Honours Certificate

Concepts that Matter: Sustainability and Democracy

Module 2 (10 ECTS)

Data-driven Conceptual Analysis

This module aims to provide students with training in corpus analysis, with a particular focus on the use of corpora for conceptual analysis. Students will learn to access and interrogate the Oslo Medical Corpus and the Genealogies of Knowledge corpus through a web-based interface, using the extensive range of digital tools provided to collect and analyze data. The module offers a rare and valuable opportunity for students with many different backgrounds to work together to gather and analyse data, explore areas of agreement and disagreement, and develop a more nuanced appreciation of the diversity of meanings that the same concept may acquire in different contexts. This module is designed to complement Module 1, Understanding Key Concepts in Social and Political Life, as part of the MA Supplement/Honours Certificate on Concepts that Matter: Democracy and Sustainbility. Students will have access to large electronic resources and software tools to interrogate the use of key concepts in a wide range of discourses and will be encouraged to gather further empirical data to explore the concepts introduced and discussed in the first module.

Knowledge

A student who has completed this module will be able to:

- explain what corpora are and how they can be employed for conceptual analysis;
- understand how to use various visualization tools to reveal strong patterns and enhance the analysis of very large corpora;
- explain how to access and make sense of metadata on the provenance of a particular pattern to understand who uses it and in what context;

Skills

A student who has completed this module will be able to:

- use corpus analysis to generate, sort and analyse concordances to reveal various discursive patterns that offer an insight into the use and meanings of a specific concept;
- use corpus analysis tools to reveal constellations of concepts associated with democracy and sustainability;;
- engage in collective, live analysis of authentic data drawn from very large corpora in a *datathon* setting.

General competence

A student who has completed this module will be able to:

- present the findings of textual analysis r clearly to peers and experts;
- develop a more informed and critically aware use of language

Teaching forms and structure

- Total hours: 30
- 60% student driven learning = 18
    - These hours also count towards the final exam, i.e. the student driven learning is integrated into the final examination, which will consist of a live datathon (see below)
- 40% lecture and seminars based = 12 hours
- 18 hours student activities
- Approx. 500 pages literature based on norm for 10 ECTS at UiO

The module incorporates online workshops and student driven activities. The teaching will start with guided workshops and, as the students become familiar with the corpora and the tools, they will continue working in student-driven collaborative sessions. The final session will consist of an in-person, collaborative datathon where students will work together to analyze and interpret the data collected.

Examination form

- Each team of students will prepare a digital poster summarizing their findings. Each student will additionally submit a 2000-word report presenting their analysis and interpretation of the data collected for one or more of the concepts discussed.

- Grading: Pass/fail

Indicative syllabus

Session 1.: The empirical study of language: introduction to the OMC and GoK corpora

Session 2: Patterning and data-driven learning
Session 3: Retrieving concepts from large corpora
Session 4: Corpus and context
Session 5: Articulating agonism
Session 6: Final datathon

Suggested reading:

Berg, H, Askheim, C., Heggen, K. M., Sandset, T. J., & Engebretsen, E. (2022). From evidence-based to sustainable healthcare: Cochrane revisited. *Journal of Evaluation in Clinical Practice*, *ahead of print*, 1-4.

Buts, J., Baker, M., Luz, S., Engebretsen, E., 2021. Epistemologies of evidence-based medicine: a plea for corpus-based conceptual research in the medical humanities. Med. Health Care Philos. 24, 621–632. https://doi.org/10.1007/s11019-021-10027-2

Dayrell, C., Clarke, I., & Semino, E. (2021). 'Face masks' and 'face coverings' in the UK press during the COVID-19 pandemic: Scottish vs. national newspapers. *CASS*.

Stubbs, M. (2010). Three concepts of keywords. In M. Bondi & M. Scott (Eds.), *Keyness in Texts* (pp. 21-42). John Benjamins.

Koselleck, R. (1996). A response to comments on the *Geschichtliche Grundbegriffe*. In H. Lehmann y M. Richter (Eds.), *The Meaning of Historical Terms and Concepts: New Studies on Begriffsgeschichte* (pp. 59-70). German Historical Institute.

Pérez-González, P. (2020). Is climate science taking over the science?: A corpus-based study of competing stances on bias, dogma and expertise in the blogosphere. in M. Baker and H. Jones (eds) *Genealogies of Knowledge*, special issue of *Humanities and Social Sciences Communications* 7(92).