Course title

**D5 Analysing Discourse – Analysing Politics: Theories, Methods and Applications**

Instructor details

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Short Bio:

*Michał Krzyżanowski* (MA Poznań, PhD Vienna, Dr. Habil Poznań) is Full Professor of Media and Communication Studies at Örebro University, Sweden, which he joined in 2013 from the University of Aberdeen in the UK. He previously worked at Lancaster University (UK), University of Vienna (Austria) and Adam Mickiewicz University, Poznan (Poland). In 2011, he was also a Visiting Professor in Media and Communication Studies at Örebro University. He has guest-lectured widely, including at the Universities of Bremen, Brussels (VUB), Florence (EUI), Milan (Bicocca), Tilburg or Umeå. 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, multilingualism, linguistic and cultural diversity, and discrimination and social exclusion. He has also worked on developing new approaches in qualitative research methodology and critical discourse studies. Michał is Associate Editor of the Journal of Language and Politics and serves on editorial boards of such journals as, inter alia, Critical Discourse Studies or Qualitative Sociology Review. He has published widely incl. in such journals as Discourse & Society, 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: *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).

Short outline

This course offers a comprehensive introduction to Critical Discourse Analysis (CDA) as an 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 starts with introduction to the ontology of CDA and
DHA while pointing to their roots in key developments of the recent decades in, inter alia, linguistics and social theory. Then, by looking at analyses of national and supranational political and policy discourses as well as media representations of national and supranational politics in Europe, the course turns to the presentation of analytical procedures in CDA/DHA by highlighting their usual pathways of analysis and the application therein of their key analytical and interpretative notions. The course also highlights new approaches which are situated at the intersection of CDA/DHA and other traditions in language- and text-oriented analysis in social and political studies.

**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 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 which 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 recently popular Discourse Theory initiated by Laclau and Mouffe), 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.

However, 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 hands-on 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 first part of the Course (Days 6 and 7) is introductory and devoted to the detailed presentation of CDA and DHA in theory and practice. During the lecture which opens the first day of the course (Day 6), theoretical foundations of Critical Discourse Analysis are discussed in detail by pointing to those key developments within linguistics which spawned the general social-scientific interest in discourse and communication as foundations of contemporary social and political dynamics. In a similar vein, the role of key social-theoretical approaches to discourse and communication (esp. Habermas, Foucault) is also highlighted and placed vis-à-vis developments in different social sciences. Then, the lecture focuses on key concepts and terms in CDA (incl. those of discourse, text, context, genre, etc.) as well as key common foundations of critical-analytic thinking before moving to the presentation of key premises and central concepts of the DHA (such as, inter alia, interdiscursivity, recontextualisation, discursive strategies, or multi-level definition of context). The lecture closes with
an outline of central research foci in DHA as well as with a discussion of interdisciplinary connections within/beyond CDA and of criticisms thereof within different social sciences.

The opening lecture is followed by workshop devoted to the presentation of participants and their research interests and projects (and their expectations towards the course) as well as to Q&A on issues presented in the opening lecture. The first day of the course concludes with a second (shorter) lecture which gradually moves the focus of the course towards the practice-oriented introduction of key analytical procedures in CDA/DHA. The second lecture hence focuses on pointing to the key features of CDA/DHA analytical procedures – such as systematicity or clarity of epistemological standpoints – and the clear role (and limits) of analytical categories, interpretation and critique in the research process. The lecture then elaborates on the necessity of analysis across different (social) spaces and genres and the viability of classifying the latter prior to embarking on the actual text-oriented analysis.

Day 7 starts with a lecture which continues discussion of CDA/DHA analytical procedures by presenting in detail the ‘usual’ levels of analysis in DHA – the so-called ‘entry’ and ‘in-depth’ levels – as well as by pointing to the relevant analytical categories which guide the systematic examination within those levels. Drawing on the analysis of British political and media Debates about EU Enlargement 2007, the extended hands-on workshop which follows the lecture focuses on the gradual step-by-step application of some of the analytical categories in practice and aims 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.

Focusing on applications of DHA in different political and related contexts, lectures on Days 8-10 look at analyses of discourses of, respectively national and supranational politics in Europe as well as on discourses of the media and their representations of the political. On Day 8, the lecture presents different conceptions of political discourse before going into in-depth examination of rhetoric of Austrian Right-Wing Populist Party FPÖ and analysing different modes and channels of its strongly interdiscursive and highly mediatised political communication. Then, on day 9, the lecture introduces an interdisciplinary and multimethodical perspective on researching EU politics and explains key elements of the discourse-conceptual analysis which originates in CDA/DHA as well as presents a discourse-conceptual, diachronic analysis of EU policies on Multilingualism. Finally, on the last day of the course (Day 10), the lecture focuses on media representations of politics by drawing on such concepts as the public sphere (or the European Public Sphere) as well as their salience for researching politics from the point of view of its mediatisation and centrality of crisis. The lecture highlights a diachronic and historically-informed approach to analysing European Public Sphere and its construction in national media reporting of national and transnational social and political crises.

While the lectures on Days 8-10 serve as an input and example of different topics, approaches and projects, the core of the course remains in hands-on workshops organised after those lectures and aiming 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 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 2-3 students will present their research projects (max 5 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 which will be subsequently analysed by the class under the close guidance of the instructor and TA. Ideally, the workshops should be adjusted thematically to the Day-specific themes (national and European politics) though that depends on the topics proposed by the participants and their individual research interests.

**NB:** Altogether six (6) slots of 30-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 Wednesday July 10th, 2013,** though 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.
Please note that the major aim of the course is to transfer and generate knowledge from discussions and interactions between instructor (and TAs) and participants. All students are therefore expected to fully participate (i.e. ask critical questions, relate obtained knowledge to their current/future research, etc.) in lectures and workshops. An additional supervision session will also be organised on Day 8 (Wed) in order to allow students to individually discuss their individual projects with the instructor or ask any questions related to lectures/workshops (for clarification etc.).

**Day-to-day schedule**

ECPR SSMT Week 2 (5-9/08/2013)

<table>
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<tr>
<th>Day 6</th>
<th>CDA and DHA: Foundations, Key Concepts and Central Analytical Procedures</th>
<th>Lecture I (90 min):</th>
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<td>- Foundations of CDA: Linguistics and beyond from 1950s to the Present</td>
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<td>- CDA: Key Concepts and Terms and major trends</td>
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<td>- The Discourse-Historical Approach (DHA): Principles and Central Notions</td>
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<td>- CDA and Interdisciplinarity – CDA and its Critics</td>
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<td>Workshop (45 min)</td>
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<td>- Presentation Round - Course Participants and Their Research Interests/Projects, Q&amp;A</td>
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<td>Lecture II (45 min)</td>
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<td>- Pathways of Analysis and Systematicity in CDA/DHA</td>
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<td>- The Role of Analytical Categories in Critical-Analytic (Discourse-Historical) Research</td>
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<td>- Abductive Approach and the Role of Interpretation and Critique</td>
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<td>- Selection and Categorisation of Genres</td>
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<td>Workshop (120 min):</td>
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<td>- Discussion and Group-work on Analysis of British Political and Media Debates about the EU Enlargement 2007 (Selection and Categorisation of Genres, Application of Levels/Categories of Analysis in CDA/DHA)</td>
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<td>- Formation of Working Groups and Handing out of Out-of-Class Group Assignments</td>
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<th>Day 7</th>
<th>Analytical Procedures in CDA/DHA – Hands-On Analysis</th>
<th>Lecture (45 min):</th>
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<td>- Levels and Categories of Analysis I: Entry-Level Analysis – Discourse Topics and Text Semantics</td>
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<td>- Levels and Categories of Analysis II: In-Depth Analysis – Discursive Strategies and Argumentation-Oriented Analysis (AOA)</td>
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<td>Workshop (120 min):</td>
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<th>Day 8</th>
<th>Applications of CDA/DHA I: Analysing Political Discourses at the National Level</th>
<th>Lecture (80 min):</th>
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<td>- Public Discourse, Discourse of Politics and Political Discourse</td>
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<td>- Case Study: ‘The Right to Fatherland’: Austrian Freedom Party (FPÖ) and the Dynamics of Its Right-Wing Populist Rhetoric in 1990s and 2000s</td>
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<td>Workshop (100 min):</td>
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<td>- Discussion and Presentation of max. 2-3</td>
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Day 9

**Applications of CDA/DHA II: Analysing Political and Institutional Discourses at the Supranational (EU) Level**

**Lecture (80 min):**
- Researching EU Political, Institutional and Policy Discourses: An Discourse-Conceptual Approach
- Case Study: Multilingualism in/and the EU Policy in 1990s and 2000s

**Workshop (100 min):**
- Discussion and Presentation of max. 2-3 Research Projects with Analyses of Sample Student Materials

Day 10

**Applications of CDA/DHA II: Analysing Media Representations of National and European Politics**

**Lecture (80 min):**
- Media, Politics and the Public Sphere
- Mediatisation in/of Politics
- Case Study I: Discourse and the European Crises 1956-2006
- Case Study II: ‘Haggling and Squabbling behind the Scenes’: Representations of EU Politics in the National Media

**Workshop (100 min):**
- Presentation and Discussion of Findings and Results of Out-of-Class Group Assignments
- Final Q&A, Discussion, Revision

(ECPR SSMT Day 11 – Saturday 10/08/2013 – 9:00-12:00 Exam)

**Day-to-day reading list**

ECPR SSMT Week 2 (5-9/08/2013)

**Day 6**

**Obligatory Readings**

**Further Readings**
### Day 7

**Obligatory Readings**

**Further Readings**

### Day 8

**Obligatory Readings**

**Further Readings**

### Day 9

**Obligatory Readings**
### Further Readings


### Obligatory Readings


### Further Readings


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**Requested prior 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.

**Software used**

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

**Literature**

Lecture room requirement

Three types of rooms are necessary for the course:

- For lectures on Days 6-10 (Mon-Fri): a mid-size lecture room, easily accommodating all participants and allowing for easy exchange and interaction between instructor and participants
- For workshops on Days 6-10 (Mon-Fri): a mid-size seminar-room, easily accommodating all participants and allowing for flexible seating arrangements, group work, etc (e.g. no computer lab).
- For supervision session on Day 8 (Wed): a small seminar-room allowing for focussed discussion of individual research projects

Lecture and Workshop rooms on Days 6-10 (Mon-Fri) should be equipped with: (a) a PowerPoint projector compatible with externally VGA-connected laptop with MS Vista or Higher (as well as Office 2003, 2007 and 2010) and (b) Sound System allowing playback of sound/multimedia files from the laptop.