**Instructor:** Professor Manfred B. Steger  
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**POLS 702: SEMINAR IN RESEARCH METHODS (Fall 2013)**  
**CRITICAL DISCOURSE ANALYSIS AND GLOBAL POLITICS**

**Course Description**  
This course is designed to introduce graduate students to the theoretical background and practical use(s) of critical discourse analysis (CDA) for social science research. There are no prerequisites for this class. Graduate students who have not previously taken any social science methodology courses are welcome to enroll in this class.

An umbrella term for various social science methodologies oriented of analyzing different semiotic modes (i.e., language, visual images, body language, music, sound effects), CDA is a systematic form of transdisciplinary analysis of the relations between discourse and other elements of political and social processes. In particular, CDA focuses on analyzing the ways in which discourse is internalized in power and power is internalized in discourse. More specifically, CDA allows researchers to develop better descriptions and explanations of how power abuse is enacted, reproduced or legitimized by texts, talks, images, and sound bites of dominant groups and institutions. Thus, CDA help researchers to analyze the dialectical relations between discourse and power for particular topics and objects of research. CDA is not just descriptive and analytical; it is also normative. It addresses social wrongs in their discursive aspects and explores possible ways of righting or mitigating them.

CDA always applies to concrete social contexts. In this course, we will concentrate on the contemporary discourses and ideologies in global politics. One of the key concepts of our time, “globalization” refers to the extension and intensification of social relations and consciousness across world-time and world-space. Across political, cultural, social and economic dimensions, globalizing forces both generate and respond to new “global problems” beyond the reach of nationally-based political institutions and their associated ideologies: financial volatility, climate change and environmental degradation, pandemics such as AIDS and SARS, widening disparities in wealth and wellbeing, increasing migratory pressures, manifold cultural and religious conflicts, and transnational terrorism. Debates on globalization frequently revolve around dynamics linked to economics and technology. While these material aspects are certainly important, it is crucial to bear in mind that globalization also involves discursive processes, particularly the recognition of how various ideological articulations of the phenomenon have shaped its material designs and instantiations. CDA is a powerful methodological tool for much-needed (re)assessments of the transformation of the contemporary discourses and ideologies.
While applying CDA to discourses and ideologies of globalization, this course will also provide students with the necessary methodological “nuts and bolts” of CDA that can be utilized for THEIR specific research projects and interests. The organization of this course comes in three parts—background, globalization, and “doing CDA”—that rest on the following five main questions:

- What is Critical Discourse Analysis (CDA)?
- What are its theoretical and historical sources?
- How can CDA be used concretely as a transdisciplinary methodological approach to analyzing texts (and images) and contexts?
- How does globalization function as discourses and ideologies that are dialectically connected with material processes of growing interconnectivity?
- What are these major “globalisms” and how can CDA be utilized to critically examine the meanings of these powerful semiotic networks?

**Learning Objectives**
The four principal learning objectives of this course are:

- To gain a clear understanding of CDA methodologies and explore their applicability for research in the social sciences;
- To acquire the knowledge and skill to analyze various semiotic modes with an critical eye toward the workings of asymmetrical power relations in the current global order;
- To appreciate the role of globalisms in contributing to the constitution and reproduction of power relations in our globalizing world;
- To produce and deepen critical forms of knowledge and understanding that contribute to emancipatory strategies of social and political transformation.

**Course Readings (required)**
The following five required paperback books are available for purchase in the U.H. bookstore:

6) Various essays, book chapters, and excerpts (free Internet downloads or in-class handouts—see seminar schedule below).

**Please note:** Each student is required to imbibe 5-10 additional readings (books, journal articles, or review essays) pertaining to his or her research topic/theme. I highly
recommend perusing the following journal: Critical Discourse Studies (available online through UH Hamilton Library).

**Additional Course Readings (recommended)**

**Course Structure & Requirements**
Let me encourage you to maintain an exploratory mind and create your own active learning environment—not solely interacting with me, but with each other as well. I EXPECT REGULAR STUDENT ATTENDANCE AND PARTICIPATION. Students must be willing to engage in class discussions. I will facilitate student discussions by creating a safe context that allows you to speak up freely. But I do not accept the equation of subjective experience or unreflective “common sense” with “truth.” Be prepared to engage with the questions raised in this seminar, regardless of students’ own preferences. Most of all, I am interested in preparing students for independent research which requires a tolerant, reflective mind, best summarized by Immanuel Kant’s dictum, Sapere aude—“Have the courage to use your own understanding!”

The course readings and assignments have been carefully selected to generate broad in-class discussions and insightful oral presentations. Except for the initial sessions, each class meeting will follow the same basic structure:

1) Two students engage as “discussants” in the assigned readings, raise questions for discussion, and lead class discussion (30 min)
2) Instructor’s response to class discussion (20 min)
3) Short break (10 min)
4) Instructor’s lecture on assigned readings of the week plus class discussion (90 min)

Students are required to select a topic of their choice (in consultation with me) for a 25-page term paper that applies CDA methodology to concrete texts and subjects selected by students. An abstract-outline of the paper (1 page) plus a research bibliography (10-15 entries), will be due Week 15 (December 2). At students’ request, I will provide feedback on ONE draft of the term paper between December 3 and 13 (face-to-face consultation in
my office only—no email drafts!). In addition, on December 2 all students are required to give a short presentation on their paper topic and their selection of texts.

In your term paper, you should engage in CDA of your self-selected texts and subject with as much methodological sophistication as possible. You should indicate how your textual analysis reveals something of political significance about the larger theme/context from which it is taken. Thus you should engage in a careful textual analysis of your themes and texts and cite appropriate, short textual passages (full footnotes or endnotes). No book reports or summaries please! You are expected to incorporate in your papers external research (books, journal articles, and reviews). I am happy to give you recommendations for additional secondary sources. If you wish such advice, please talk to me about it BEFORE you get to work on your paper. Your papers represent an exercise in CDA and political interpretation. A hardcopy of the research paper is due on Monday, December 16 at noon, in my office (or department office). No late papers will be accepted.

Finally, each student will be responsible for serving as a co-discussant of our weekly reading assignments (with another student). You will be required to raise question for class discussion that relate to self-selected textual passages of the assigned readings. You will lead these discussions and involve the entire class. You will be asked to sign up for a specific week at the latest by the third week of class. Assignments on particular topics/weeks will be made on first-come, first-serve basis. In addition the assigned readings, your presentation may include additional supportive (brief) materials (for example, handouts, charts, and/or visual materials like PowerPoints, video clips, or other web-based materials).

Regular class attendance is required. Please inform the instructor in advance if you have to miss class for really, really important reasons!

A Note on Grading
You must complete all assigned written and oral work in order to pass the seminar. Any student found guilty of plagiarism will fail the seminar (see academic dishonesty section below). Your in-class presentation, engaged discussion, and participation will count for 25% and your term paper for 75%. Thus, your seminar grade will reflect your presentation, participation, and the overall quality of your written work. Students who participate regularly during our class discussions will receive extra credit—meaning that if you find yourself between two grades at the end of the semester, you will receive the higher grade.

Please be advised that overparticipation and the monopolization of class discussion at the expense of your peers may hurt the quality of the course, especially if such actions tend to derail the thematic agenda. I reserve the right to cut off discussion at any point in order keep us on track and help all students to engage with the relevant materials. A significant element in academic study is the ability to learn to listen to other voices. For the purposes of this course, you should interpret the grades you receive in the following terms:

1) Student Presentations:
An ‘A’ or ‘A-’ will only be given to presentations that are clearly superior in form as well as content. Typically, such presentations of self-selected textual passages are coherent, well
organized, and adhere to the given time frame. ‘A’ students show their critical and careful reading of the text(s) and generate genuine interest and excitement for their topic. They lead discussions effortlessly, distribute speaking time fairly, and stay focused on their theme.

2) Term Paper:
Much of the above pertains to term papers as well. In addition to treating the subject in a sophisticated and creative manner, ‘A’ papers exhibit elegant and clear prose. Such papers draw connections between non-obvious points; they are well organized and furnish adequate citations of primary and secondary sources without losing their own unique and distinct voice. An ‘A’ paper in a graduate seminar should add a new wrinkle to the existing body of texts/literature. If this grade is to mean something, just doing a ‘good job’ will result in a ‘B’. To get an ‘A’, you must demonstrate your ability to go beyond the expected.

Academic Dishonesty
The Political Science Department holds its graduate students to the highest standards of academic integrity. Examples of academic dishonesty include, but are not limited to:

- Using the same paper for more than one class without explicit permission from the instructors
- Cutting and pasting directly from a website or other source without attribution.
- Using sources or referring to sources without directly referencing the materials.
- Passing off work done by other students as your own.
- Cheating on tests.

No forms of academic dishonesty will be tolerated. If a student is found to have engaged in a form of academic dishonesty, consequences will range from failure in the course to suspension from the program. Evidence of academic dishonesty within a course will be forwarded first to the graduate chair and then, following the procedures for the University of Hawaii system, to the Office of Judicial Affairs. A record of charges will be kept in the student’s file. More information regarding this subject can be found on the Office of Student Affairs’ website in the student conduct code.

Source: Graduate Student Guide, Department of Political Science, University of Hawaii at Manoa. Accessible at: [http://www.politicalscience.hawaii.edu/3-working/graddocuments/gradeguide12011.pdf](http://www.politicalscience.hawaii.edu/3-working/graddocuments/gradeguide12011.pdf) p. 28.

Office Hours
Monday, 4:00 – 5:00pm, and by appointment.

Students are encouraged to see me during office hours on a regular basis. Please clarify any difficult readings and/or other problems as soon as they arise. Don’t wait until the last few weeks of the semester.
COURSE SCHEDULE

WEEK 1 (Aug 26): Introduction to the Course

    Readings for week 3: Taylor, Modern Social Imaginaries (all).

WEEK 2 (Sept 2): NO CLASS: LABOR DAY

PART I: BACKGROUND: DISCOURSES OF WESTERN MODERNITY

WEEK 3 (Sept 9): Modern Social Imaginaries

    Readings for week 4 & 5: Foucault, The Archaeology of Knowledge & The Discourse on Language (all); Wodak & Meyer, Foucault Chapter?

WEEK 4 & 5 (Sept 16; 23): Discourse, Power & Foucault

    Student Presentations # 1 & 2
    Readings for week 6: Freeden, Ideology (all);

WEEK 6 (Sept 30): Discourse & Ideology

    Student Presentation # 3
    Readings for week 7: Steger, Globalisms, Chapter 1; Steger, The Rise of the Global Imaginary, Introduction (in-class handout)

WEEK 7 (Oct 7): Political Ideologies and Social Imaginaries

    No Student Presentation
    Readings for week 8: Steger, Globalisms, Chapter 2

PART II: THE CONTEXT: GLOBAL POLITICS AND GLOBALIZATION

WEEK 8 (Oct 14): Globalization

    No Student Presentation
    Readings for week 9: Steger, Chapters 3 & 5

WEEK 9 (Oct 21): Market Globalism, Religious Globalism, National Populism

    Student Presentation # 4
    Readings for week 10: Steger, Chapter 4; Steger, Justice Globalism, Chapters 1-3 (handout)
WEEK 10 (Oct 28): Justice Globalism
   Student Presentation # 5
   Readings for week 11: Wodak & Meyer, Chapters TBA

PART III: DOING CDA

WEEK 11 (Nov 4): CDA I
   No Student Presentation
   Readings for week 13: Wodak & Meyer, Chapters TBA

WEEK 12 (Nov 11): NO CLASS: VETERANS' DAY

WEEK 13 (Nov 18): CDA II
   Student Presentation # 6
   Readings for week 14: Wodak & Meyer, Chapters TBA

WEEK 14 (Nov 25): CDA III
   Student Presentations # 7
   Readings for week 15: none; selections of texts for CDA and term paper

WEEK 15 (Dec 2): Short Student Presentations on their Term Paper Topic & Textual Selections
   Readings for week 16: none
   1-page abstract and bibliography for research paper due.

WEEK 16 (Dec 9): General Discussion and Course Review @ Sushi King (King Street)

Term Paper due: Monday, Dec 16, at noon. No late papers will be accepted!