



FIRST DEGREE IN INTERNATIONAL RELATIONS
Discourses and Practices in the EU (e-learning)
2021/2022

Lecturers:

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This course is part of the lecturing activities promoted in the framework of the Jean Monnet Centre of Excellence. To the lectures listed, there are every week two hours of contact (online) for mentoring purposes, and to support the learning process.

(1) Learning goals

The curricular unit aims at fostering grounded knowledge on discourses and practices in the EU, linking them to the use of new technologies in the construction of knowledge spaces. The proposed contents aim at providing the students with a better and more rigorous comprehension of the concepts and their application in the area of discursive meaning and construction of meaning, in order to analyze processes of narrative-building and their implications. In this sense, particular attention is given to the consolidation of fundamental concepts that allow the students to attain the specific and general objectives, namely the comprehension and analysis of the discourse and practices of the EU and their concrete application to relevant case studies. The analytical dimension of the new technologies and the way these impact in narrative-building is also of relevance, allowing the analysis of dynamics and their implications in the development of discourse and practices in the EU.

(2) Assessment:

Essay 1 = 40% - **April, 23** until 11:59pm (to be submitted at Inforestudante)

Essay 2 = 40% - **June, 04** until 11:59pm (to be submitted at Inforestudante)

Oral presentations = 20%

Assessment in this course will be carried out through three main tasks: oral presentations (20%), and two written pieces of work (40% each one). The writing assignments will consist of an essay of 1500 words up to 2000 words where it is expected students apply the theoretical background to case-studies. The first essay should be delivered until April, 23 and the second essay should be delivered until June, 4.



The oral presentations will take place from lecture 6 onwards and will comprise an analysis provided by the student of a topic related to the respective lecture. It is expected the students making an oral presentation will engage the class in discussion. Oral presentations and ensuing discussion can take up to 1 hour at the most.

(3) Syllabus:

1. Discursive meaning and construction of meaning
2. Knowledge practices
3. The EU's discourse: unpacking the process of narrative-building
4. Analysis of case studies of EU discourse
5. EU practices: defining spaces for intervention?
6. Analysis of case studies of EU practice
7. Discourses, practices and the use of new technologies: challenges and opportunities

PLANNING

Lecture1

14 February: Syllabus, readings and assessment

Getting acquainted:

Who am I?

Where do I come from? My training and my background.

Why am I here? Why did I select Discourses and Practices in the EU?^[L1]_[SEP]

What about "Discourses and Practices" would I like to see explored in the course?^[L1]_[SEP]

Most importantly: think of an empirical example, an actual instance of some "Discourse or Practice in the EU". Bring it along to share with the group.

Lecture 2

21 February: Introducing discourse studies

What do we talk about when we talk about 'discourse'. Multiple understanding so 'language', 'discourse' and 'semiosis'. Discourse as social practice: differentiating texts, events and practices.

Readings:

Angermuller, J., et al. (2014). Introduction to The_Discourse Studies Reader: Main_currents_in_theory_and_analysis. Amsterdam, Philadelphia: John Benjamins. 1-14



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Lecture 3

28 February: Critical approaches to discourse studies

What discourse studies for social sciences? Analyzing the critical conditions for producing, receiving and circulating discourses: critical approaches to discourse studies. Discourse as a *moment* of social practice.

Readings:

Fairclough, N. (2001) Critical Discourse Analysis as a method in social scientific research. In Wodak, R. & Meyer, M. (eds.) *Methods for Critical Discourse Analysis (Introducing Qualitative Methods series)* 1st edition. London: Sage

Fairclough, N. (2003) *Analysing Discourse: Textual analysis for social research*. London and New York: Routledge

Fairclough, N. (2008) A dialectical-relation approach to critical discourse analysis in social research. In Wodak, R. & Meyer, M. (eds.) *Methods for Critical Discourse Analysis (Introducing Qualitative Methods series)* 2nd edition. London: Sage

Lecture 4

07 March: Digging deeper into texts and textualities

Texts as ways of acting (genres), ways of representing (discourses), ways of identifying (styles). Analyzing texts collected by students.

A) exploring genre as structures and forms of action and interaction: chains, mediation, legitimation;

B) exploring discourses and representations of worlds (themes, points of view) and of social events (e.g., representations of social actors);

C) exploring styles and identities (e.g., by modality and evaluation).

Readings:

Fairclough, N. (2003) *Analysing Discourse: Textual analysis for social research*. London and New York: Routledge

Lecture 5

14 March: Beyond textuality and onto social practice

Bringing together genres, discourses and styles. Framing textual analysis within broader critical discourse approaches: mediation and the circulation of discourses across social practices and situated events and activities (interdiscursivity and recontextualization).



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Readings:

Fairclough, N. (2003) *Analysing Discourse: Textual analysis for social research*. London and New York: Routledge. 200-220.

Lecture 6

28 March: Political discourse, computational propaganda and disinformation

Readings:

Morgan, S. (2018) "Fake news, disinformation, manipulation and online tactics to undermine democracy", *Journal of Cyber Policy*, 3(1), pp. 39-43.^[1]_[SEP]

Howard, Philip N. (2020), *Lie machines: How to save democracies from troll armies, deceitful robots, junk news operations and political operatives*, New Haven & London: Yale University Press, pp. 1-81.

Lecture 7

4 April: Emotions, Technopolitics and Foreign Policy

Readings:

Bleiker, Roland and Hutchison, Emma. 2008. "Fear No More: Emotions and World Politics", *Review of International Studies*, 34, 115-135.

Kupatadze, A. and Zeitzoff, T. 2021. "In the Shadow of Conflict: How Emotions, Threat Perceptions and Victimization Influence Foreign Policy Attitudes", *British Journal of Political Science* (2021), 51, 181-202.

Kurban, Can et al. 2017. "What is technopolitics? A conceptual schema for understanding politics in the digital age", *Revista de Internet, Derecho y Política*, 24, 3-20.

Sasley, Brent E. 2011. "Theorizing States' Emotions", *International Studies Review*, 13, 3, 452-476.

11 – 18 April: Easter break

Lecture 8

2 May: What are "European values"? What does it mean to be European?

Readings:





Cantat, C. (2015), "Narratives and counter-narratives of Europe. Constructing and contesting europeanity", *Cahiers Mémoire et Politique*, 3, 5-30. ^[1]Hall, Stuart (1992) "The West and the Rest: Discourse and Power". <https://analepsis.files.wordpress.com/2013/08/hall-west-the-rest.pdf>

Lawrence, Jessica C. (2013) "The EU in Crisis: Crisis Discourse as a Technique of Government", *Netherlands Yearbook of International Law*, December 2013

https://www.researchgate.net/publication/287874666_The_EU_in_Crisis_Crisis_Discourse_as_a_Technique_of_Government

Lecture 9

9 May: Migration, displacement and refuge

Readings:

Radu, Loredana. (2016) "More or Less Europe? The European Leaders' Discourses on the Refugees Crisis", *Romanian Journal of Communication and Public Relations*, Vol 18 No 2(38): p. 21-37

<https://journalofcommunication.ro/index.php/journalofcommunication/article/view/207/209>

Georgiou, Myria; Zaborowski, Rafal. (2017) "Media coverage of the "refugee crisis": A cross-European perspective, Council of Europe Report DG1(2017)03.

<https://rm.coe.int/media-coverage-of-the-refugee-crisis-a-cross-european-perspective/16807338f7>

Heaven Crawley & Dimitris Skleparis (2018) Refugees, migrants, neither, both: categorical fetishism and the politics of bounding in Europe's 'migration crisis', *Journal of Ethnic and Migration Studies*, 44:1, 48-64

Lecture 10

16 May: Climate change

Readings:

Hayes, Jarrod; Knox-Hayes, Janelle (2014) "Security in Climate Change Discourse: Analyzing the Divergence between US and EU Approaches to Policy", *Global Environmental Politics* 14(2):82-101

https://www.researchgate.net/publication/265866316_Security_in_Climate_Change_Discourse_Analyzing_the_Divergence_between_US_and_EU_Approaches_to_Policy

Oglesby, Cameron (2021) "The generational rift over 'intersectional environmentalism'",

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Grist, 10.02.2021. <https://grist.org/justice/intersectional-environmentalism-justice-language/>



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