

**ECPR Winter School in Methods and Techniques  
Bamberg Graduate School of Social Sciences, 17-21 February 2020**

**WD201. Analyzing Political Language**

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We create realities...by dubbing with titles, by naming, and by the manner in which words invite us to create "realities" in the world to correspond with them. Constitutiveness gives an externality and an apparent ontological status to the concepts words embody; for example, the law, gross national product, antimatter, the Renaissance. ... The constitutiveness of language...creates and transmits culture and locates our place in it...

—Jerome Bruner (1986: 64, 65)

The 'interpretive turn' in mid- to late 20<sup>th</sup> century social sciences brought with it renewed attention to the role of language in social and political life. That 'linguistic turn' built on the established idea that in (re)presenting lived experience, language is not, and should not be seen as, an exact 'mirror of [human] nature' (to invoke Richard Rorty's title) or a transparent referent of those experiences, but needs to be understood instead as an interpretation of them. As researchers, we 'translate' others' and our own experiences into language—what Charles Taylor (1971) called 'text analogues' (see also Ricoeur 1971)—for purposes of analysis. Consider, for example, interview transcripts, or field notes that render persons, events, interactions, and the material world of research settings and the artifacts in them as written texts. In making our analyses, we apply a set of hermeneutic principles (or interpretive 'rules') that are appropriate to each linguistic genre and which have been accepted within the analytic-epistemic communities of our research fields. These days, those genres need to be extended beyond language in a literal sense—meaning research-relevant documents, whether contemporary or archival, or research conversations, including interviews—to include repertoires of visual and nonverbal 'languages.'

But 'turning' to language and taking it seriously meant, and means, more than just attending to linguistic elements, whether textual, spoken or visual discourses, in everyday and other worlds. Conceptualized in the 1930s as an extension of phenomenology's critique of "subject/object dualism and the assumption of a psychological foundation of experience" (Deetz 2003: 422), the linguistic turn was intended to go beyond looking at texts and talk to seeing how texts and talk produce those worlds. That idea rests on certain philosophical-methodological points of view, which propose that language goes a far way to constituting everyday and other social realities, that it has the capacity "to stipulate and create realities of its own," as Jerome Bruner put it (in the epigraph).

This course will explore several linguistic genres for which analytic methods or approaches

have been developed: metaphor analysis, category analysis, narrative and storytelling analysis, framing analysis, and visual analysis (also known as 'visual methods', 'visual organization', 'visual politics', etc. ). Each day's session is intended to introduce one of these ways of looking at the topic, theoretically and methodologically. The readings for each session include several empirical articles or papers that use that method. In engaging each of these genres, the key questions to be asked—and, one hopes, answered—are, What work is this form of language doing for the communication of meaning; how is it doing that work; and how are we to analyze it?

We will touch briefly on language and the politics of science (e.g., 1976 articles by Richard Harvey Brown and by Joseph Gusfield), but the course will not cover rhetoric, discourse analysis, quantitative content analysis, or some other topics that might well fit under this broad umbrella. (For discourse analysis proper, see the self-standing course offered in the ECPR Methods Summer School, where a full course on visual methods is also offered. Please note, too, that some of the confusion over what 'discourse analysis' means includes 'the analysis of discourses', and some of the topics we will take up here fall within that understanding.)

### References

- Brown, Richard H. 1976. Social theory as metaphor. *Theory and Society* 3 (2): 169-97.
- Bruner, Jerome S. 1986. *Actual minds, possible worlds*. Cambridge: Harvard University Press.
- Deetz, Stanley. 2003. Reclaiming the legacy of the linguistic turn. *Organization* 10 (3): 421–429.
- Gusfield, Joseph R. 1976. The literary rhetoric of science: Comedy and pathos in drinking driver research. *American Sociological Review* 41 (1): 16-34.
- Ricoeur, Paul. 1971. The model of the text: Meaningful action considered as text. *Social Research* 38 (3): 529–62.
- Rorty, Richard. 1979. *Philosophy and the mirror of nature*. Princeton: Princeton University Press.
- Taylor, Charles. 1979 [1971]. Interpretation and the sciences of man. In Paul Rabinow and William M. Sullivan, eds., *Interpretive social science: A reader*, 25–71. Berkeley: University of California Press.

### Logistics and other specifics

**The course assumes some knowledge of interpretive methodological presuppositions**, including the so-called 'interpretive turn'. We are not likely to have sufficient time to go into this background in depth. If you have missed out on these ideas, you can find them in the key readings listed after the daily schedule (see "Prior Knowledge" section, p. 13). **Those students who have already conducted field research and have their own 'word data' to analyze** are likely to benefit the most, in a practical sense, from this course, although that is not a prerequisite. Those who have not yet generated their own research data will also gain knowledge of this range of ways of looking at linguistic materials.

The course will be conducted as a mix of lecture and discussion, and students will be expected to have read several of the listed readings for each day's session (i.e., not necessarily all of them! See note on readings, below) and to actively participate in discussion. The course is not intended as a seminar for discussing individual readings in depth, but instead to introduce a variety of methods in a way that renders them immediately usable for analyzing data. Small group meetings ('laboratories') outside of class sessions (meeting time

to be determined by each group) will enable participants to 'workshop' these various analytic approaches with respect to their own field data, whether these derive from documentary, conversational/interviewing or (participatory-) observational sources, or to delve further into specific readings.

### **A note on the readings and the sessions**

The field of politics and language has a vast literature, as does each of the five daily topics. I have selected a handful of readings for each day that I consider to be key, theoretically and/or conceptually, for that day's topic, along with others that provide interesting empirical illustrations of that topic's use. A supplemental bibliography follows the daily schedule, for those who wish to pursue one or more of these topics further.

I do not expect you to read all of what is listed for each day, but you should read 3-5 of them. My philosophy of teaching is to treat this syllabus as a resource for you, an opportunity to be exposed to a range of literatures some of which you will read now, others of which you may draw on later as you develop your research interests and analyses and perhaps teach a course in one or another of the topics. As each of the course topics could constitute a graduate seminar in its own right (indeed, I teach an ECPR Summer School course devoted to visual methods) and as the course is intended to introduce you to several approaches to thinking about political language in a way that renders them immediately usable for analyzing data, it will not be conducted as a seminar with in-depth discussions of individual readings, as noted above. You have the option of deciding to hold such discussion in the small groups that constitute the 'labs' for this course.

You are responsible for obtaining your own copies of the readings, although Bamberg University's library may help secure some of these. Please let me know **by 10 February** if there are readings you cannot find; we will try to get you copies of those directly (i.e., not via the course webpage, due to copyright reasons). I highly recommend not planning on getting and doing the readings the day before each class session: these are not textbook chapters, may not be readily available, and in some cases require some working through, although I try to select readings that are 'readable'.

In the daily schedule, each session includes one or two 'thought' questions. These focus on what I am aiming to engage as I prepare for the class. A good way to prepare for each session is to work out your own answer to them, based on the readings and your prior knowledge.

### **Course 'labs'**

Course participants will be divided into small groups—the size of these will depend on the number of people who register—and these will meet each day after class, Monday through Thursday. Meeting times are to be decided by each group. Each group will also decide what its specific tasks will be. I can suggest two options: closer reading and discussion of 1-3 of the day's readings; or 'workshopping' group members' own data, or even draft manuscripts, using each day's method. I am open to other possibilities. We will discuss this on Monday when we meet.

### **Pre-course 'homework'**

1. **Please introduce yourself to all course members** before the course begins (preferably by Wednesday, 12 February). We will use old-fashioned email for this.

2. If you have specific questions on one of the topics or the readings, please email these to me no later than **Sunday evening, 9 February**. I hope then to have enough time to revise my class plans in order to address these, before leaving for Bamberg.

### **ECTS Credits**

This course carries an extensive reading list. The workload for the calculation of ECTS credits (pass/fail grade) is based on the assumption that students attend classes and carry out the necessary reading and/or other work prior to, during, and after class sessions. Specifically:

- 2 credits: Prepare the readings for the course ahead of time, as stipulated above; attend all class meetings; participate in discussions of the readings and any other daily assignments, including 'lab' workgroups.
- 3 credits: Active participation in class.
- 4 credits: Taking an active role in the 'laboratory' assignments.

Because of the character of the course material, there are no exams, take-home papers or class projects in this course, nor is there the possibility of earning extra credit for work done after the conclusion of the course.

### **Social event**

In keeping with Methods School custom, we will organize a class 'social event' at lunch on Monday. Based on previous years' experience, I propose that we meet in the mensa near the classroom building. This is centrally located, based on where we will be, and will accommodate a range of diets (vegetarian, vegan, omnivorous, ...) at a reasonable cost. We will try to reserve a table for all of us, at about 12:45.

### **Instructor's bio**

I am a political/policy/organizational ethnographer and interpretive methodologist. My research and teaching are shaped by an overall interest in the generation and communication of knowing and meaning in organizational and policy settings. Current research engages state-created categories for immigrant groups, citizen-making, and race-ethnic identity; research regulation (ethics board) policies; practice studies; science/technology museums and the idea of science; and built space/place analysis. My most recent book, *Interpretive Research Design: Concepts and Processes* (Routledge 2012), written with Peregrine Schwartz-Shea, is the first volume in our co-edited Routledge Series on Interpretive Methods. A second edition of our co-edited *Interpretation and Method* was published by ME Sharpe/Routledge in 2014. <http://wur.academia.edu/DvoraYanow>

### **Course assistant's bio**

I am a PhD student of General Linguistics, and right now I am writing my dissertation which is a sociolinguistic study of language shift and maintenance in Māzandarāni (a Northwestern Iranian language). Since this minority language is currently facing the threat of extinction, this study provides a snapshot of the current sociolinguistic status of Māzandarāni with an analysis of the social factors contributing to the language shift/maintenance. Having my master's degree in Teaching English as a Foreign Language, I am very much interested in effective teaching/learning, second language teacher education, and the significance of sociolinguistics in foreign language education, especially among ethnic minorities and immigrant groups. At the moment I am working on Metacognitive Learning Strategies for English language learners (ELLs) and students with learning disabilities.

	<b>* = key readings</b>
<b>Key readings on background</b>	<p>The ideas about language that inform this course are expressed in the following key readings. You should be familiar with the ideas they take up, although we will not necessarily engage these specific readings or their ideas in detail or in depth:</p> <p>*Gusfield, Joseph R. 1976. The literary rhetoric of science: Comedy and pathos in drinking driver research. <i>American Sociological Review</i> 41/1: 16-34 [included as ch. 4 in 1981 book; also assigned for Wednesday, Friday]  <u>And an engagement with his essay, plus response:</u>  Overington, Michael A. 1977. A critical celebration of Gusfields' 'The literary rhetoric of science.' <i>American Sociological Review</i> 42/1: 170-73.  Gusfield, Joseph R. 1977. Reply to Overington. <i>American Sociological Review</i> 42/1: 173-74.</p> <p>*McCloskey, Donald N. 1994. How to do a rhetorical analysis of economics, and why. In Roger Backhouse, ed., <i>Economic methodology</i>, 319-42. London: Routledge.</p> <p>*Brown, Richard H. 1976. Social theory as metaphor. <i>Theory and Society</i> 3/2: 169-97.</p> <p>Fierke, Karen M. 2002. Links across the abyss: Language and logic in international relations. <i>International Studies Quarterly</i> 46: 331-54. [an excellent exposition of Wittgenstein and explanation of constructivism in IR; most useful reading for other fields, as well]</p> <p>*Austin, J. L. 1975/1955. <i>How to do things with words</i>, 2<sup>nd</sup> ed., eds. J. O. Urmson and Marina Sbisa. Cambridge: Harvard University Press, Lecture I (pp. 1-15).</p> <p>Samra-Fredericks, Dalvir and Bargiela-Chiappini, Francesca. 2008. Introduction to the symposium on 'The foundations of organizing: The contribution from Garfinkel, Goffman and Sacks'. <i>Organization Studies</i> 29/5: 653-75.</p> <p>Whorf, Benjamin. 1941. The relation of habitual thought and behavior to language. In <i>Language, thought, and reality: Selected writings of Benjamin Lee Whorf</i>, ed. John Carroll. Cambridge: MIT Press, 134-59. Esp. pp. 134-39 and 152-59.  Note: Whorf "recently" in the news: Deutscher, Guy. 2010. Does your language shape how you think? <i>New York Times Magazine</i> (August 26).  <a href="https://www.nytimes.com/2010/08/29/magazine/29language-t.html">https://www.nytimes.com/2010/08/29/magazine/29language-t.html</a>. See also Letters to the Editor,  <a href="https://www.nytimes.com/2010/09/12/magazine/12letters-t-YOUREWHATYO_LETTERS.html">https://www.nytimes.com/2010/09/12/magazine/12letters-t-YOUREWHATYO_LETTERS.html</a> [both accessed 16 January 2020].</p> <p>For fun: Johnson, Steven. 2011. I was an under-age semiotician. <i>New York Times Sunday Book Review Essay</i> (October 14).  <a href="https://www.nytimes.com/2011/10/16/books/review/i-was-an-under-age-semiotician.html">https://www.nytimes.com/2011/10/16/books/review/i-was-an-under-age-semiotician.html</a> [accessed 16 January 2020].</p>
<b>Monday</b>	<b>Thought questions:</b> Are metaphors just decorations [doilies] littering speech and writing? What are the implications of that view for analysis?
<b>Introduction</b>	*Schön, Donald A. 1979/1993. Generative metaphor: A perspective on problem-setting in social policy. In Andrew Ortony, ed., <i>Metaphor and thought</i> , 254-83. Cambridge: Cambridge University Press. [Also in 2 <sup>nd</sup> ed.]
<b>Metaphor analysis</b>	*Miller, Donald F. 1985. Social policy: An exercise in metaphor. <i>Knowledge</i> 7/2: 191-215. [a critique of Schön's argument] Henderson, Emily F. 2014. Poststructuralist metaphor analysis through the 'gender' lens: Challenges and conceptualizations. <i>Qualitative Inquiry</i> 20/3:

<p><b>Extended case example (I)</b></p>	<p>332–40. [read for the theoretical discussion]</p> <p>Carver, Terrell and Pikalo, Jernej, eds. 2008. <i>Political language and metaphor</i>. London: Routledge, esp. chs. by Pikalo (metaphors in political theorists' language), Yanow (how metaphors work), Cienki (on conceptual metaphor theory), Sormani/Benninghoff (on 'scientific expertise').</p> <p>Cienki, Alan and Yanow, Dvora, eds. 2013. Linguistic approaches to analysing policies and the political. Special Issue, <i>Journal of International Relations and Development</i> 16/2: introduction and concluding comment, plus at least one article (by Blanchard, Davidson or Strauss).</p> <p>*Stone, Deborah A. 2002 [1988/1997]. <i>Policy paradox: The art of political decision making</i>. NY: WW Norton, ch. 6: 145-57 [synecdoche, metaphor].</p> <p><u>Empirical cases</u></p> <p>Yanow, Dvora. 2012/1992. Supermarkets and culture clash: The epistemological role of metaphors in administrative practice. In Albert J. Mills and Gabrielle Durepos, eds., <i>Case Study Methods in Business Research</i> v. 3: 123-42. London: Sage. [orig. in <i>American Review of Public Administration</i> 22: 89-109] [develops the idea and shows the use of metaphor analysis]</p> <p>Yanow, Dvora and van der Haar, Marleen. 2013. People out of place: Allochthony and autochthony in Netherlands identity discourse—metaphors and categories in action. <i>Journal for International Relations and Development</i> 16/2: 227-31, 233 middle-240 top, 246-47.</p> <p>van Hulst, Merlijn J. 2008. Love and life in heart-less town; Or, the use of metaphor in local planning. In Terrell Carver and Jernej Pikalo, eds. 2008. <i>Political language and metaphor</i>, 212-24. London: Routledge.</p> <p>Rasmussen, Amy Cabrera. 2012. The condom as “permission slip”: Synecdoche and contestation in New York City HIV/AIDS education policy discourse. <i>Sexuality Research and Social Policy</i> 9/4: 293–305.</p> <p><u>For fun</u></p> <p>Brooks, David. 2011. Poetry for everyday life. <i>New York Times</i> (12 April), <a href="http://www.nytimes.com/2011/04/12/opinion/12brooks.html">http://www.nytimes.com/2011/04/12/opinion/12brooks.html</a> [accessed 19 January 2020]; read comments, too.</p> <p>Anthony, Denise. 2016. Popeye provides a metaphor for how underrepresented students experience college (essay). <i>Inside Higher Ed</i> (March 16). <a href="http://www.insidehighered.com/views/2016/03/16/popeye-provides-metaphor-how-underrepresented-students-experience-college-essay?utm_source=Inside+Higher+Ed&amp;utm_campaign=04cbd77bf1-DNU20160316&amp;utm_medium=email&amp;utm_term=0_1fcbc04421-04cbd77bf1-198178706#.Vuw4xCqdomk.mailto">www.insidehighered.com/views/2016/03/16/popeye-provides-metaphor-how-underrepresented-students-experience-college-essay?utm_source=Inside+Higher+Ed&amp;utm_campaign=04cbd77bf1-DNU20160316&amp;utm_medium=email&amp;utm_term=0_1fcbc04421-04cbd77bf1-198178706#.Vuw4xCqdomk.mailto</a> [accessed 19 January 2020].</p> <p><u>For further reading</u></p> <p>*Lakoff, George and Johnson, Mark. 1980. <i>Metaphors we live by</i>. Chicago: University of Chicago Press.</p> <p>Miller, Donald F. 1992. <i>The reason of metaphor: A study in politics</i>. New Delhi: Sage.</p>
<p><b>LUNCH!</b></p>	<p><b>UNIVERSITY MENSA</b></p>
<p><b>Tuesday</b></p>	<p><u>Thought questions</u>: What makes something 'belong' to one category rather than another? Can you think of an item that fits into 2 [or more] categories within the same taxonomy? What are the implications of that for political action [e.g., policy-making]?</p>

<b>Category analysis</b>  <b>Extended case example (II)</b>	<p>Mervis, Carolyn B. and Rosch, Eleanor. 1981. Categorization of natural objects. <i>Annual Review of Psychology</i> 32: 89-115.</p> <p><u>QR</u>: Rosch, Eleanor and Mervis, Carolyn B. 1975. Family resemblances: Studies in the internal structure of categories. <i>Cognitive Psychology</i> 7/4: 573-605. [Rosch's work spawned a revolution in theorizing about categories]</p> <p>*Hacking, Ian. 2007. Kinds of people: Moving targets. <i>Proceedings of the British Academy</i> 151: 285-318.</p> <p>*Yanow, Dvora. 2000. <i>Conducting interpretive policy analysis</i>. Sage, ch. 3, "Category analysis."</p> <p>Yanow, Dvora. 1996. American ethnogenesis and public administration. <i>Administration &amp; Society</i> 27: 483-509.</p> <p><u>Empirical cases</u></p> <p>Keeler, Rebecca. 2007. Analysis of logic: Categories of people in US HIV/ AIDS Policy. <i>Administration &amp; Society</i> 39/5: 612-30.</p> <p>Fausto-Sterling, Anne. 2000. The five sexes, revisited. <i>The Sciences</i> (July/August): 18-23.</p> <p>Rasmussen, Amy Cabrera. 2011. Contraception as health? The framing of issue categories in contemporary policy making. <i>Administration &amp; Society</i> 43/8: 930-53. [note language of subtitle!]</p> <p>Piazza, Pierre. 2017. The identity registration system, identification number and national ID card during the Vichy regime (France, 1940-1944). Transl. François-Xavier Priour. <i>Criminocorpus, revue hypermédia</i>, ID <a href="https://journals.openedition.org/criminocorpus/3659">10670/1.bx1d80</a>. <a href="https://journals.openedition.org/criminocorpus/3659">https://journals.openedition.org/criminocorpus/3659</a> [accessed 17 January 2020].</p> <p>Uvin, Peter. 2002. On counting, categorizing, and violence in Burundi and Rwanda. In David Kertzer and Dominique Arel, eds., <i>Census and identity: The politics of race, ethnicity, and language in national censuses</i>, 148-75. Cambridge: Cambridge University Press.</p> <p>Will, Anne-Kathrin. 2019. The German statistical category "migration background": Historical roots, revisions and shortcomings. <i>Ethnicities</i> 19/3: 535–57.</p> <p>Yanow, Dvora and van der Haar, Marleen. 2013. People out of place: Allochthony and autochthony in Netherlands identity discourse—metaphors and categories in action. <i>Journal for International Relations and Development</i> 16/2: the rest of the article.</p> <p><u>For further reading</u></p> <p>Starr, Paul. 1992. Social categories and claims in the liberal state. <i>Social Research</i> 59/2: 263-95.</p> <p>Yanow, Dvora. 2003. <i>Constructing American "race" and "ethnicity": Category-making in public policy and administration</i>. Armonk, NY: ME Sharpe. [ch. 1 presents the theoretical setting; chapters 2-6 discuss empirical cases]</p> <p>Yanow, Dvora, van der Haar, Marleen, and Völke, Karlijn. 2016. Troubled taxonomies and the calculating state: 'Everyday' categorizing and 'race-ethnicity'—the Netherlands case. <i>Journal of Race, Ethnicity, and Politics</i> 1/2: 187–226.</p> <p>Zerubavel, Eviatar. 1991. <i>The fine line: Making distinctions in everyday life</i>. NY: Free Press.</p>
<b>Wednesday</b>	<p><u>Thought question</u>: How are narratives, seen as stories, different from metaphors and categories when these are seen as stories?</p>
<b>Narrative/</b>	<p>*Hummel, Ralph P. 1991. Stories managers tell: Why they are as valid as science. <i>Public Administration Review</i> 51/1: 31-41.</p>

<p><b>story-telling</b></p>	<p>*Polkinghorne, Donald E. 1995. Narrative configuration in qualitative analysis. <i>International Journal of Qualitative Studies in Education</i> 8/1: esp. 5-9, 11-23.</p> <p>*Shenhav, Shaul R. 2015. <i>Analyzing political narratives</i>. NY: Routledge.</p> <p>*Shenhav, Shaul R. 2005. Thin and thick narrative analysis: On the question of defining and analyzing political narratives. <i>Narrative Inquiry</i> 15/1: 75-99.</p> <p>Gubrium, Jaber F. and Holstein, James A. 2012. <i>Varieties of narrative analysis</i>. Los Angeles: Sage. [look at the Table of Contents—e.g., here: <a href="https://www.amazon.com/Varieties-Narrative-Analysis-James-Holstein/dp/1412987555">https://www.amazon.com/Varieties-Narrative-Analysis-James-Holstein/dp/1412987555</a>—for a good overview of certain kinds of analysis; accessed 19 January 2020]</p> <p>*Spector-Mersel, Gabriela. 2014. Guest editor’s introduction. <i>Narrative Works</i> 4/1, Special Issue: Multiplicity and commonality in narrative interpretation: esp. 1-5.</p> <p>Wilkinson, Cai. 2015. The unsaid and unseen: On hearing silences and seeing invisibilities in strategic narratives. <i>Critical Studies on Security</i> 3/3: 338-40. [one of several comments in a special issue on A. Miskimmon, B. O’Loughlin, and R. Roselle, 2013, <i>Strategic Narratives</i>, Routledge]</p> <p><u>Empirical cases</u></p> <p>Abma, Tineke A. 1998. Storytelling as inquiry in a mental hospital. <i>Qualitative Health Research</i> 8/6: 821-38.</p> <p>Chock, Phyllis J. 1995. Ambiguity in policy discourse: Congressional talk about immigration. <i>Policy Sciences</i> 28/2: 165-84.</p> <p>Gusfield, Joseph R. 1976. The literary rhetoric of science: Comedy and pathos in drinking driver research. <i>American Sociological Review</i> 41/1: 16-34 [numbers as stories].</p> <p>Polletta, Francesca. 2008. Storytelling in politics. <i>Contexts</i> 7/4: 26–31.</p> <p>Shenhav, Shaul R. 2004. Once upon a time there was a nation: Narrative conceptualization analysis, the concept of ‘nation’ in the discourse of Israeli Likud party leaders. <i>Discourse &amp; Society</i> 15/1: 81-104.</p> <p>Shenhav, Shaul R. 2009. We have a place in a long story: Empowered narratives and the construction of communities—The case of US presidential debates. <i>Narrative Inquiry</i> 19/2: 199-217.</p> <p>van Hulst, Merlijn. 2013. Storytelling at the police station: The canteen culture revisited. <i>British Journal of Criminology</i> 53/4: 624–42.</p> <p>Yanow, Dvora. 1999. Public policies as identity stories: American race-ethnic discourse. In Tineke Abma, ed., <i>Telling tales: On narrative and evaluation</i>, 29-52. Stamford, CT: JAI Press.</p> <p><u>For further reading</u></p> <p>Forester, John. 1993. Learning from practice stories. In Frank Fischer and John Forester, eds., <i>The argumentative turn in policy analysis and planning</i>, 186-209. Durham, NC: Duke University Press.</p> <p>Kaplan, Thomas J. 1986. The narrative structure of policy analysis. <i>Journal of Policy Analysis and Management</i> 5/4: 761-78. [consider his argument in the context of the current “post-truth” or “fake news” environment]</p> <p>Polkinghorne, Donald E. 2007. Validity issues in narrative research. <i>Qualitative Inquiry</i> 13/4: 471-86.</p>
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	<p>Polkinghorne, Donald E. 1988. <i>Narrative knowing and the human sciences</i>. Albany: SUNY Press.</p> <p>Patterson, Molly and Monroe, Kristen Renwick. 1998. Narrative in political science. <i>Annual Review of Political Science</i> 1: 315-31.</p> <p>Stone, Deborah A. 2002 [1988/1997]. <i>Policy paradox: The art of political decision making</i>. NY: WW Norton, ch. 6: 138-45, ch. 7 [numbers as metaphors, stories, ...].</p> <p>van Hulst, Merlijn J. 2014. The search for credible stories in the public sector. Review of Sandford Borins (2011), <i>Governing Fables: Learning from Public Sector Narratives</i> (Charlotte, NY: Information Age) and Steven Maynard-Moody and Michael Musheno (2003), <i>Cops, Teachers, Counselors: Stories from the Front Lines of Public Service</i> (Ann Arbor: University of Michigan Press). <i>Journal of Public Administration Research and Theory</i> 24/2: 519-26.</p>
<p><b>Thursday</b></p> <p><b>Framing analysis</b></p>	<p><u>Thought questions:</u> Metaphors, categories, and stories are also framing devices. How do these several concepts relate? Do they? What are their similarities/differences? [If you are familiar with the social movement literature, how is the notion of frames as used there different from the notion of framing established in the policy literature used here?]</p> <p>And, to begin to summarize, do the previous 3 modes of analyzing political language and this one fit together? If so, how?</p> <p>*Rein, Martin and Schön, Donald A. 1977. Problem setting in policy research. In Carol H. Weiss, ed., <i>Using social research in public policy making</i>, 235–51. Lexington: Lexington Books.</p> <p>*Bacchi, Carol. 2009. <i>Analysing policy: What’s the problem represented to be?</i> French’s Forest, NSW: Pearson.</p> <p>Schmidt, Ronald, Sr. 2014/2006. Value-critical policy analysis: The case of language policy in the United States. In Dvora Yanow and Peregrine Schwartz-Shea, eds., <i>Interpretation and method: Empirical research methods and the interpretive turn</i>, 2<sup>nd</sup> ed., 322-37. Armonk, NY: M.E. Sharpe. [‘value-critical’ analysis is another version of Rein’s take on frame analysis]</p> <p>*van Hulst, Merlijn and Yanow, Dvora. 2016. From policy “frames” to “framing”: Theorizing a process-oriented, political approach. <i>American Review of Public Administration</i> 46/1: 92–112.</p> <p><u>Empirical cases</u></p> <p>*Linder, Stephen. 1995. Contending discourses in the electric and magnetic fields controversy: The social construction of EMF risk as a public problem. <i>Policy Sciences</i>, 28/2: 209-30.</p> <p>*Swaffield, Simon. 1998. Contextual meanings in policy discourse: A case study of language use concerning resource policy in the New Zealand high country. <i>Policy Sciences</i> 31: 199–224.</p> <p>Abolafia, Mitchell Y. 2004. Framing moves: Interpretive politics at the Federal Reserve. <i>Journal of Public Administration Research and Theory</i> 14: 349-70.</p> <p>Bacchi, Carol. 2008. The politics of research management: Reflections on the gap between what we “know” (about SDH) and what we do. <i>Health Sociology Review</i> 17/2: 165-76. [application to health policy]</p> <p>Goldstein, Bruce Evan, Wessells, Anne Taufen, Lejano, Raul, and Butler, William. 2015. Narrating resilience: Transforming urban systems through collaborative storytelling. <i>Urban Studies</i> 52/7: 1285-1303.</p>

	<p>On analytic combinations of genres in empirical studies (2 of these are repeated from previous sessions)</p> <p>Gabriel, Yiannis, Geiger, Daniel, and Letiche, Hugo. 2011. The marriage of story and metaphor. <i>Culture and Organization</i> 17/5: 367-71. [intro. to special issue; see articles for empirical treatments]</p> <p>Schram, Sanford F. and Soss, Joe. 2001. Success stories: Welfare reform, policy discourse, and the politics of research. <i>Annals of the American Academy of Political and Social Science</i> 577 (Reforming welfare, redefining poverty): 49-65. [storytelling, framing, and synecdoche]</p> <p>Rasmussen, Amy Cabrera. 2011. Contraception as health? The framing of issue categories in contemporary policy making. <i>Administration &amp; Society</i> 43 (8): 930-53.</p> <p>Yanow, Dvora and van der Haar, Marleen. 2013. People out of place: Allochthony and autochthony in Netherlands identity discourse—metaphors and categories in action. <i>Journal for International Relations and Development</i> 16/2: 227-61.</p> <p>For further reading: see p. 19.</p>
<p><b>Friday</b></p> <p><b>Visual [non-logocentric] language</b></p>	<p><u>Thought questions</u>: Can you generate a taxonomy of non-logocentric modes of communication that are, or might be, central to understanding and analyzing political action? How would you analyze these? Do they need their own methods?</p> <p>*Yanow, Dvora. 2014. Methodological ways of seeing and knowing. In Emma Bell, Samantha Warren, and Jonathan Schroeder, eds., <i>The Routledge Companion to Visual Organization</i>, 167-89.</p> <p>*Yanow, Dvora. 2014. I am not a camera: On visual politics and method—A reply to Roy Germano. <i>Perspectives on Politics</i> 12/3: 680-83.</p> <p>Hall, Tim. 2009. The camera never lies? Photographic research methods in human geography. <i>Journal of Geography in Higher Education</i> 33/3: 453-62.</p> <p>Abdel-Raheem, Ahmed. 2017. Decoding images: Toward a theory of pictorial framing. <i>Discourse &amp; Society</i> 28/4: 327–52.</p> <p>Jones, Jennifer J. 2016. Talk “like a man”: The linguistic styles of Hillary Clinton, 1992–2013. <i>Perspectives on Politics</i> 14/3: 625-42. [note various forms of nonverbal communication; see also “Language in the 2016 US national elections: Gender issues” section, pp. 20-21 below.]</p> <p>*Danjoux, Ilan. 2014. Analyzing the meaning of political cartoons. In Dvora Yanow and Peregrine Schwartz-Shea, eds., <i>Interpretation and method</i>, 2<sup>nd</sup> ed. Armonk, NY: ME Sharpe, 353-67.</p> <p>*Yanow, Dvora. 2014/2006. How built spaces mean: A semiotics of space. In Dvora Yanow and Peregrine Schwartz-Shea, eds., <i>Interpretation and method: Empirical research methods and the interpretive turn</i>, 2<sup>nd</sup> ed. Armonk, NY: M E Sharpe, 368-86.</p> <p><u>On numbers</u> [think in re. their visual presentation]</p> <p>Stone, Deborah A. 2002 [1988/1997]. <i>Policy paradox: The art of political decision making</i>. NY: WW Norton, ch. 7 [numbers as metaphors, stories, ...].</p> <p>Gusfield, Joseph R. 1976. The literary rhetoric of science: Comedy and pathos in drinking driver research. <i>American Sociological Review</i> 41/1: 16-34 [repeated from Wednesday].</p>

Look at at least one of the following

Tufte, Edward R. 2001 [1983]. *The visual display of quantitative information*, 2<sup>nd</sup> ed. Cheshire, CT: Graphics Press.

Tufte, Edward R. 1990. *Envisioning information*. Cheshire, CT: Graphics Press.

Tufte, Edward R. 1997. *Visual explanations: Images and quantities, evidence and narrative*. Cheshire, CT: Graphics Press.

Empirical cases (note the variety of genres of visual data)

Gamson, William A. and Lasch, Kathryn Eilene. 1980. The political culture of social welfare policy. Presented at the Pinhas Sapir International Conference on Development: Social Policy Evaluation: Health, Education, and Welfare, Tel Aviv University, Israel (December).

<http://deepblue.lib.umich.edu/bitstream/2027.42/50995/1/221.pdf> [accessed 19 January 2020]. [on cartoons]

A version of this paper has been published in Shimon E. Spiro and Ephraim Yuchtman-Yaar, eds., 1983, *Evaluating the welfare state: Social and political perspectives*, 397-415.

Gusfield, Joseph R. 1981. *The culture of public problems: Drinking-driving and the symbolic order*. Chicago: University of Chicago Press [see ch. 3, on numbers]

Bellhouse, Mary L. 2006. Candide shoots the monkey lovers: Representing Black men in eighteenth-century French visual culture. *Political Theory* 34/6: 741-84.

\*Goodsell, Charles T. 1988. *The social meaning of civic space*. Lawrence: University Press of Kansas [excellent theoretical overview in ch. 1; cases are city hall chambers].

Goodsell, Charles T., ed. 1993. Architecture as a setting for governance. Theme issue, *Journal of Architectural and Planning Research* 10/4.

de Vaujany, François-Xavier and Vaast, Emmanuelle. 2014. If these walls could talk: The mutual construction of organizational space and legitimacy. *Organization Science* 25/3: 713-31.

Majic, Samantha. 2017. Sending a Dear John letter: Public information campaigns and the movement to “end demand” for prostitution in Atlanta, GA. *Social Sciences* 6/4: 138. <https://www.mdpi.com/2076-0760/6/4/138> [accessed 19 January 2020; on political ads]

Debras, Camille. 2019. Political graffiti in May 2018 at Nanterre University: A linguistic ethnographic analysis. *Discourse & Society* 1–24.

Rolston, Bill. 2012. Re-imaging: Mural painting and the state in Northern Ireland. *International Journal of Cultural Studies* 15/5: 447–66.

Marusek, Sarah. 2016. License plates: Personalized jurisdiction and performativity of rights. *Law, Culture and the Humanities* 12/3: 566–81.

Hattam, Victoria. 2016. Imperial designs: Remembering Vietnam at the US–Mexico border wall. *Memory Studies* 9/1: 27–47.

Kuronen, Tuomas. 2015. Visual discourse analysis in historical research: A case of visual archaeology? *Management & Organizational History* 10/1: 52-70.

Latour, Bruno. 1999. Circulating reference: Sampling soil in the Amazon forest. *Pandora’s hope*, 24-79. Cambridge, MA: Harvard University Press.

Van Veeren, Elspeth. 2011. Captured by the camera’s eye: Guantánamo and the shifting frame of the Global War on Terror. *Review of International Studies* 37: 1721–49.

Van Veeren, Elspeth. 2016. Orange prison jumpsuit. In Mark Salter, ed., *Making Things International 2*, 122-36. Minneapolis: University of

Minnesota Press.

Fujii, Lee Ann. The puzzle of extra-lethal violence. *Perspectives on Politics* 11/2: 411-26.

Yanow, Dvora. 1998. Space stories: Studying museum buildings as organizational spaces while reflecting on interpretive methods and their narration. *Journal of Management Inquiry* 7/3: 215-39.

For further reading

\*Berger, John. 1972. *Ways of seeing*. London: BBC and Penguin Books.

Boxenbaum, Eva et al. 2018. Towards an articulation of the material and visual turn in organization studies. *Organization Studies* 39/5-6: 597–616.

van den Scott, Lisa-Jo K. 2018. Visual methods in ethnography. *Journal of Contemporary Ethnography* 47/6: 719–28.

Hatch, Mary Jo and Yanow, Dvora. 2008. Methodology by metaphor: Ways of seeing in painting and research. *Organization Studies* 29/1: 23-44.

And in conclusion, for fun

Cohen, Roger. 2016. Smartphone era politics. *New York Times* (February 22). [www.nytimes.com/2016/02/23/opinion/smartphone-era-politics.html](http://www.nytimes.com/2016/02/23/opinion/smartphone-era-politics.html) [accessed 16 January 2020].

## PRIOR KNOWLEDGE

Some key readings laying out the conceptual/theoretical/philosophical background of the interpretive turn:

- Agar, Michael. 2013. *The lively science: Remodeling human social research*. Minneapolis, MN: Mill City Press.
- Geertz, Clifford. 1973. *The interpretation of cultures*. NY: Basic Books, esp. ch. 1.
- Hawkesworth, M.E. 1988. *Theoretical issues in policy analysis*. Albany: SUNY Press, chs. 1-4.
- Hiley, David R., Bohman, James F., and Shusterman, Richard, eds. 1991. *The interpretive turn*. Ithaca, NY: Cornell University Press.
- Polkinghorne, Donald E. 1983. *Methodology for the human sciences*. Albany: SUNY Press, esp. the opening chapter.
- Rabinow, Paul and Sullivan, William M., eds. 1979, 1987. *Interpretive social science*, 1<sup>st</sup> and 2<sup>nd</sup> eds. Berkeley: University of California Press (the contents of the two editions are not identical).
- Ricoeur, Paul. 1971. The model of the text: Meaningful action considered as text. *Social Research* 38/3: 529–62.
- Rorty, Richard. 1979. *Philosophy and the mirror of nature*. Princeton: Princeton University Press.
- Taylor, Charles. 1979/1971. Interpretation and the sciences of man. In Paul Rabinow and William M. Sullivan, eds., *Interpretive social science: A reader*, 25–71. [Also in the 2<sup>nd</sup> ed.] Berkeley: University of California Press.
- Schwartz-Shea, Peregrine and Yanow, Dvora. 2012. *Interpretive research design: Concepts and processes*. New York: Routledge.
- Streeter, Thomas. 2013. Policy, politics, and discourse. *Communication, Culture & Critique* 6/4: 488–501.
- Yanow, Dvora and Schwartz-Shea, Peregrine, eds. 2014/2006. *Interpretation and method: Empirical research methods and the interpretive turn*, 2<sup>nd</sup> ed. Armonk, NY: M E Sharpe, esp. book and part introductions, chs. 1-7, 24-25.

## FOR FURTHER READING ON COURSE TOPICS, DAILY AND BEYOND

### The basics—general

- Brown, Richard Harvey. 1990. Rhetoric, textuality, and the postmodern turn in sociological theory. *Sociological Theory* 8/2: 188-97.
- McCloskey, Donald N. 1985. *The rhetoric of economics*. Madison: University of Wisconsin Press.
- Polkinghorne, Donald E. 2005. Language and meaning: Data collection in qualitative research. *Journal of Counseling Psychology* 52/2: 137-45.
- Searle, John. 2008/1965. What is a speech act? In Ian Hutchby, ed., *Methods in language and social interaction*, ch. 2. London: Sage.
- Searle, John. 1969. *Speech acts*. Cambridge: Cambridge University Press.
- White, Jay D. 1987. Action theory and literary interpretation. *Administration & Society* 19/3: 346-66.
- White, Jay D. 1992. Taking language seriously. *American Review of Public Administration* 22/2: 75-88.

### **On writing as a way of worldmaking [the 'rhetoric' of science]**

[the phrase is from Goodman, Nelson. 1978. *Ways of world-making*. Indianapolis, IN: Hackett.]

Clifford, James and Marcus, George E., eds. 1986. *Writing culture: The poetics and politics of ethnography*. Berkeley: University of California Press.

Firestone, William A. 1987. Meaning in method: The rhetoric of quantitative and qualitative research. *Educational Researcher* 16/7: 16-21.

Geertz, Clifford. 1988. *Works and lives: The anthropologist as author*. Stanford, CA: Stanford University Press. [looking at the writing tactics used in older, central works, e.g., Lévi-Strauss, Malinowski]

Golden-Biddle, Karen and Locke, Karen. 1993. Appealing work: An investigation of how ethnographic texts convince. *Organization Science* 4/4: 595-616.

Golden-Biddle, Karen and Locke, Karen. 1997. *Composing qualitative research*. Thousand Oaks, CA: Sage.

Schwartz-Shea, Peregrine and Yanow, Dvora. 2002. "Reading" "methods" "texts": How research methods texts construct political science. *Political Research Quarterly* 55/2: 457-86.

Van Maanen, John. 1988. *Tales of the field: On writing ethnography*. Chicago: University of Chicago Press.

#### Related: On exhibits as worldmaking

Karp, Ivan and Lavine, Steven D., eds. 1991. *Exhibiting cultures: The poetics and politics of museum display*. Washington, DC: Smithsonian Institution Press.

### **Writing and reading as method, specifically**

Richardson, Laurel. 1994. Writing: A method of inquiry. In Norman K. Denzin and Yvonna S. Lincoln, eds., *Handbook of qualitative research*, 516–29. Thousand Oaks, CA: Sage.

Schwartz-Shea, Peregrine and Yanow, Dvora. 2009. Reading and writing as method: In search of trustworthy texts. In Sierk Ybema, Dvora Yanow, Harry Wels, and Frans Kamsteeg, eds., *Organizational ethnography: Studying the complexities of everyday life*, 56-82. London: Sage.

Yanow, Dvora. 2009. Dear author, dear reader: The third hermeneutic in writing and reviewing ethnography. In Edward Schatz, ed., *Political ethnography: What immersion brings to the study of power*, 275-302. Chicago: University of Chicago Press.

### **The basics—political science [including IR, public policy, ...] and sociology**

Dallmayr, Fred R. 1984. *Language and politics*. Notre Dame, IN: University of Notre Dame Press.

Edelman, Murray. 1977. *Political language: Words that succeed and policies that fail*. NY: Academic Press.

Edelman, Murray. 1985. Political language and political reality. *PS: Political Science and Politics* 18/1: 10-19.

Elshain, Jean Bethke. 1985. The relationship between political language and political reality. *PS: Political Science and Politics* 18/1: 20-26.

Gamson, William A. 1992. *Talking politics*. Cambridge: Cambridge University Press.

Merelman, Richard M., ed. 1992. *Language, symbolism, and politics*. Boulder, CO: Westview Press.

Roe, Emery. 1994. *Narrative policy analysis*. Durham, NC: Duke University Press. [application of Michael Riffaterre's theories of narrative/counter-narrative to empirical cases]

### Empirical examples

Holtzman, Richard. 2010. George W. Bush's rhetoric of compassionate conservatism and its value as a tool of Presidential politics. *Issues in Political Discourse Analysis* 3/1: 1-21.

[Special Issue: "Language and Politics in the United States"]

Schmidt, Ronald, Sr. 2000. *Language policy and identity politics in the United States*. Philadelphia: Temple University Press.

Yanow, Dvora. 1996. *How does a policy mean? Interpreting policy and organizational actions*. Washington, DC: Georgetown University Press, esp. chs. 5-7.

### **Linguistic ethnography**

A (relatively) new method (or a new way of describing interpretive policy analysis and related methods), developed in the UK, which articulates a perspective that encompasses the approach used in this course. See, e.g.:

Copland, Fiona and Creese, Angela. 2015. Linguistic ethnography. In Fiona Copland and Angela Creese, with Frances Rock and Sarah Shaw, eds., *Linguistic ethnography*, 13-27. London: Sage.

Rampton, Ben, Maybin, Janet, and Roberts, Celia. 2015. Theory and method in linguistic ethnography. In Julia Snell, Sarah E. Shaw, and Fiona Copland, eds., *Linguistic Ethnography: Interdisciplinary Explorations*, 14-50. Basingstoke: Palgrave Macmillan.

Shaw, Sarah E., Copland, Fiona, and Snell, Julia. 2015. An introduction to linguistic ethnography. In Julia Snell, Sarah E. Shaw, and Fiona Copland, eds., *Linguistic Ethnography: Interdisciplinary Explorations*, 1-13. Basingstoke: Palgrave Macmillan.

Special Issue on linguistic ethnography, *Journal of Sociolinguistics* 11/5 (2007).

### **Metaphor**

Boje, David M., Luhman, John T., and Cunliffe, Ann L. 2003. A dialectic perspective on the organization theatre metaphor. *American Communication Journal* 6/2 (Winter).

Chilton, Paul and Lakoff, George. 1989. Foreign policy by metaphor. *Center for Research in Language Newsletter* 3/5 (June): 5-18.

Croft, William. 1993. The role of domains in the interpretation of metaphors and metonymies. *Cognitive Linguistics* 4/4: 335-70.

Ezrahi, Yaron. 1995. The theatrics and mechanics of action: The theater and the machine as political metaphors. *Social Research* 62/2 [Special Issue, The power of metaphor]: 299-322.

Jacobs, Claus D. and Heracleous, Loizos Th. 2006. Constructing shared understanding: The role of embodied metaphors in organization development. *Journal of Applied Behavior Science* 42/2: 207-26. [good on theoretical background]

Miller, Don. 2006. The politics of metaphor. *Theory, Culture, and Society* 23/2-3 (in Special Issue on Problematizing Global Knowledge, eds. Mike Featherstone, Couze Venn, Ryan Bishop and John Phillips): 63-65.

O'Donoghue, Josie. 2009. Is a metaphor (like) a simile? Differences in meaning, effect and processing. *UCL Working Papers in Linguistics* 21: 125-149.

Panther, Klaus-Uwe and Thornburg, Linda L. 2007. Metonymy. In Dirk Geeraerts and Hubert

Cuyckens, eds., *Handbook of Cognitive Linguistics*, 236-63. Oxford: Oxford University Press.

- Sacks, Sheldon, ed. 1979. *On metaphor*. Chicago: University of Chicago. (Based on a symposium held in 1978; most chapters published in Ted Cohen, ed., 1978, *Metaphor and the cultivation of intimacy*. *Critical Inquiry* 5/1, Special Issue on Metaphor: 1-176. [http://criticalinquiry.uchicago.edu/past\\_issues/issue/autumn\\_1978\\_v5\\_n1/](http://criticalinquiry.uchicago.edu/past_issues/issue/autumn_1978_v5_n1/) OR [www.jstor.org/stable/i257716](http://www.jstor.org/stable/i257716) [both accessed 16 January 2020].)
- Valdivia, Pablo. 2019. Narrating crises and populism in Southern Europe: Regimes of metaphor. *Journal of European Studies* 49/3-4: 1-20.

### Categories

- Aaron, Jesse Elana. 2015 (May 11). Forever crooked: How everyday language reflects negative attitudes about the physically disabled. <http://theconversation.com/forever-crooked-how-everyday-language-reflects-negative-attitudes-about-the-physically-disabled-38881> [accessed 16 January 2020].
- Bhushan, Nalini. 2002. Eleanor Rosch and the development of successive Wittgensteinian paradigms for cognitive science. In Naomi Schuman and Peg O'Connor, eds., *Feminist interpretations of Ludwig Wittgenstein*, 259-83. University Park, PA: Pennsylvania State University Press.
- Bowker, Geoffrey C. and Star, Susan Leigh. 1999. *Sorting things out*. Cambridge: MIT Press. [from a science studies perspective]
- Edwards, Derek. 1991. Categories are for talking: On the cognitive and discursive bases of categorization. *Theory & Psychology* 1/4: 515-42.
- Jenkins, Richard, ed. 1998. *Questions of competence: Culture, classification and intellectual disability*. Cambridge: Cambridge University Press.
- Jenkins, Richard. 2000. Categorization: Identity, social process and epistemology. *Current Sociology* 48/3: 7-25.
- Lakoff, George. 1987. *Women, fire, and dangerous things*. Chicago: University of Chicago Press. [a linguistics approach]
- Rosch, Eleanor. 1987. Wittgenstein and categorization research in cognitive psychology. In Michael Chapman and Roger A. Dixon, eds., *Meaning and the growth of understanding: Wittgenstein's significance for developmental psychology*, 151-66. Berlin: Springer-Verlag.
- Roth, Wolff-Michael. 2005. Making classifications (at) work: Ordering practices in science. *Social Studies of Science* 53/4: 581-621.
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### Narrative/stories

- Agar, Michael. 2005. Telling it like you think it might be: Narrative, linguistic anthropology, and the complex organization. *E:CO* 7/3-4: 23-34.
- Bevir, Mark. 2000. Historical explanation, folk psychology, and narrative. *Philosophical Explorations* 3/2: 152-68.
- Boje, David M. 1991. The storytelling organization: A study of story performance in an office-supply firm. *Administrative Science Quarterly* 36: 106-26.
- Brooks, Peter and Gewirtz, Paul, eds. 1996. *Law's stories: Narrative and rhetoric in law*. New Haven, CT: Yale University Press.



- Bruner, Jerome. 1985. *Actual minds, possible worlds*. Cambridge: Harvard University Press.
- Bruner, Jerome. 1991. The narrative construction of reality. *Critical Inquiry* 18/1: 1-21.
- Bruner, Jerome. 2004/1987. Life as narrative. *Social Research* 71/3: 691-710.
- Burke, Kenneth. 1989. *On symbols and society*. Ed. and introduction by Joseph R. Gusfield. Chicago: University of Chicago Press.
- Clark, Jack A. and Mishler, Elliot G. 1992. Attending to patients' stories: Reframing the clinical task. *Sociology of Health & Illness* 14/3: 344-72.
- Czarniawska-Joerges, Barbara. 1995. Narration or science? Collapsing the division in organizational studies. *Organization* 2/1: 11-33.
- Czarniawska, Barbara. 1998. *A narrative approach to organization studies*. Thousand Oaks, CA: Sage.
- Dodge, Jennifer, Ospina, Sonia M., and Foldy, Erica Gabrielle. 2005. Integrating rigor and relevance in public administration scholarship: The contribution of narrative inquiry. *Public Administration Review* 65/3: 286-300.
- Ewick, Patricia and Silbey, Susan S. 1995. Subversive stories and hegemonic tales: Toward a sociology of narrative. *Law & Society Review* 29/2: 197-226.
- Feldman, Martha S., Skoldberg, Kaj, Brown, Ruth Nicole, and Horner, Debra. 2004. Making sense of stories: A rhetorical approach to narrative analysis. *Journal of Public Administration Research and Theory* 14/2: 147-70. [good on theory]
- Gabriel, Yiannis. 2005. Review of Stephen Denning, *The leader's guide to storytelling* (San Francisco: Jossey-Bass, 2005). *Organization Studies* 26/9: 1426-32. [lovely essay, covering various approaches to storytelling theory]
- Garrett, Terence M. 2013. Stories managers tell and the knowledge analytic: A brief review of Ralph Hummel's work and influence. *Administrative Theory & Praxis* 35/1: 163-67.
- Goldstein, Bruce Evan, Wessels, Anne Taufen, Lejano, Raul, and Butler, William. 2013. Narrating resilience: Transforming urban systems through collaborative storytelling. *Urban Studies* 52/7: 1285-1303.
- Hanne, Michael, Crano, William D., and Mio, Jeffrey Scott. 2014. *Warring with words: Narrative and metaphor in politics*. NY: Psychology Press.
- Hatch, Mary Jo. 1996. The role of the researcher: An analysis of narrative position in organization theory. *Journal of Management Inquiry* 5/4: 359-74. With responses from Deetz, Putnam, and Van Maanen.
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- Robert, Dominique and Shenhav, Shaul. 2014. Fundamental assumptions in narrative analysis: Mapping the field. *The Qualitative Report* 19/38: 1-17.  
<https://nsuworks.nova.edu/tqr/vol19/iss38/3> [accessed 17 January 2020].
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- Shanahan, Elizabeth A., Jones, Michael D., and McBeth, Mark K. 2011. Policy narratives and policy processes. *Policy Studies Journal* 39/3:535-61. [for a realist-objectivist approach]
- Shenhav, Shaul R. 2007. Detecting stories: Revealing the hidden “voices” in public political discourse. *Journal of Language and Politics* 6/2: 177-200.
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