITE</b>	<b>PREDICATOR</b>	<b>COMPLEMENT</b>	<b>ADJUNCT</b>
	Over the last two weeks,	the South African currency	sho-	wed	signs of instability	by getting weaker and weaker against the US dollar.
		Economists	have	attributed	these developments	to the struggle for land repossession in Zimbabwe, and the weaker Euro.
		These developments	are	said to have	direct impact	on South African economy as the trading partner of both Zimbabwe and European Union.
		Today	is		a national stay away, called by Cosatu as part of the ongoing programme to fight against job losses.	
		Joblessness and poverty	are	becoming	dominant features of our society	
and			are		hard hitting	on the downtrodden working class.
		The depletion of income in the working class households				
directly			le-	ads to	the failure to meet all necessities of life like health and education.	
		The neo-liberal economic system of our country	fav-	ours	the privileged groups who own the means of production.	
		The change under the new order	is			for the advancement and protection of the interests of the wealthy minority.
		The economic system at work,	is		the breeding ground of poverty that affects all facets of our society,	tertiary institutions included.
		The University of Durban-Westville				like all other organs o our society



TXTL	ADJUNCT	SUBJECT	FINITE	PREDICATOR	COMPLEMENT	ADJUNCT
			is	hard-hit		by the policies of rightsizing and downsizing.
	To this end	47 staff members in the closed departments of arts and languages	have	been given	notices of retrenchments.	
		They	are	joining	over 100 000 people to have lost jobs in the last year	as a result of our country's economic system.
While		this communiqué	ale-	rts	members	to the reality of job losses throughout the country,
		its primary purpose	is	to assure	staff	
that		You	are not			without protection.
		The resultant failure by students to come up with the required amount for registration Purposes,	is		a longstanding reality that cannot be divorced from the national crisis of poverty.	
		The resolution by students to embark on a class boycott	was		an unavoidable outcome	
since,		Management	had	resolved to deregister	them	without substantial negotiations with all relevant stake-holders
		Comsa	wel-	comes	any principled action for the protection of rights of workers and sons and daughters of the working class.	
		The circular by Prof X dated 9 May 2000,	car-	ries	disturbing news.	
		The right to freedom of association and the right to peaceful protest	are		sacrosanct	in the Constitution.
		Any attempt to prevent the exercising of these rights	is		reminiscent	of the Botha era during the mid 80's
		The decision to ban the gathering of more than 15 people	is		not only a violation of human rights, but also a suppression of academic freedom.	

TXTL	ADJUNCT	SUBJECT	FINITE	PREDICATOR	COMPLEMENT	ADJUNCT
		This style of leadership	is		a recipe for confrontation and not constructive resolution of disputes.	
		The retrenchments and shabby treatment of university community, which has characterized the current management.	is	very provocative.		
While		We	under-	stand	the pressures faced by students to acquire education	
and (while)		(we)	(under-	stand)	(the pressures) for the university to operate within its allocated budget,	
		It	is not	to solve	wise the problem	by deregistering students.
	Perhaps	the university management together with the student leadership	should	approach	the national department of education	
While		We	under-	stand	a solution to the general problem of affordability of tertiary education. the frustrations experienced by students,	
		We	dis-	courage	the adopting of hard positions that makes a negotiated settlement difficult to achieve.	
		We	ma-	ke	these calls	with the view to promoting constructive resolution to the problems that confront this institution.
		As the Combined Staff Association, we	im-	lore	the vice chancellor	
				to consider	sane means of conflict resolution.	
		The plight of staff and students	is			about basic human rights that we fought so hard for.

TXTL	ADJUNCT	SUBJECT	FINITE	PREDICATOR	COMPLEMENT	ADJUNCT
		We	pro-	pose	a meeting of all university stakeholders	
and				to discuss (to) come (up) with	the current impasse best alternative	to the negotiated settlement
		The circular issued yesterday	should	be withdrawn		unconditionally with immediate effect.
		The resolution of this crisis	li-	es in	the substantial negotiations entered (into) in good faith.	
		Comsa	will	continue with	the struggle for the protection of the rights of the working class.	
that		The management We	must will not	be be	mindful of the fact alone	in our fierceful opposition to retrenchments:
		Members	are	called upon to exercise	caution and discipline	during this critical period,
and		We	will	communicate issued	further directives	to you. by Comsa executive.



DOCUMENT 4: SFGTENOR 4  
COUNCIL

STUDENT REPRESENTATIVE

University of Durban-Westville  
SRC

TXTL	ADJUNCT	SUBJECT	FINITE	PREDICATOR	COMPLEMENT	ADJUNCT
		THE STRUGGLE	CON-	TINUES		11 May 2000
	Students, once again,	we	have	proved		
that		our battles	have	been	legitimate.	
		We	val-	ue	your undying support.	
		The class boycott	has	proven to be	successful-	
				continue with	the pressure-	
			DON'T	GIVE UP-	the momentum.	
		We	have	WON	the BATTLE-	
	NOW	we	are	about to WIN	the WAR.	
		THE ROLE OF THE MEDIA:				
		Both the print and the electronic media	have	displayed	excellent reporting style	to the public.
		It	has	been	unbiased, impartial, objective	
and		(it)	has	given	a true reflection of the situation on campus.	
		SUSPENSION of the DEPUTY PRESIDENT:	must	be lifted		unconditionally.
but until		We we our demands	will vow are	stand for to fight met,	Peace & Justice,	viz. NO to deregistration, Management to adhere to our Memor-andum and also guarantee Dentistry and Fine Arts students about their lectures taking place.
		IT	IS NOT		A SOLUTION	
				TO BRING	THE RIOT HIT SQUAD & PRIVATE SECURITY.	
EVEN IF		THE SANDF	IS	BROUGHT		TO CAMPUS,
Even if that		WE it we	WILL mea- are	CONTINUE ns ARRESTED	THE FIGHT.	
	so		be		it.	for fighting a just cause,
		SCHEDULED MEETINGS:				11/05/00
	at 07h30:	SRC	me-	et with	delegation of parents & community leaders.	
	08h00:	SRC delegation	me-	et with	DVC: Student Affairs.	
	09h30:	Constituency meeting (ASA, SRC & COMSA)				

TXTL	ADJUNCT	SUBJECT	FINITE	PREDICATOR	COMPLEMENT	ADJUNCT
	10h30:	Mass meeting in Quad.				
	Students,	it	has	been shown		to the world (SABC news 11/05/2000 at 07h00)
that		our actions	were		peaceful and successful.	
		Your solidarity	has			empty lecture halls for three days!!
		ALUTA (sic)	CON-	TINUA !!		
		ALUTA	CON-	TINUA !!		

THEME	RHEME
<b>NOTICE TO ALL MEMBERS OF STAFF UNLAWFUL WORK STOPPAGES</b>	
Kindly	take notice
that the unlawful work stoppages which took place on 10 and 11 May	place the members of staff who were participants in those work stoppages in breach of their conditions of service and in contravention of current labour legislation,
notwithstanding the fact that all members of staff as well as the leadership of the two unions on campus	were put on terms to desist from such action.
In consequence of the above,	you are hereby given notice
that you	must cease and desist from participating in any unlawful work stoppages,
failing which the University	reserves the right to resort to any appropriate legal or other action,
which	may include obtaining suitable relief by way of court action.
In addition the University	reserves the right to take such disciplinary action as it deems necessary arising out of any contravention of your conditions of service.
In the circumstances,	you are personally called upon to desist from participating in any unlawful action.
Sincerely,	PROFESSOR X VICE CHANCELLOR AND UNIVERSITY PRINCIPAL



T H E M E	R H E M E
<b>a Message to our University Community from the Academic Staff Association.</b>	
Our University	has once again been plunged into crisis by managerial ineptitude.
The Students Representative Council	has initiated a boycott of classes to express deep-seated grievances regarding the way in which Management has handled the issues that they (the SRC) have raised in their communiqué of 8 May.
The situation on campus that the ASA	has become so critical
Senior Management	feel compelled to make public the views of academic staff members on the roots of the current malaise
Current examples of this failure that have precipitated the present crisis	has a long standing history of failing to act in the best interests of our University community.
students	are: 1) The Dentistry Debacle:
and to date	were registered for courses in February
This	have not yet received any instruction.
Management's glaring failure to rectify the situation timeously	is despite our University having been aware of the situation from the outset.
the bizarre situation	has laid our University open to possible legal action.
in which members of the Fine Arts Dept	2) Fine Arts:
This	has arisen
in which we	were retrenched in the middle of the teaching programme, leaving ten senior students without tuition four weeks before their mid-year examinations.
Our University's action to forcibly relocate some of these students	is despite representations by us
but has traumatized	proposed a simple solution that would, at no extra expense to our University, allow these and students in other departments which have been closed to complete a full year of study.
loyal and in many cases long-standing staff members (several of whom have served our University for over 20 years)	not only has incurred extra expenses
The manner in which the University proceeded	them to the detriment of their academic performance.
It	3) Retrenchments:
that staff	have been summarily retrenched.
we	has been fraught with irregularities.
that our University Council, as the highest decision making body,	has ignored Departmental plans to redress their financial problems (which Management themselves demanded) as well as ignoring the Council directive
Council's repeated procrastination in addressing the deep concerns expressed by the academic community, and their disregard for established policies and procedures	be redeployed.
as evident	4) University Council:
In order to urgently resolve these issues	firmly believe
We	has failed in its duties by abrogating control of and responsibility for the preservation of Management integrity.
that the continuing state of affairs at UDW	has lead (sic) to a dictatorial management style that has lost the faith and support of all University stakeholders,
The summary closure of certain UDW departments preempting the release of this report	in the development of yet another campus crisis.
The Current Situation	we call upon
	1) The Minister of Education (to) investigate the underlying causes of the recurring crises at UDW.
	2) The Management to immediately put into effect the Council directive calling for a meeting between students, staff and management to air and resolve the root causes of the present crisis.
	are gravely concerned
	will damage and tarnish our University's reputation, detrimentally affecting our rating in the new Shape and Size exercise undertaken by the Department of Education.
	further exacerbates our situation.

THEME	RHEME
In a meeting of concerned academics held today (09/05/2000)	sympathy was expressed for several of the student grievances.
Support	was also expressed for the right of students to engage in peaceful protest
and the Academic Staff Association	therefore urges all parties to conduct themselves in a manner befitting an institution of higher learning.
<u>We</u>	<u>caution all parties to act responsibly and refrain from any acts of violence or anything that could be considered intimidatory.</u>
The academic staff	is committed to programmes of study and modules presented at UDW
and we	will endeavour to make up any study time lost as a result of the present crisis.
	DR. M PRESIDENT (A.S.A)

THEME	RHEME
<i>Open communiqué to university community.</i>	
Over the last two weeks,	the South African currency showed signs of instability by getting weaker and weaker against the US dollar.
Economists	have attributed these developments to the struggle for land repossession in Zimbabwe, and the weakening Euro.
These developments	are said to have direct impact on South African economy as the trading partner of both Zimbabwe and European Union.
Today	is a national stay away, called by Cosatu as part of the ongoing programme to fight against job losses.
Joblessness and poverty	are becoming dominant features of our society
and (joblessness and poverty)	are hard hitting on the downtrodden working class.
The depletion of income in the working class households	directly leads to the failure to meet all necessities of life like health and education.
The neo-liberal economic system of our country	favours the privileged groups who own the means of production.
The change under the new order	is for the advancement and protection of interests of wealthy minority.
The economic system at work	is the breeding ground of poverty that affects all facets of our society, tertiary institutions included.
The University of Durban-Westville like all other organs of our society	is hard-hit by the policies of rightsizing and downsizing.
To this end	47 staff members in the closed departments of arts and languages have been given notices of retrenchments.
They	are joining over 100 000 people to have lost jobs in the past year as a result of our country's economic system.
While this communiqué alerts members to the reality of job losses throughout the country,	its primary purpose is to assure staff
that you	are not without protection.
The resultant failure by students to come up with the required amount for registration purposes	is a long standing reality that cannot be divorced from the national crisis of poverty.
The resolution by students to embark on a class boycott	was an unavoidable outcome,
since management	had resolved to de-register them without substantial negotiations with all relevant stakeholders.
Comsa	welcomes any principled action for the protection of rights of workers, and sons and daughters of the working class.
The circular by Prof. X dated 9 May 2000,	carries disturbing news.
The right to freedom of association and the right to peaceful protest	are sacrosanct in the Constitution.
Any attempt to prevent the exercising of these rights	is reminiscent of the Botha era during the mid 80's.
The decision to ban the gathering of more than 15 people	is not only a violation of human rights, but also a suppression of academic freedom.
This style of leadership	is a recipe for confrontation and not constructive resolution of disputes.



THEME	R H E M E
The retrenchments and shabby treatment of university community which has characterized the current management,	is very provocative.
While we understand the pressures faced by students to acquire education and	
(while we understand the pressures for the university to operate within its allocated budget,	it is not wise to solve the problem by de-registering students.
Perhaps the university management together with the student leadership	should approach the national department of education to seek a solution to the general problem of affordability of tertiary education.
While we understand the frustrations experienced by students,	we discourage the adopting of hard positions that make a negotiated settlement hard to achieve.
We	make these calls with the view to promoting constructive resolution to the problems that confronts (sic) this institution.
As the Combined Staff Association, we	implore the vice chancellor to consider sane means of conflict resolution.
The plight of staff and students,	is about basic human rights, that we fought so hard for.
We	propose a meeting of all university stakeholders to discuss the current impasse and come with (sic) best alternative to the negotiated settlement.
The circular issued yesterday	should be withdrawn unconditionally with immediate effect.
The resolution of this crisis	lies in the substantial negotiations entered (sic) in good faith.
Comsa	will continue with the struggle for the protection of rights of the working class.
The management	must be mindful of the fact
that we	will not be alone in our fierceful (sic) opposition to retrenchments.
We	pledge our solidarity with Cosatu in its rolling programme against job losses.
Members	are called upon to exercise caution and discipline during this critical period,
and we	will communicate further directives to you.
Issued	by Comsa executive.

T H E M E	R H E M E
<b>THE STRUGGLE</b>	<b>CONTINUES</b>
Students, once again, that our battles	we have proved have been legitimate.
We	value your undying support.
The class boycott	has proven to be successful-
-continue	with the pressure-
-sustain	the momentum.
<b>DON'T GIVE UP-</b>	
We	have WON the BATTLE-
<b>NOW</b>	we are about to WIN the WAR
<b>THE ROLE OF THE MEDIA:</b>	have displayed excellent reporting style to the public.
Both the print and the electronic media	
It	has been unbiased, impartial, objective
and (it)	has given a true reflection of the situation on campus.
<b>SUSPENSION OF THE DEPUTY PRESIDENT:</b>	Must be lifted unconditionally.
We	still stand for Peace and Justice,
but we	vow to fight
until our demands	are met,
viz.	NO to deregistration, Management to adhere to our Memorandum and also guarantee Dentistry and Fine Arts students about lectures taking place.
It	is not a solution to bring the riot hit squad & private security.
<b>EVEN IF THE SANDF IS BROUGHT TO CAMPUS,</b>	<b>WE WILL CONTINUE THE FIGHT.</b>
Even if it means that we are ARRESTED for fighting a just cause,	so be it.
<b>SCHEDULED MEETINGS:</b>	
11/05/00 at 07h30: SRC	meet with delegation of parents & community leaders.
08h00:	SRC delegation meet with DVC: Student Affairs.
09h30:	Constituency meeting ( SRC, ASA & COMSA)
10h30:	Mass meeting in Quad
Students,	it has been shown to the world (SABC News, 11/05/00 at 07h00)
that our actions	were peaceful and successful .
Your solidarity	has been noted-
empty lecture halls	for three days!!
<b>ALUTA</b>	<b>CONTINUA!!</b>
<b>ALUTA</b>	<b>CONTINUA!!</b>