



I'm Black
every
month



Critical Discourse Analysis


#BlackLivesMatter: Critical Perspectives, February 2, 2016

Dr. S. Lanehart, Professor and Brackenrige Endowed Chair in Literature and the Humanities




What is “Critical / Critique? (Wodak)

- The notion of ‘critique’ which is inherent in CDA's programme is also understood very differently:
 - some adhere to the Frankfurt school,
 - others to a notion of literary criticism,
 - some to Marx's notions (see above and Reisigl and Wodak, 2001 for an overview).
- Basically, ‘critical’ is to be understood as having distance to the data, embedding the data in the social, taking a political stance explicitly, and a focus on self-reflection as scholars doing research.



What is CDA? (Teun van Dijk)

- **Beyond description or superficial application**, critical science in each domain **asks further questions, such as those of responsibility, interests, and ideology**. Instead of focusing on purely academic or theoretical problems, **it starts from prevailing social problems**, and thereby chooses the perspective of those who suffer most, **and critically analyses those in power, those who are responsible, and those who have the means and the opportunity to solve such problems** (van Dijk, 1986: 4).
- Heterogeneity of methodological and theoretical approaches represented in this field of linguistics would tend to confirm van Dijk's point that CDA and CL 'are at most **a shared perspective on doing linguistic, semiotic or discourse analysis**' (van Dijk, 1993: 131).



What is CDA? (Horkheimer)


- To draw consequences for political action from critical theory is the aspiration of those who have serious intentions, and yet **there is no general prescription unless it is the necessity for insight into one's own responsibility.** (Horkheimer quoted in O'Neill, 1979)



What is CDA? (Wodak)

- ▶ CDA **regards language as practice** (Fairclough & Wodak, 1997) **and takes consideration of the context of language use to be crucial** (Wodak 2000; Benke 2000)
- ▶ CDA takes a particular interest in **the relation between language and power.**
- ▶ The term CDA is used nowadays to refer more specifically to the critical linguistic approach of scholars who find the larger discursive unit of text to be the basic unit of communication. This research specifically considers
 - ▶ **Institutional discourse**
 - ▶ **Political discourse**
 - ▶ **Gender discourse**
 - ▶ **Media discourses**

which testify to more or less overt relations of struggle and conflict




What is CDA? (Krings et al.)

- ▶ As Krings argues, CDA is **the practical linking of 'social and political engagement' with 'a sociologically informed construction of society'** (Krings et al., 1973: 808), while recognizing, in Fairclough's words 'that, in human matters, interconnections and chains of cause and effect may be distorted out of vision. Hence **'critique' is essentially making visible the interconnectedness of things'** (Fairclough, 1985: 747; see also Connerton, 1976: 11-39 and see below).



CDA ...

- ▶ may be defined as **fundamentally concerned with analysing opaque as well as transparent structural relationships of dominance, discrimination, power and control as manifested in language.**
 - ▶ aims to **investigate critically social inequality as it is expressed, signalled, constituted, legitimized** and so on by language use (or in discourse).
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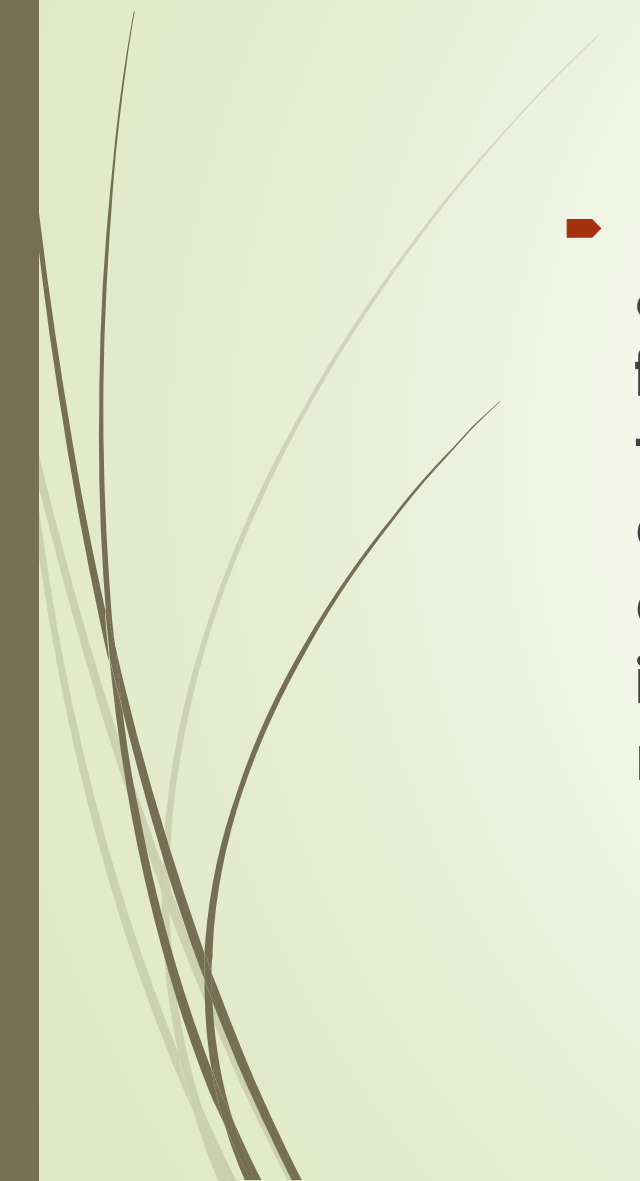


About Language (Habermas)

- Most critical discourse analysts would thus endorse Habermas's claim that
 - **'language is also a medium of domination and social force.'**
 - **It serves to legitimize relations of organized power.**
 - **In so far as the legitimations of power relations, . . . are not articulated, . . . language is also ideological'**
(Habermas, 1977: 259).



CDS is beyond spoken and written texts

- In contrast to other paradigms in discourse analysis and text linguistics, CL and CDA focus not only on texts, spoken or written, as objects of inquiry. **A fully 'critical' account of discourse would thus require a theorization and description of both the social processes and structures which give rise to the production of a text, and of the social structures and processes within which individuals or groups as social historical subjects, create meanings in their interaction with texts** (Fairclough and Kress, 1993: 2ff.).
- 



Three Concepts in CDA

- Consequently, three concepts figure indispensably in all CDA:
 - **the concept of power,**
 - **the concept of history, and**
 - **the concept of ideology**



Possibilities of CDA

- Taking into account the insights that discourse is structured by dominance;
 - that every discourse is historically produced and interpreted,
 - that is, it is situated in time and space; and
 - that dominance structures are legitimated by ideologies of powerful groups,
- the complex approach advocated by proponents of CL and CDA makes it possible **to analyse pressures from above and possibilities of resistance to unequal power relationships that appear as societal conventions.**



Unequal Opportunity Race

➡ <https://vimeo.com/25362993>





Why We Don't Need A White History Month

- http://www.huffingtonpost.com/entry/why-we-dont-need-a-white-history-month_us_56a79202e4b01a3ed123d62f



Music



- Kirk Franklin on #BLM

- <http://www.bet.com/video/celebrationofgospel/2016/performances/kirk-franklin-wanna-be-happy-123-victory.html?cid=facebook>

- Maclemore's White Privilege II

- <http://www.npr.org/2016/01/29/464707970/-this-song-is-uncomfortable-macklemore-on-the-contradictions-of-white-privilege>

- Usher and Nas' Devastating 'Chains' Video

- <http://www.rollingstone.com/music/news/watch-usher-and-nas-devastating-chains-video-20160202>



The Magical Negro

- ▶ The Pathology of the Magical Negro Narrative in Mike Brown Ruling
 - ▶ http://www.huffingtonpost.com/sheena-c-howard/the-pathology-of-the-magi_b_6221448.html



Fox News

- ▶ How Fox News' Primetime Lineup Demonized Black Lives Matter in 2015 (Viktoria)
 - ▶ <http://mediamatters.org/blog/2015/12/29/how-fox-news-primetime-lineup-demonized-black-l/207637>



Fashion

- Erykah Badu

- <http://www.papermag.com/erykah-badu-will-style-a-nyfw-show-about-the-black-experience-in-ameri-1582454756.html>

- Pyer Moss

- <http://www.papermag.com/pyer-moss-is-going-to-address-racial-politics-in-its-debut-nyfw-womens-1427631348.html>

Environmental Racism: Flint, MI

- <http://www.msn.com/en-us/news/us/michigan-proposes-strategy-to-determine-if-flint-water-safe/ar-BBoYkLI?li=BBnb7Kz>
- <http://www.cnn.com/2016/01/11/health/toxic-tap-water-flint-michigan/>



Policing



- My First Police Stop: <http://www.nytimes.com/2016/02/05/fashion/mens-style/my-first-police-stop.html>



Medicine

- ▶ Henrietta Lacks: <http://madamemoire.com/290235/family-of-henrietta-lacks-reach-settlement-in-hela-cancer-research-case/>



Education

Statistic of the Week

Percentage of students at historically Black Harris-Stowe State University in St. Louis who qualified for low-income Pell Grants in the 2014-15 academic year:

90%

Source: *St. Louis Post-Dispatch*

Percentage of students at Washington University in St. Louis who qualified for low-income Pell Grants in the 2014-15 academic year:

7%

Cloaking Inequity

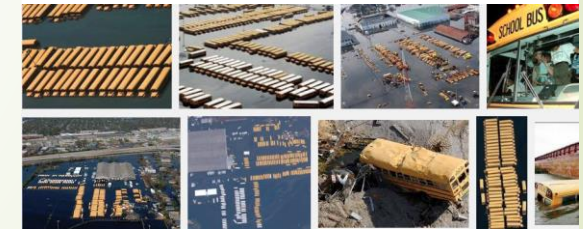
"Say it like it really is"

News Ticker

- August 25, 2015 in *School Turnaround* // Hunger strike for community-based public schools #FightForDyett
- August 18, 2015 in *Vouchers* // New Research: Vouchers— schools do the choosing
- August 11, 2015 in *Teacher Quality* // Podcast: Teacher shortages? with special guest Dr. Pia Wong
- August 29, 2015 in *School Turnaround* // Flood of Lies: Education reform crescendo at #Katrina10
- August 26, 2015 in *Charter Schools* // At Jazzera includes silenced ed reform perspectives @AJStream

Flood of Lies: Education reform crescendo at #Katrina10

Posted on August 29, 2015 by [Dr. Julian Vasquez Heilig](#) in *School Turnaround* // 8 Comments



(<https://julianvasquezheilig.files.wordpress.com/2015/08/screen-shot-2015-08-29-at-2-00-34-am.png>)

Miley, Wha's Good?



<https://www.youtube.com/watch?v=IrVx6vSUfS4>



Source: [Instagram.com/serenawilliams](https://www.instagram.com/serenawilliams)

<http://www.nytimes.com/2015/08/30/magazine/the-meaning-of-serena-williams.html>

Critical Thinking Question C

They to adjust to new life.
Got a new name had to understand
language

10. Critical Thinking Question C

Suppose that a plantation owner bought you at a slave auction and sent you to work in the tobacco fields. How would you respond to your new life? Why?

- a. I would run away, although I might be caught and punished severely.
- b. I would resist by breaking tools, working slowly, acting sick, and singing songs with secret messages.
- c. I would work hard and obey the rules, in hopes that I might be treated well.

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