

Media and Discourse Analysis

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1. Transcription

- Always takes longer than you think (/hope) it will
 - For basic content in your native language, perhaps 1:4
 - For detailed linguistic transcription in not your native language, multiple languages, or multiple speakers, add on from there

An exercise

<http://www.youtube.com/watch?v=cNwtgUkeKv8&feature=youtu.be>

- 1) Listen to (or watch) your clip once and jot down a summary of the content in one or two sentences. What happens in this clip? Who is speaking?
- 2) What question do you hope to answer by analyzing this clip in the future? Write it down. (If you are having trouble coming up with your question, think about why you chose this material. You must have a hunch. What makes it interesting? What is it an example of?)
- 3) Transcribe! Keep in mind that there is no one way to format a transcript; you decide what will work best for your data and your purposes. Include the details that will allow you to answer the question you just wrote down.

Sample Transcript, by Hannah Foster (with permission)

An interaction between a man and woman in an office environment:

-
- (1) MAN: (walks into office and sets coat down on chair) Let's say you were to do this for me, (.)
(2) but on Monday you explain to Ginsburg and Campbell that I asked you to, (starts to hand WOMAN money and then pulls back)
(3) only, I asked you (.) sometime last week. (gives WOMAN money)
(4) WOMAN: (takes money) Do (ya) have a brief? (MAN shakes head no)
(5) Did Ginsburg have a brief?
(6) MAN: I never told Ginsburg o:ka:y. You have to remember that. (.)
(7) You know about the airline strike, right?
(8) WOMAN: Yes. (.)
(9) Why is Mohawk still flying?
(10) MAN: Because even though all the other mechanics are on strike,
(11) boo hoo, they need more wrenches or something,
(12) Mohawk's mechanics have a side deal so they have to keep working.
(13) WOMAN: They must love that.
(14) MAN: Yeah, well, they're going to love the overtime.
(15) American Airlines is taking everything big,
(16) and giving their northeast corridor to Mohawk.
(17) WOMAN: (sighs) So what do (ya) want? (.)
(18) How (bout) something like
(19) Mohawk, breaking the strike, one flight at a time.
(20) Or maybe,
(21) fly over the picket line with Mo:hawk.
(22) MAN: Hey, Trotsky,
(23) You're in advertising.
(24) WOMAN: Fi:ne.
(25) So, what's the angle?
(26) MAN: Campbell,
(27) or I,
(28) had this idea that (.)
(29) it (.)
(30) would be something about (.)
(31) (ya) know
(32) how times are tough
(33) and u:h
-

Sample Transcript, by Hannah Foster (with permission)

An interaction between a man and woman in an office environment:

Key:

- (text) indicates the accuracy of transcription inside parentheses is uncertain
- a: indicates the segment is lengthened
- (.) indicates a pause
- CAPS indicate emphasis through amplitude, length, and/or intonation
- bu- indicates an abrupt cutoff of speech
- . sentence-final falling intonation
- , clause-final intonation (more to come)
- ? yes/no question rising intonation
- [Brackets connecting lines show overlapping speech.
- Two people talking at the same time.
- Brackets with reversed flaps } indicate latching (no intraturn pause)

-
- (1) you can't get anywhere
 - (2) so thank God Mohawk is offering emergency service.
 - (3) WOMAN: You don't want to use the word "emergency" with an airplane.
 - (4) MAN: I don't want to do any of this.
 - (5) I'll see you Monday. (tries to leave)
 - (6) WOMAN: Hold on a second.
 - (7) You want me to work up an ENTIRE corporate image campaign for TEN dollars?
 - (8) MAN: I can make you do it for nothing.
 - (9) I'm the boss.
 - (10) WOMAN: You're right.
 - (11) The work is ten dollars.
 - (12) The lie is extra.
 - (13) MAN: Incredible!
 - (14) What do you make a week, sweetheart?
 - (15) WOMAN: Hmm, you don't know, huh?
 - (16) That's helpful.
 - (17) MAN: You know, I could fire you.
 - (18) WOMAN: Great.
 - (19) There's some portfolios in Joan's office.
 - (20) Maybe you could find somebody tonight.
 - (21) MAN: (groan) Why you do:ing this to me?
 - (22) WOMAN: Because you're being VERY demanding for someone who has NO other choice. (MAN sighs)
 - (23) Dazzle me. (.)
 - (24) MAN: Fine.
 - (25) How much (chou) want?
 - (26) WOMAN: How much (cha) got? (MAN shakes head, counts money)
 - (27) MAN: Four hundred dollars.
 - (28) WOMAN: Give me all of it.
 - (29) MAN: Je:sus! (throws money on desk)
 - (30) It better be good!
 - (31) WOMAN: Do you want me to take your watch? (MAN huffs and walks out)
-

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- 4) Explain any symbols or special markings like italics or boldface in a key for your reader.

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 - What level of detail is necessary to answer YOUR question?
 - Do you need to include visual material? Other paralinguistic material?
 - Is a translation necessary?
 - Which language will appear on the left and right?
 - How will other language(s) be marked?

Excerpt from focus group, 2009

M: <i>Oj, éto sovsem ne ponjatno. Sovsem!</i>	M: Oh, it's totally incomprehensible. Totally!
A: <i>A da? Ničego ne ponimaeš'? No v principe vse ponjatno.</i>	A: Really? You don't understand anything? But in principle it's all comprehensible.
M: <i>Nu, ja možet byt' ponimaju procentov... 10-20. A bol'she, net. [reads] Čto značit <u>xongoodor zonoj hür?</u></i>	M: Well, maybe I understand... 10 or 20 percent. But no more. [reads] What does <u>xongoodor zonoj hür</u> mean?
A: <u>Hür hüldé</u> , éto...	A: <u>Hür hüldé</u> , it's...
C: <i>Duxovnyj... duxovnaja...</i>	C: Spiritual (m.)... spiritual (f.)...
A: <i>Aaa, da. I <u>xongoodor</u>, éto imja naroda-- plemja <u>xongoodor</u>. Oni živut v Sajanax. [to K:] Možet byt' vy slyshali o nix?</i>	A: Aah, yeah. And <u>xongoodor</u> , it's the name of a people—the tribe Xongoodor. They live in the Sayans. [to K:] Maybe you've heard of them?
K: <i>Mm-xmm.</i>	K: Mm-hmm.
M: [to A and C:] <i>A vy ponimaete vse éti... aaa, pričastie, deepričastie?</i>	M: [to A and C:] And you understand all these... aah, participles and verbal adverbs?
A: <i>Nu, konečno.</i>	A: Yeah, of course.
M: [reads] <u>Éreèn gutaar éségé? ... Bürté šono?</u>	M: [reads] <u>Éreèn gutaar éségé? ... Bürté šono?</u>
A: <u>Éreèn gutaar éségé</u> , éto <u>zagahan</u> , <i>tak napisano. Točno ne znaju. No obščii smysl ponil. Skažem 90 procentov.</i>	A: <u>Éreèn gutaar éségé</u> , it's <u>zagahan</u> , like it's written. I don't know exactly. But I understood the general idea. Let's say 90 percent.

underlining = Buryat

Italics = Russian

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- Is made easier with some basic tools...

Tools for transcription

NOTE: These are not product endorsements! Just some ideas of where to look for help.

- Foot pedals
- Headphones
- ExpressScribe and ExpressScribe PRO
 - PRO integrates with foot pedals of different brands
 - We have PRO in the Qual Lab
- Dragon Naturally Speaking
- For-a-fee human transcription services
 - Usually charge by the minute—e.g., \$1–\$2/minute, depending on the number of speakers and languages

2. Critical Discourse Analysis

- Developed by Norman Fairclough (1989), among others
- Discourse Analysis (DA) is a robust field within sociolinguistics
- *Critical* because it lays bare power relations in language
- Every text includes many different voices. Any individual may speak from many different positions. (Bakhtin 1981[1934 –35])
 - Can you tease voices apart? Who is quoting whom, directly or indirectly?
 - Who is incorporated in “I,” “Us,” “We,” “Them”?

An exercise

Opinion piece from the *Washington Post*, 2018:

https://www.washingtonpost.com/opinions/laura-bush-separating-children-from-their-parents-at-the-border-breaks-my-heart/2018/06/17/f2df517a-7287-11e8-9780-b1dd6a09b549_story.html?utm_term=.8fe2488ec2b7

- 1) **Identify the genre.** How would you best classify or characterize this example of discourse? Can you identify any dominant styles? What, if anything, can you deduce about its author and projected audience?
- 2) **Summarize the content.** What is the topic? Who are the participants? What are their participant roles in this interaction?
- 3) **Critically analyze this stretch of mediated discourse's position in society.** What power relations are involved? How does this example recapitulate, naturalize, challenge, or overturn existing power structures? What (if any) effects do you think it has?

Laura Bush: Separating children from their parents at the border ‘breaks my heart’

By Laura Bush

June 17

On Sunday, a day we as a nation set aside to honor fathers and the bonds of family, I was among the millions of Americans who watched images of children who have been torn from their parents. In the six weeks between April 19 and May 31, the Department of Homeland Security has sent nearly 2,000 children to mass detention centers or foster care. More than 100 of these children are younger than 4 years old. The reason for these separations is a zero-tolerance policy for their parents, who are accused of illegally crossing our borders.

I live in a border state. I appreciate the need to enforce and protect our international boundaries, but this zero-tolerance policy is cruel. It is immoral. And it breaks my heart.

Our government should not be in the business of warehousing children in converted box stores or making plans to place them in tent cities in the desert outside of El Paso. These images are eerily reminiscent of the internment camps for U.S. citizens and noncitizens of Japanese descent during World War II, now considered to have been one of the most shameful episodes in U.S. history. We also know that this treatment inflicts trauma; those who have been interned have been twice as likely to suffer cardiovascular disease or die prematurely than those who were not interned.

Americans pride ourselves on being a moral nation, on being the nation that sends humanitarian relief to places devastated by natural disasters or famine or war. We pride ourselves on believing that people should be seen for the content of their character, not the color of their skin. We pride ourselves on acceptance. If we are truly that country, then it is our obligation to reunite these detained children with their parents — and to stop separating parents and children in the first place.

[...] In 2018, can we not as a nation find a kinder, more compassionate and more moral answer to this current crisis? I, for one, believe we can.

3. Building and working with a corpus

- A corpus is a collection of texts that you can search or query in the aggregate to answer a research question
- More powerful and efficient than an internet browser search, more targeted and definitely more transparent
- Corpora are made for many different purposes and to answer many different questions
- Example: <https://quod.lib.umich.edu/m/micase/>



Some more corpora

Questions to ask yourself about any corpus:

What was the principle of
selection?

How is this corpus organized?

What is already coded?

What kind of questions could I
answer with this?

- Corpus of Contemporary American English (COCA): <https://corpus.byu.edu/coca/>
- Wikipedia Corpus: <https://corpus.byu.edu/wiki/>
- British National Corpus: <http://www.natcorp.ox.ac.uk/>
- Corpus of Historical American English (COHA)
- Global Web-based English corpus (GloWbE)
- Quranic Arabic Corpus: <http://corpus.quran.com/>
- Shanghai Library's National Newspaper Index (全國報刊索引): <http://www.cnbkisy.com/>
- Russian National Corpus: <http://www.ruscorpora.ru/en/>

Some well-indexed, text-searchable archives can be used
in the same way. E.g.:

- German Propaganda Archive: <http://research.calvin.edu/german-propaganda-archive/ww2era.htm>

But remember: *Collecting data is not the first step in research.*

There are at least three steps before it:

- 1) Have some general question(s) you want to answer
- 2) Go find out what kind of potentially relevant data are available and accessible *by you*
- 3) Refine those general questions into the specific research questions you want to answer through a specific type of data
 - your principle of selection

4. Capturing digital circulation

- Tracing the digital circulation of texts = a way of seeing social influences in action, e.g., how political movements unfold, what gains traction, who influences whom, etc.
 - Examples: Fattal 2014; Graber 2013

Tracing how a text moves

On June 8, 2017, former Federal Bureau of Investigation director James Comey was testifying before the Senate Intelligence Committee when he said, "Lordy, I hope there are tapes."

Images captured by Halah Alsenan, 2017



ChessTauren 3 months ago

Lordy, I hope there's a just and impartial God in the Heavens...

REPLY 1  



Roll over image to zoom in

Lordy I Hope There Are Tapes Mug

Lordy, I Hope There Are Tapes Mug

★★★★★ 1 customer review

Price: \$15.99 & FREE Shipping

Get \$20 off instantly. Pay \$0.00 upon approval for the Amazon Prime Rewards Visa Card.

Note: Not eligible for Amazon Prime.

In Stock.

Get it as soon as Monday, Sept. 25 when you choose Local Express Shipping at checkout. Ships from and sold by Whitlay-Parker.

Size: 15 oz

11 oz 15 oz

Color: White



Lordy, I Hope There Are Tapes Coffee Mug, a hot take on the testimony of FBI director Comey before the Senate committee hearings. Features distressed retro design with cassette tapes & bold text.



yvette nicole brown

@YNB

Follow

If someone isn't already creating: "Lordy, I hope there are tapes!" t-shirts we have failed as unit. #MakelitSo Somebody!

11:22 AM - Jun 8, 2017

17  64  327



Questions to keep in mind

- **The order of events.** Which instance of use came first? Which next? Etc. Are there gaps between recontextualizations? When did this occur? How do you know all of this?
- **The actors reusing the text.** Who are the participants in this circulation? What are their participant roles in each iteration of the text? How can you tell?
- **What is enabling/compelling/stopping this circulation.** Why is this text being circulated by these actors? What are the conditions that make it possible to be circulated? Are there some ways that it *cannot* be circulated? If the text's circulation seems to have stopped, why?

Exercise: Tracing the “Punk Prayer”

- Find Pussy Riot’s “Punk Prayer” and 5 re-uses of it or references to it
- Which came first? What was the “original event”?
- For whom are the re-uses being created? (e.g., English-speaking film audiences, Russian news-reading public, etc.)
- What is the goal of each re-use, as far as you can tell?

Capturing digital circulation is hard.

- The #1 mistake of researchers new to digital media is *assuming “this will be here when I get back”*
 - Website links are broken! Social media posts are deleted! Privacy settings change!
 - If you are studying digital media, you MUST have a plan for capturing and storing data before the fact

Tools for capturing digital circulation

NOTE: These are not product endorsements! Just some ideas of where to look for help.

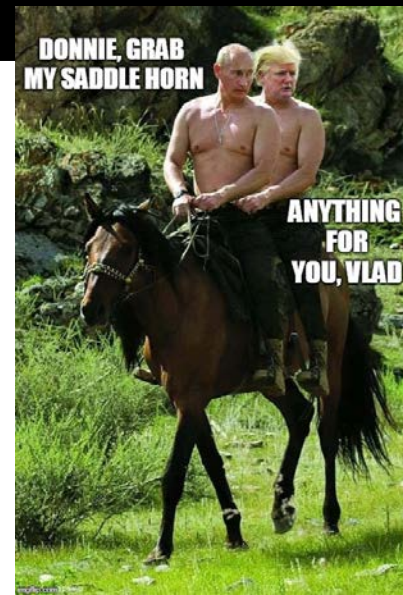
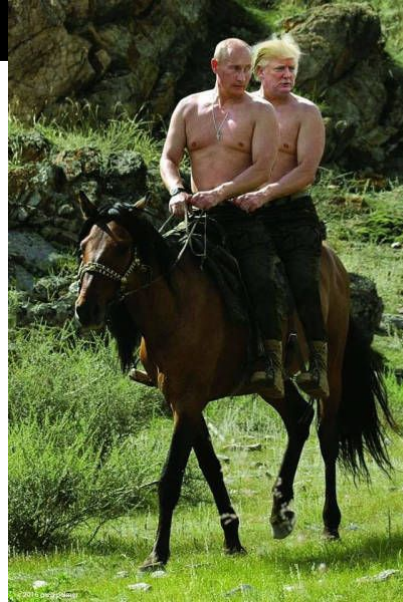
- Screenshots
- Photograph the computer/television screen
- Wayback machine
- ClipGrab and other free software or browser add-ons for “grabbing” video clips from YouTube, Vimeo, etc.
- Qualitative Data Analysis (QDA) software packages such as Nvivo, Atlas.ti, MAXQDA include social media integration for capturing this data

5. Multimodal analysis

- Just means considering multiple modes at once, as well as the juxtaposition of them
- Crucial for internet memes
 - Based on texts that are highly extractable and “movable” but retain a connection to their prior uses
 - Here a creative new juxtaposition between already-circulating word and image is the point
- Consider using this for signage, such as in a grocery stores or on the street:
 - What languages are spoken here? How are they visually represented?
 - For example, see Angermeyer 2005; LaDousa 2002



Tracing how an image moves



Final exhortations

- Put different types of media in the same location and **code consistently across them**
- Text and context: How much **context** do you need to make sense of **this text**?
- Please pay attention to the *intended audience* of the original discourse
- Please pay attention to the *actual audience* of the original discourse
- Please pay attention to **media ownership**. Who has a stake in the circulation of this text?

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...and some recommended handbooks:

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