Course title
SD102A. Analysing Discourse I – Analysing Politics: Theories, Methods and Applications

Note: This course can be followed by SD102B – Analysing Discourse II – Analysing Politics: Theories, Methods and Applications

Instructor details
First name, last name: Prof. Dr. Michał Krzyżanowski
Department/Unit: Media and Communication Studies
Institution: Örebro University
Full postal address: School of Humanities, Education and Social Sciences (HumUS)
Forum Building
S-70182 Örebro, Sweden
Phone: +46-19-303942
E-mail: michal.krzyzanowski@oru.se
Web: http://www.oru.se/Personal/michal_krzyzanowski
Twitter: @MichalTweets

Short Bio
Michał Krzyżanowski is Full Professor and Chair of Media and Communication Studies at Örebro University, Sweden. He has lectured and guest-lectured widely including at the Universities of Aberdeen, Bremen, Brussels (VUB), Florence (EUI), Göteborg, Lancaster, Milan (Bicocca), Poznań, Tilburg or Umeå. Michał is Executive Editor of Journal of Language and Politics and sits on editorial boards of such journals as, inter alia, Critical Discourse Studies, Social Semiotics or Qualitative Sociology Review. He also co-edits Book Series Bloomsbury Advances in Critical Discourse Studies. His research focuses on discourse and communication in the context of socio-political, organisational and institutional change in Europe from the point of view of media and the public sphere, communication in/of national and supranational politics and organisations, social and political identities, and discrimination and social exclusion. He has also worked on developing new approaches in qualitative research methodology and critical discourse studies. He has published widely incl. in such journals as Discourse & Society, Social Semiotics, Journalism Studies, Journalism Practice, Critical Discourse Studies or Journal of Language and Politics and is the author and editor of several major monographs and anthologies in critical discourse research on media, political and organizational communication. He is co-editor of the widely acclaimed Qualitative Discourse Analysis in the Social Sciences (with R. Wodak, 2008; Polish translation 2011). His other book publications include: Multilingual Encounters in Europe’s Institutional Spaces (with J. Unger and R. Wodak, Bloomsbury Academic, 2014), Advances in Critical Discourse Studies (with J.E. Richardson, D. Machin and R. Wodak, 2013), Ethnography and Critical Discourse Analysis (2011); The Discursive Construction of European Identities (2010); European Public Sphere and the Media: Europe in Crisis (with A. Triandafyllidou and R. Wodak, 2009); The Politics of Exclusion: Debating Migration in Austria (with R. Wodak, 2009); Discourse and Transformation in Central and Eastern Europe (with A. Galasińska, 2008); (Un)Doing Europe: Discourses and Practices of Negotiating the EU Constitution (with F. Oberhuber, 2007).

1 Disclaimer: the information contained in this course description form may be subject to subsequent adaptations (e.g. taking into account new developments in the field, specific participant demands, group size etc.). Registered participants will be informed in due time in case of adaptations.
**Prerequisite Knowledge**

Students attending the course should be open to new, interdisciplinary qualitative methods of research in social and political sciences. They should ideally have some background in relevant social theory as well as in the existent discourse- and language oriented approaches to social and political analysis. Students should be interested in both synchronic and/or diachronic analyses of contemporary national and supranational politics in Europe and beyond, also in relation to other fields such as media, institutions, policy-making, etc.

**Short outline**

This course offers comprehensive introduction to Critical Discourse Analysis (CDA) as an empirical approach to research on dynamics of contemporary political and institutional change. The course aims to highlight key approaches in CDA and especially its so-called ‘Viennese’ or Discourse-Historical Approach (DHA), widely recognised for its systematic and empirically funded work on both national and supranational politics in Europe. The course presents CDA as both theory and practice and does so at the background of various linguistic and social-scientific approaches to text and discourse studies as well as at the background of developments in social and political theory. The course takes place in a 1+1 format so both weeks can be taken independently or as a one 2-week module (advisable). The first Week of the course is devoted to theoretical and analytical groundwork with students being introduced to history and development of text and discourse studies as well as to CDA and its relationship to other approaches in discourse analysis. Students are also made initially familiar with key steps and categories of CDA/DHA-inspired analysis. During Week two, students further their analytical skills while using various analytical categories and paths and different types of empirical material analysed in a series of in- and out-of-class individual and group assignments. They are also presented with a series of applications of CDA/DHA in various analyses of contemporary political and institutional discourse.

**Long outline**

Critical Discourse Analysis (CDA) is a way of carrying out social research with a focus on ‘discourse’ i.e. on text and other forms of semiosis analysed in their contexts of use, production and reception. However, while becoming very popular across the variety of social and political sciences, many features of what CDA is or does remain misinterpreted. For example, CDA is often approached from a limited perspective i.e. as a ‘method’ rather than a coherent approach with a distinct theory and methodology. Though resting on sound theoretical and methodological foundations, CDA is also often viewed as a homogeneous approach with criticism against CDA failing to notify that it is indeed a heterogeneous research tradition which consists of several schools which, while sharing general principles on e.g. the relation between language and power, ideology, differ in their theoretical and methodological ontology as well as their analytical pathways and foci.

By offering comprehensive introduction to Critical Discourse Analysis as an approach to research on dynamics of contemporary political and institutional change, this course wishes to outline key theoretical foundations, methodological premises and analytical pathways in CDA. In doing so, and by clarifying several misconceptions and misinterpretations of CDA that are widespread in social- and political-scientific research, the course wishes to highlight those aspects of critical-analytic studies which make them particularly useful to interdisciplinary and context-related explorations of contemporary politics. By showing similarities and differences between CDA – and especially one of its major traditions known as the Discourse-Historical Approach (or DHA) – and other discourse-based approaches widely-used in social and political studies (e.g. the Discourse Theory initiated by Laclau and Mouffe or other approaches, see below), the course wishes to highlight such advantages of CDA/DHA research as, inter alia, systematic approach to analysis or its clear relation to the levels of pre-analytical theorising and post-analytical interpretation.

The major aim of the course is practical as it wishes to make students familiar with the ways of analysing political and related discourses from a critical-analytic as well as discourse-historical
perspective. For this reason, whether within lectures or the related discussion or hands-on analysis workshops, the course aims at showing the practical application of presented theories, methods and analyses. All of these will be related to studies of a wide array of genres incl. those from within the political field itself (e.g. parliamentary and other speeches, party programmes, etc.) as well as from within the related fields of policy-making and administration (regulations, policy documents, etc.) or of media and its representations of politics (reporting, interviews, debates, etc.). The analyses of those genres will be guided by such DHA principles as, inter alia, ‘interdiscursivity’ or ‘recontextualisation’, which allow for relating discourses produced synchronically and diachronically as well as across different contexts and within different texts and genres.

The course takes place in a 1+1 format so both weeks can be taken independently or as a 2-week module (the latter option is strongly advised for students wishing to acquire a thorough theoretical knowledge as well as in-depth analytical/practical skills in CDA).

The first part of the Course (Week I) starts with a series of sessions devoted to introducing critical discourse studies and their relationship to other approaches to text and discourse analysis within linguistics and wider social sciences. The opening lecture on Day 1 is devoted to discussing those key developments within linguistics and other social sciences that contributed to the development of critical-analytic approaches in text and discourse studies. The lecture on the Day 2 of the course looks in detail at Critical Discourse Analysis and, further to discussing its central concepts such as text, discourse or context, it also introduces the main trends – or approaches – in CDA. It does so from the point of view of pointing to both similarities and differences between various strands of CDA and to highlighting the common ground of critical-analytical research traditions.

The workshop on Day 2 opens a series of sessions devoted to concepts and theories in CDA and other, especially social scientific, approaches to text and discourse studies. While on Day 2 the key theoretical ideas of CDA are discussed at the background of classic notions including from Foucauldian and Habermassian theories of discourse, Day 3 is devoted to discussing how other approaches to text and discourse analysis (e.g. Discourse Theory of Laclau & Mouffe, Grounded Theory, Content Analysis, Hermeneutics, etc.) rely on similar and different concepts while proposing alternative pathways of discourse analysis.

The first lecture on Day 4 introduces key premises and central concepts of the DHA (such as, inter alia, interdiscursivity, recontextualisation, discursive strategies, or multi-level definition of context) before outlining central research foci in DHA as well as discussing it from the point of view of its contribution to the interdisciplinary connections within/beyond CDA and to tackling criticisms thereof within different social sciences. On the other hand, the second lecture on Day 4, discussing analytical procedures in CDA/DHA against the background of pathways of analysis in qualitative research, serves as a background for a series of later sessions devoted to practicing CDA/DHA-inspired analyses.

Through hands-on analytical workshops on Days 5 and 6 students become familiar with various pathways of analysis in CDA/DHA performed in a systematic manner i.e. along a set of clearly defined analytical categories. On Day 5 – which closes Week I of the course – both morning and noon workshops are devoted to discussing key categories of, and relationships between, the major (i.e. entry and in-depth) levels of analysis in CDA/DHA and to making students familiar with the ways in which static and pragmatic aspects of text and discourse are analysed in a systematic manner.

Both workshops on Day 6 – which opens Week II of the course – look in detail at various categories of in-depth analysis in CDA/DHA. Here the focus is on both textually oriented and multimodal analysis while using such categories as, inter alia, discursive strategies or strategies of representation of social actors. The analysis is practiced on a variety of genres from within politics and the public sphere and is performed from the point of view of debates such as, inter alia, British political and media Debates about EU Enlargement 2007. The workshops focus on the gradual step-by-step application of the
analytical categories and aim to show the students the actual practice of conducting CDA/DHA examination as well as the necessity of multi-level analysis of different spaces and genres within and beyond the political field. The second workshop on Day 6 also serves discussing and assigning out-of-class group tasks that will be performed by the students throughout Week II.

The morning lectures during Days 7-9 serve presenting applications of CDA/DHA in various analyses of political and public discourse. They focus in particular on various ‘integrative’ approaches that combine CDA/DHA and other types of analysis thus facilitating exploration of increasingly complex objects of critical-analytic investigation. The lecture on Day 7 looks, for instance, at right-wing populist discourse of the Austrian Freedom Party (FPÖ) and analyses it from the point of view of textual and multimodal aspects of discursive representation. The lecture on Day 8 presents two DHA-based integrative approaches to the study of European integration. On the one hand, it focuses on a discourse-ethnographic approach that combines CDA/DHA and ethnography and allows researching – including via extensive fieldwork and multi-sited ethnography as well as related text- and discourse-oriented analysis – how communication is shaped and practiced in complex institutional spaces such as those of supranational political bodies of the EU. On the other hand, it highlights the so-called discourse-conceptual approach in CDA which, drawing on DHA and Historical Semantics/Conceptual History, allows investigating the change of salient social and political concepts and related discourses in a variety of genres including policy and policy-communication texts. Finally, the lecture on Day 9 presents various pathways of multilevel (i.e. synchronic and diachronic) analysis of media discourses about socio-political crises at Europe’s national and supranational levels.

While the lectures on Days 7-9 serve as an input, the core of Week II remains in hands-on workshops during noon session of Days 8-9 as well as during both morning and noon sessions on Day 10. All of these aim at sharing analyses and related questions between the participants. Thus, the unique benefit of the workshops is not only in getting acquainted with the pathways and categories of analysis but also in gaining practical advice on how to proceed with CDA/DHA analyses within specific research projects as well as in pilot-testing those analyses within the group of researchers. During both workshops on days 8 and 9, in each case max. 2 students will present their research projects (max 6 slides about main hypotheses and research questions, key theoretical and methodological foundations and the outline of the analysed empirical material) as well as provide sample material that will be subsequently analysed by the class from the point of view of CDA/DHA under the guidance of the instructor and TA. On Day 10, results of out-of-class group assignments performed during Week 2 will be discussed along with sample analyses in both morning and noon session. The noon session, which closes the course, also serves a final Q&A exchange between students and instructors.

NB: Altogether 4 slots of 30-45 min each will be distributed among the students during Day 8-9 workshops. Students willing to present, discuss and analyse their material during those workshops are requested to send to the instructor: (a) their presentations, (b) a max. 1-page abstract of their MA/PhD or other current research with a short bio, and (c) max. 1-2 A4 samples of empirical material which they wish to be analysed by the group. Deadline for sending the material is Friday July 3rd, 2015, although it is advisable that, once accepted/registered for the course, presenting students get in touch with the instructor as soon as possible in order to facilitate the preparations (see above for contact details) and reserve their slot.

Please note that the major aim of the course is to transfer and generate knowledge from discussions and interactions between the instructors and participants and among the students. All students are therefore expected to fully participate in the course (i.e. ask critical questions, complete in time all obligatory readings, actively participate in in-class tasks and discussions and out-of-class assignments, relate obtained knowledge to their current/future research, etc.).
In addition, an individual supervision session will take place on Day 7 (Tue Week II) in order to allow students to individually discuss their research projects with the instructor or ask any questions related to lectures/workshops (for clarification etc.).

**Day-to-Day Schedule**

**Week 1 (27 July – 31 July)**

<table>
<thead>
<tr>
<th>Day</th>
<th>Morning Session (09:00 – 10:30)</th>
<th>Noon Session (11:00 – 12:30)</th>
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</thead>
<tbody>
<tr>
<td>Day 1 Monday</td>
<td>Foundations of Text and Discourse Studies: Linguistics and Beyond (Lecture)</td>
<td>Getting Started: Participants and Their Research, Interests, Projects and Expectations (Discussion)</td>
</tr>
<tr>
<td>Day 2 Tuesday</td>
<td>Critical Discourse Analysis: Key Concepts and Approaches (Lecture)</td>
<td>Theoretical and Analytical Concepts in (Critical) Discourse Studies – Contributions of Linguistics and Social Theory (Lecture/Discussion)</td>
</tr>
<tr>
<td>Day 3 Wednesday</td>
<td>CDA vs. Other Approaches to Discourse Studies (Lecture)</td>
<td>CDA vs. Other Approaches to Discourse Studies (Lecture/Discussion)</td>
</tr>
<tr>
<td>Day 4 Thursday</td>
<td>The Discourse-Historical Approach in CDA (Lecture)</td>
<td>Analytical Procedures in CDA/DHA: A Qualitative Research Practice (Lecture)</td>
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<tr>
<td>Day 5 Friday</td>
<td>Entry-Level Analysis in CDA/DHA: Genre Classification and Thematic Analysis (Workshop)</td>
<td>Entry &amp; In-Depth Analysis in CDA/DHA: Relationships and Key Analytical Categories (Workshop)</td>
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**Week 2 (3 – 7 August)**

<table>
<thead>
<tr>
<th>Day</th>
<th>Morning Session (09:00 – 10:30)</th>
<th>Noon Session (11:00 – 12:30)</th>
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</thead>
<tbody>
<tr>
<td>Day 6 Monday</td>
<td>In-Depth Analysis in CDA/DHA I: Discursive Strategies of Self- and Other-Presentation (Workshop)</td>
<td>In-Depth Analysis in CDA/DHA II: Representation of Social Actors and Multimodal CDA (Workshop) <em>Discussion of Out-of-Class Group Assignments for Week 2</em></td>
</tr>
<tr>
<td>Day 7 Tuesday</td>
<td>Applications of CDA/DHA I: Multimodality in Right Wing Populist Discourse (Lecture)</td>
<td>Supervision Session (Individual Discussion of Student Projects, NB: Part I - 10:30-12:00, Part II – 13:00-14:30)</td>
</tr>
<tr>
<td>Day 8 Wednesday</td>
<td>Applications of CDA/DHA II: Communication in the EU</td>
<td>Discussion and Presentation of max. 2 Student Research Projects with CDA Analyses of Sample Student Materials (Workshop)</td>
</tr>
</tbody>
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# Day-to-Day List of Obligatory Readings

**Week 1 (27 July – 31 July)**

### Day 1

**Morning Session:**

### Day 2

**Morning Session:**

**Noon Session:**

### Day 3

**Morning & Noon Session:**
<table>
<thead>
<tr>
<th>Day</th>
<th>Morning Session</th>
<th>Noon Session</th>
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Software and hardware requirements

**Software programme**
No specialist software will be used except for Power Point, Acrobat Reader etc.

**Hardware requirements**
None

**Literature**

**Key Sources:**

**Other Sources:**
Lecture room requirement

A mid-size teaching space (accommodating easily 25-30 participants) shall be provided. As the teaching formats vary throughout the course, the room should allow for flexible seating arrangements, group work, etc (e.g. NO computer lab or lecture room with fixed seating). Rooms should be equipped with:
(a) a PowerPoint projector compatible with externally VGA-connected laptop (MS Windows/Office and Apple OSX compatible) and (b) Sound System allowing playback of sound/multimedia files from the laptop/PC.