

October 2013

Working with Large Corpora and Using Software in Discourse Analysis and Conceptual History

PhD course held at Södertörn University College, spring 2014, 7,5 ECT

February 3-5, 2014 + May 22-23, 2014

Objectives

- To help PhD students develop methodological skills in discourse analysis (DA) and Conceptual History (CH).
- To help PhD students develop skills in searching texts and constructing corpora for DA, CH and related approaches.
- To help PhD students develop basic skills in using certain software packages for qualitative data analysis (QDA or CAQDAS programs) as a means for making analysis more systematic.
- To help PhD students develop a critical awareness concerning the benefits and limits of using software in DA, CH and related approaches.
- To help PhD students choose analytical tools for their research.
- To help PhD students go from research questions to meaningful studies of texts in their substantive contexts.

Course Context

This course concerns how analysis within the frames of DA, CH and related approaches can be made more robust through the use of planned strategies for searching texts, for constructing corpora and by using software such as NVivo or WordSmith. It also focusses on the limits of software in these kinds of analysis. Critical Discourse Analysis (CDA) and conceptual history (CH) will be the main approaches focused on but participants could work with others. CDA, as developed by linguists like Norman Fairclough and Ruth Wodak, is a methodologically broad approach that offers various ways of analyzing texts – by studying wording, syntax, argumentative structure, propositions, presuppositions, concepts, metaphors etc. – within a discourse analytical framework. Discourse is understood as linguistic practice that is shaped by but also shapes other social practices. Software tools like WordSmith are often used by analysts inspired by CDA. Conceptual history developed in the late sixties from a fruitful encounter between hermeneutic philosophy, linguistics and intellectual

history. Among the founding figures are the German historian Reinhart Koselleck and the British intellectual historian Quentin Skinner. In conceptual history the development of concepts over time is studied as an important part of the development of ideas, culture and politics. 'Digital Conceptual History' represents a new phase in the development of conceptual history.

Participants

This course is first and foremost meant for PhD students who have come some way in formulating their research problem and research questions; who have already decided that they want to work with DA, conceptual history or other related approaches in their dissertations and who have at least basic knowledge about these approaches. Participants should be (somewhat) familiar with CDA or other forms of DA, such as discourse theory (as developed by Chantal Mouffe, Ernesto Laclau and their followers), discourse psychology (as developed by Margaret Wetherell and Jonathan Potter), DA more directly inspired by Michel Foucault, conceptual history or some other approach that involves the systematic study of texts. Some experience with software will be an advantage, although is not a pre-requisite. **The number of participants will be limited to 16.**

Format of the Course

The course comprises two parts. Both include lectures by the teaching staff and practical workshops. During the workshops the focus is on participants' own research. Analytic techniques are discussed and illustrated in detail and participants will have the opportunity to try out techniques with the support of teaching staff. Participants will be required to present work-in-progress.

Reading List

Optional background reading on CDA

Fairclough, Norman (1992) *Discourse and Social Change*, Cambridge: Polity Press. (Ch. 1, 3-4, 6-8)

Fairclough, Norman (2003) *Analysing Discourse*, London and New York: Routledge. ("Conclusion", pp. 191-255)

van Dijk, Teun A. (1998) "Opinions and Ideologies in the Press", in Bell, Allan & Garrett, Peter (eds.) *Approaches to Media Discourse*, Oxford, Malden: Blackwell, pp.21-63.

Winther Jørgensen, Marianne & Phillips, Louise (2002) *Discourse Analysis as Theory and Method*, London: SAGE. (Ch. 1, 3, 5) **Available as E-resource**

Those who read Swedish could read Ch. 7+9 in Bergström, Göran & Boréus, Kristina (2012) *Textens mening och makt. Metodbok i samhällsvetenskaplig text- och diskursanalys*, Lund: Studentlitteratur.

AND

Boolsen, Merete Watt (2007) *Kvalitativa analyser – forskningsprocess, människa, samhälle*, Gleerups Utbildning AB. (Chapter 8 deals with discourse analysis. The NVivo handout used as course material (Christina Silver and Merete Watt Boolsen) takes its point of departure from that chapter).

Optional background reading on conceptual history

Farr, James (1989) “Understanding conceptual change politically”, in Ball, Terence, Farr, James & Hansson, Russell L. (eds.) *Political Innovation and Conceptual Change*, Cambridge: Cambridge University Press, pp. 24-49.

Skinner, Quentin (1988) “Language and social change”, in Tully, James (ed.) *Meaning and Context. Quentin Skinner and his Critics*, Cambridge: Polity Press, pp. 119-132.

Tully, James (1988) “The pen is a mighty sword”, in Tully, James (ed.) *Meaning and Context. Quentin Skinner and his Critics*, Cambridge: Polity Press, pp. 7-25.

Those who read Swedish could read Ch. 5 in Bergström, Göran & Boréus, Kristina (2012) *Textens mening och makt. Metodbok i samhällsvetenskaplig text- och diskursanalys*, Lund: Studentlitteratur.

Required reading

Baker, Paul (2006) *Using Corpora in Discourse Analysis*, London and New York: Continuum.

Bazeley, Pat & Jackson, Kristi (2013) *Qualitative Data Analysis with NVivo*, London: SAGE. (Ch. 1)

Deignan, Alice (2009) “Searching for Metaphorical Patterns in Corpora”, in Baker, Paul (ed.) *Contemporary Corpus Linguistics*, London and New York: Continuum. **Available as E-resource**

Fairclough, Norman (2000) *New Labour? New Language?*, London and New York: Routledge.

Ifversen, Jan (2009) “Jaques Guilhaumou and the French School”, in *Redescriptions: Yearbook of Political Thought, Conceptual History and Feminist Theory*, Vol. 12. Berlin: LIT-Verlag, pp. 244-51.

Ifversen, Jan (2011) “About Key Concepts and How to Study Them”, in *Contributions to the History of Concepts* Vol. 6, Issue 1, Summer 2011, pp. 65–88. **Available as E-resource**

Koselleck, Reinhart (2004) *Futures Past. On the Semantics of Historical Time*, Cambridge and London: The MIT Press. (“Begriffsgeschichte and Social History”, pp. 73-91). **Available as E-resource**

Mauttner, Gerlinde (2009) "Corpora and Critical Discourse Analysis", in Baker, Paul (ed.) *Contemporary Corpus Linguistics*, London and New York: Continuum. **Available as E-resource**

Reichardt, Rolf, "For a social history semantics as a middle course between 'lexicometry' and 'Conceptual History'", translation of Reichardt, Rolf (1985) "Einleitung, III – Für eine sozialhistorische Semantik als Mittelweg zwischen ,Lexikometrie' und ,Begriffsgeschichte'", in R. Reichardt & E. Schmitt (eds.) *Handbuch politisch-sozialer Grundbegriffe in Frankreich, 1680-1820*. München: Oldenbourg. (pp. 22-47).

Silver, Christina & Lewins, Ann (2014) [new edition in February 2014]: *Using Software in Qualitative Research*, London: SAGE. (Ch 1+2)

Spitzmüller, Jürgen & Warnke, Ingo H. (2011) "Discourse as a 'linguistic object': methodical and methodological delimitations", in *Critical Discourse Studies*, Vol. 8, No. 2, May 2011, pp. 75-94. **Available as E-resource**

Steinmetz, Willibald: "Forty years of conceptual history - The State of the Art", translation of Steinmertz, Willibald (2008) "Vierzig Jahre Begriffsgeschichte: The State of the Art," in Heidrun Kämper & Ludwig M. Eichinger (eds.) *Sprache–Kognition–Kultur*, Berlin: Walter de Gruyter, pp. 174-197.

(A few shorter items might be added to the list during the course)

Examination

Course requirements include:

1. Attendance at lectures and workshops.
2. The preparation of a paper on the possible usage of CAQDAS to work with the participant's own dissertation research questions to be submitted before the February part of the course.
3. The preparation of a revised paper to be submitted before the May part of the course.
4. Active discussion of other participants' papers in the workshops.
5. Working with one or two methodological assignments between the February and the May part and presenting the assignments at the May part.

Registration

Please register by sending an e-mail to kristina.boreus@sh.se.

The Teaching Staff

- **Kristina Boréus** is professor in political science at Södertörn University College and Stockholm University. She has taught DA and related approaches for many years, arranged a number of international PhD courses on these methods and published a reader on DA and textual analysis.
- **Jan Ifversen** is associate professor in European Studies and currently vice dean for knowledge exchange at the Faculty of Arts, Aarhus University. He is an expert on conceptual history and discourse analysis and has taught conceptual history to PhD students internationally for many years and has published on conceptual history.
- **Merete Watt Boolsen** is Doctor in Sociology and associate professor in sociology and social science methodology at the Dept. of Political Science, University of Copenhagen. She has taught several PhD courses on mixed methods and the use of software, also a course on methods and the NVivo package together with Christina Silver. She has published on methodology.
- Dr. **Christina Silver** is trainer and consultant for [Qualitative Data Analysis Services](#) (QDAS) on the use of a range of CAQDAS programs. She has used NVivo extensively and advised on many projects, using a range of methodological approaches. She is manager of the [CAQDAS Networking Project](#), in the dept. of sociology at the University of Surrey, UK. She has published on the methods and is a very experienced teacher at PhD level.