A critical perspective
on discursive coercion
in history textbooks

Patricia von Münchow

EDA, Université Paris Cité

17th international IARTEM conference 2024, Université Paris Cité

Outline

- Aim(s)
- From text(book) analysis to discourse theory and back
- The "already-known"
- The "to-be-said"
- The "not-to-be-said"
- Conclusion and perspectives

Outline

- Aim(s)
- From text(book) analysis to discourse theory and back
- The "already-known"
- The "to-be-said"
- The "not-to-be-said"
- Conclusion and perspectives

Aim(s)

- What do students learn through textbooks concerning
  - what they should know or should have already known?
  - what they should say or not say?
- How exactly do they learn it on a discursive level?

→What can discourse analysis do for a study on textbooks… and vice versa?

Outline

- Aim(s)
- From text(book) analysis to discourse theory and back
- The "already-known"
- The "to-be-said"
- The "not-to-be-said"
- Conclusion and perspectives

(French) discourse analysis. A few references

- Pêcheux, Michel. 1990. *L'inquiétude du discours*. Textes de Michel Pêcheux choisis et présentés par Denise Maldidier. Paris: Éditions des Cendres.

- Moirand, Sophie. 2006. "Textes/discours et co(n)textes. Entretien." *Pratiques* 129-130: 43-49.

- Maingueneau, Dominique. 1995. "Présentation." *Langages* 117: 5-11.

- Maingueneau, Dominique. 2014. "L'analyse du discours et l'espace européen. Quelques réflexions." In *Les Sciences du langage en Europe : tendances actuelles*, edited by Aude Grezka, Malory Leclère and Malika Temmar, 15-22. Paris: Lambert Lucas.

(French) discourse analysis. A short definition

Discourse analysts « try to maintain a balance between seeking to understand discourse itself in how it functions, on the one had, and socio-historic or psychological phenomena on the other hand ».

Maingueneau, D. (2012). « Que cherchent les analystes du discours ? », *Argumentation et Analyse du Discours*, 9, <http://aad.revues.org/1354>, p. 6.

A series of studies on textbooks

- French and German first-language textbooks for the second grade
- French and German first-language textbooks for the ninth grade
- French and German history textbooks for the ninth grade: chapters on World War I
- French and German history textbooks for the ninth grade (≈): chapters on National Socialism and World War II
- German history textbooks for the ninth grade (≈) 1949-today: chapters on National Socialism and World War II

Patricia von Münchow

L'analyse du discours contrastive
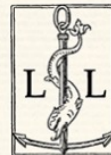
Théorie, méthodologie, pratique

Patricia von Münchow

Comment
les manuels d'histoire allemands
parlent du national-socialisme

Une étude discursive du dit et du non-dit

A series of studies on textbooks

- French and German first-language textbooks for the second grade
- French and German first-language textbooks for the ninth grade
- French and German history textbooks for the ninth grade: chapters on World War I
- French and German history textbooks for the ninth grade (≈): chapters on National Socialism and World War II
- German history textbooks for the ninth grade (≈) 1949-today: chapters on National Socialism and World War II

Corpus

- Arias, S. & Chaudron, É., ed. (2012) : *Histoire Géographie 3ᵉ*, Paris, Belin
- Azzouz, Rachid & Gache, Marie-Laure, ed. (2012) : *Histoire Géographie 3ᵉ*, Paris, Magnard
- Hazard-Tourillon, A.-M. & Fellahi, A., ed. (2012) : *Histoire Géographie 3ᵉ*, Paris, Nathan
- Ivernel, M. & Villemagne, B., ed. (2012) : *Histoire Géographie 3ᵉ*, Paris, Hatier

- Christoffer, S. *et alii* (2013) : *Mitmischen 3*, Stuttgart/Leipzig, Ernst Klett Verlag
- Lendzian, H.-J. & Mattes, W., ed. (2006) : *Zeiten und Menschen 4*, Paderborn, Schöningh
- Regenhardt, H.-O. & Tatsch, C., ed. (2009) : *Forum Geschichte. Band 4: Vom Ersten Weltkrieg bis heute*, Berlin, Cornelsen
- Sauer, M., ed. (2011) : *Geschichte und Geschehen 6*, Stuttgart/Leipzig, Ernst Klett Verlag
- Simianer, N., ed. (2006) : *Von… bis 3. Geschichtsbuch für Realschulen*, Paderborn, Schöningh

Discourse analysis as I practice it

- Describe discursive cultures by means of syntactic, semantic, enunciative, sequential categories among others

- A discursive culture can be defined by what can and cannot, must and need not be said and how it can/cannot/must/need not be said in a discursive community in a given context.

- "A discursive culture lies in the relationship between 1) a layered set of social representations, on the one hand, and 2) discursive representations, on the other hand, that take into account, convey, construct and transform the content as well as the status of the social representations through specific levels of linguistic marking or non-marking."

    [von Münchow, P. (2021): *L'analyse du discours contrastive. Théorie, méthodologie, pratique*, Limoges, Lambert Lucas, p. 106]

		Status of a representation within a community	Level of marking	Analytical procedures to access representations (examples)	Linguistic markers and discursive procedures to observe (examples)
U N S A I D	1	obvious	no marking	searching for associated actors and actions, for argumentative premises, for instabilities within a data set, comparison	
	2	dominant	low	all types of analyses (compositional procedures, syntax, semantics, enunciation, sequential types, argumentation, presupposition, "the preconstructed", category-1 procedures…)	indexation, thematization, inscription in non-strategic textual positions or non-salient argumentative positions (e.g. premise rather than conclusion), "calls for prediscourses", presupposition
S A I D	3	acceptable = on their way to becoming dominant OR declining	high	content analysis, searching for typical markers (see right →)	over-assertion, rhematiza-tion, meta-discourse, justi-fication, salient designa-tions (new, unusual, etc.), inscription in strategic tex-tual positions (beginning, end), intensity markers
	4	sensitive (beginning to emerge OR widely challenged)	low	all types (see cat. 2)	indexation, reported speech, euphemization, metaphore, inscription in peripheral textual positions
U N S A I D	5	inappropriate	low or no marking	see cat. 1	euphemization, allusion, metaphore
	6	unacceptable	no marking	see cat. 1	
	7	non-existant or irrelevant	no marking	comparison	

		Status of a representation within a community	Level of marking	Analytical procedures to access representations (examples)	Linguistic markers and discursive procedures to observe (examples)
U N S A I D	1	obvious	no marking	searching for associated actors and actions, for argumentative premises, for instabilities within a data set, comparison	
D	2	dominant	low	all types of analyses (compositional procedures, syntax, semantics, enunciation, sequential types, argumentation, presupposition, "the preconstructed", category-1 procedures…)	indexation, thematization, inscription in non-strategic textual positions or non-salient argumentative positions (e.g. premise rather than conclusion), "calls for prediscourses", presupposition
S A I D	3	acceptable = on their way to becoming dominant OR declining	high	content analysis, searching for typical markers (see right →)	over-assertion, rhematiza-tion, meta-discourse, justi-fication, salient designa-tions (new, unusual, etc.), inscription in strategic tex-tual positions (beginning, end), intensity markers
	4	sensitive (beginning to emerge OR widely challenged)	low	all types (see cat. 2)	indexation, reported speech, euphemization, metaphore, inscription in peripheral textual positions
U N S	5	inappropriate	low or no marking	see cat. 1	euphemization, allusion, metaphore
A	6	unacceptable	no marking	see cat. 1	
I D	7	non-existant or irrelevant	no marking	comparison	

		Status of a representation within a community	Level of marking	Analytical procedures to access representations (examples)	Linguistic markers and discursive procedures to observe (examples)
U N S A I D	1	obvious	no marking	searching for associated actors and actions, for argumentative premises, for instabilities within a data set, comparison	
	2	dominant	low	all types of analyses (compositional procedures, syntax, semantics, enunciation, sequential types, argumentation, presupposition, "the preconstructed", category-1 procedures…)	indexation, thematization, inscription in non-strategic textual positions or non-salient argumentative positions (e.g. premise rather than conclusion), "calls for prediscourses", presupposition
S A I D	3	acceptable = on their way to becoming dominant OR declining	high	content analysis, searching for typical markers (see right →)	over-assertion, rhematiza-tion, meta-discourse, justi-fication, salient designa-tions (new, unusual, etc.), inscription in strategic tex-tual positions (beginning, end), intensity markers
	4	sensitive (beginning to emerge OR widely challenged)	low	all types (see cat. 2)	indexation, reported speech, euphemization, metaphore, inscription in peripheral textual positions
U N S A I D	5	inappropriate	low or no marking	see cat. 1	euphemization, allusion, metaphore
	6	unacceptable	no marking	see cat. 1	
	7	non-existant or irrelevant	no marking	comparison	

		Status of a representation within a community	Level of marking	Analytical procedures to access representations (examples)	Linguistic markers and discursive procedures to observe (examples)
U N S A I D	1	obvious	no marking	searching for associated actors and actions, for argumentative premises, for instabilities within a data set, comparison	
	2	dominant	low	all types of analyses (compositional procedures, syntax, semantics, enunciation, sequential types, argumentation, presupposition, "the preconstructed", category-1 procedures…)	indexation, thematization, inscription in non-strategic textual positions or non-salient argumentative positions (e.g. premise rather than conclusion), "calls for prediscourses", presupposition
S A I D	3	acceptable = on their way to becoming dominant OR declining	high	content analysis, searching for typical markers (see right →)	over-assertion, rhematiza-tion, meta-discourse, justi-fication, salient designa-tions (new, unusual, etc.), inscription in strategic tex-tual positions (beginning, end), intensity markers
U N S A I D	4	sensitive (beginning to emerge OR widely challenged)	low	all types (see cat. 2)	indexation, reported speech, euphemization, metaphore, inscription in peripheral textual positions
	5	inappropriate	low or no marking	see cat. 1	euphemization, allusion, metaphore
	6	unacceptable	no marking	see cat. 1	
	7	non-existant or irrelevant	no marking	comparison	

		Status of a representation within a community	Level of marking	Analytical procedures to access representations (examples)	Linguistic markers and discursive procedures to observe (examples)
U N S A I D	1	obvious	no marking	searching for associated actors and actions, for argumentative premises, for instabilities within a data set, comparison	
	2	dominant	low	all types of analyses (compositional procedures, syntax, semantics, enunciation, sequential types, argumentation, presupposition, "the preconstructed", category-1 procedures…)	indexation, thematization, inscription in non-strategic textual positions or non-salient argumentative positions (e.g. premise rather than conclusion), "calls for prediscourses", presupposition
S A I D	3	acceptable = on their way to becoming dominant OR declining	high	content analysis, searching for typical markers (see right →)	over-assertion, rhematiza-tion, meta-discourse, justi-fication, salient designa-tions (new, unusual, etc.), inscription in strategic tex-tual positions (beginning, end), intensity markers
	4	sensitive (beginning to emerge OR widely challenged)	low	all types (see cat. 2)	indexation, reported speech, euphemization, metaphore, inscription in peripheral textual positions
U N S A I D	5	inappropriate	low or no marking	see cat. 1	euphemization, allusion, metaphore
	6	unacceptable	no marking	see cat. 1	
	7	non-existant or irrelevant	no marking	comparison	

Outline

- Aim(s)
- From text(book) analysis to discourse theory and back
- The "already-known"
- The "to-be-said"
- The "not-to-be-said"
- Conclusion and perspectives

The already-known

Der Beginn: Juden werden terrorisiert und entrechtet

/…/ Vom ersten Tag an waren die Juden schlimmsten Repressionen ausgesetzt; ihre Ausgrenzung und Verfolgung mündete letztlich im organisierten Massenmord in den Todesfabriken. [GG 36]

[**The beginning: Jews are terrorized and deprived of their rights**

/…/ From the very first day Jews were exposed to the worst repression; their isolation and persecution finally resulted in the organized mass murder in the death factories.]

Im Herbst 1941 begannen die Nationalsozialisten mit den ersten Deportationen aus dem alten Reichsgebiet in die Gettos und Konzentrationslager im Osten. [VB 172]

[In the fall of 1941 the National Socialists started the first deportations from the territory of the old Reich towards the ghettos and concentration camps in the East.]

Outline

- Aim(s)
- From text(book) analysis to discourse theory and back
- The "already-known"
- The "to-be-said"
- The "not-to-be-said"
- Conclusion and perspectives

Begründe anhand des Augenzeugenberichts und des Bildes zur Selektion, warum der Völkermord „fabrikmäßig organisiert" war (Q4, Q5). [GG (6) 51]

[Using the eyewitness account and the photo of the selection, give reasons why the genocide was "industrially organized".]

Outline

- Aim(s)
- From text(book) analysis to discourse theory and back
- The "already-known"
- The "to-be-said"
- The "not-to-be-said"
- Conclusion and perspectives

… and the not-to-be-said

Begründe, warum die Vernichtung der europäischen Juden ein einzigartiges, mit nichts zu vergleichendes Verbrechen darstellt. [GG (6) 48]

[Give reasons why the extermination of the European Jews represents a unique crime which cannot be compared to anything.]

		Status of a representation within a community	Level of marking	Analytical procedures to access representations (examples)	Linguistic markers and discursive procedures to observe (examples)
U N S A I D	1	obvious	no marking	searching for associated actors and actions, for argumentative premises, for instabilities within a data set, comparison	
	2	dominant	low	all types of analyses (compositional procedures, syntax, semantics, enunciation, sequential types, argumentation, presupposition, "the preconstructed", category-1 procedures…)	indexation, thematization, inscription in non-strategic textual positions or non-salient argumentative positions (e.g. premise rather than conclusion), "calls for prediscourses", presupposition
S A I D	3	acceptable = on their way to becoming dominant OR declining	high	content analysis, searching for typical markers (see right →)	over-assertion, rhematiza-tion, meta-discourse, justi-fication, salient designa-tions (new, unusual, etc.), inscription in strategic tex-tual positions (beginning, end), intensity markers
	4	sensitive (beginning to emerge OR widely challenged)	low	all types (see cat. 2)	indexation, reported speech, euphemization, metaphore, inscription in peripheral textual positions
U N S A I D	5	inappropriate	low or no marking	see cat. 1	euphemization, allusion, metaphore
	6	unacceptable	no marking	see cat. 1	
	7	non-existant or irrelevant	no marking	comparison	

Presence and absence of actors and actions:

van Leeuwen, Theo. 2008. *Discourse and Practice. New Tools for Critical Discourse Analysis*. Oxford: Oxford University Press.

Nach inoffiziellen Schätzungen fanden bei der Vertreibung ungefähr drei Millionen Deutsche den Tod. Viele waren den Strapazen, den Verfolgungen und Erniedrigungen nicht gewachsen und starben auf dem Weg. Andere kamen durch Mord, Hunger, Vergewaltigung und Seuchen ums Leben. Sie mussten die Rechnung für die verbrecherische und maßlose Politik der Nationalsozialisten bezahlen. [VB 360-361]

[According to unofficial estimations approximately three million Germans died during the expulsion. Many could not cope with the exertions, the persecutions and the humiliations and died on the way. Others lost their lives through murder, hunger, rape and epidemics. They had to pay the bill for the criminal and exorbitant politics of the National Socialists.]

Nach inoffiziellen Schätzungen fanden bei der Vertreibung ungefähr drei Millionen Deutsche den Tod. Viele waren den Strapazen, den Verfolgungen und Erniedrigungen nicht gewachsen und starben auf dem Weg. Andere kamen durch Mord, Hunger, Vergewaltigung und Seuchen ums Leben. Sie mussten die Rechnung für die verbrecherische und maßlose Politik der Nationalsozialisten bezahlen. [VB 360-361]

[According to unofficial estimations approximately three million Germans died during the expulsion. Many could not cope with the exertions, the persecutions and the humiliations and died on the way. Others lost their lives through murder, hunger, rape and epidemics. They had to pay the bill for the criminal and exorbitant politics of the National Socialists.]

Nach inoffiziellen Schätzungen fanden bei der Vertreibung ungefähr drei Millionen Deutsche den Tod. Viele waren den Strapazen, den Verfolgungen und Erniedrigungen nicht gewachsen und starben auf dem Weg. Andere kamen durch Mord, Hunger, Vergewaltigung und Seuchen ums Leben. Sie mussten die Rechnung für die verbrecherische und maßlose Politik der Nationalsozialisten bezahlen. [VB 360-361]

[According to unofficial estimations approximately three million Germans died during the expulsion. Many could not cope with the exertions, the persecutions and the humiliations and died on the way. Others lost their lives through murder, hunger, rape and epidemics. They had to pay the bill for the criminal and exorbitant politics of the National Socialists.]

Nach inoffiziellen Schätzungen fanden bei der Vertreibung ungefähr drei Millionen Deutsche den Tod. Viele waren den Strapazen, den Verfolgungen und Erniedrigungen nicht gewachsen und starben auf dem Weg. Andere kamen durch Mord, Hunger, Vergewaltigung und Seuchen ums Leben. Sie mussten die Rechnung für die verbrecherische und maßlose Politik der Nationalsozialisten bezahlen. [VB 360-361]

[According to unofficial estimations approximately three million Germans died during the expulsion. Many could not cope with the exertions, the persecutions and the humiliations and died on the way. Others lost their lives through murder, hunger, rape and epidemics. They had to pay the bill for the criminal and exorbitant politics of the National Socialists.]

		Status of a representation within a community	Level of marking	Analytical procedures to access representations (examples)	Linguistic markers and discursive procedures to observe (examples)
U N S A I D	1	obvious	no marking	searching for associated actors and actions, for argumentative premises, for instabilities within a data set, comparison	
	2	dominant	low	all types of analyses (compositional procedures, syntax, semantics, enunciation, sequential types, argumentation, presupposition, "the preconstructed", category-1 procedures…)	indexation, thematization, inscription in non-strategic textual positions or non-salient argumentative positions (e.g. premise rather than conclusion), "calls for prediscourses", presupposition
S A I D	3	acceptable = on their way to becoming dominant OR declining	high	content analysis, searching for typical markers (see right →)	over-assertion, rhematiza-tion, meta-discourse, justi-fication, salient designa-tions (new, unusual, etc.), inscription in strategic tex-tual positions (beginning, end), intensity markers
U N S A I D	4	sensitive (beginning to emerge OR widely challenged)	low	all types (see cat. 2)	indexation, reported speech, euphemization, metaphore, inscription in peripheral textual positions
	5	inappropriate	low or no marking	see cat. 1	euphemization, allusion, metaphore
	6	unacceptable	no marking	see cat. 1	
	7	non-existant or irrelevant	no marking	comparison	

Deutsche werden vertrieben. Häufig blieb es nicht nur bei Demütigungen wie die Kennzeichnung mit Hakenkreuzen. (Foto, 1945) [MM 87]

Germans are expelled. Often what happened was not only limited to humiliations such as the marking with swastikas. (Photo, 1945)

Outline

- Aim(s)
- From text(book) analysis to discourse theory and back
- The "already-known"
- The "to-be-said"
- The "not-to-be-said"
- Conclusion and perspectives

Conclusion and perspectives

- Many discursive constraints when speaking about national socialism and World War II

Conclusion and perspectives

- Many discursive constraints when speaking about national socialism and World War II

→Two major problems

- Students do not understand the events
- They could feel muzzled

→Risk: expression of unwanted opinions in other contexts without the possibility to counter them

Conclusion and perspectives

- Many discursive constraints when speaking about national socialism and World War II

→Two major problems

  - Students do not understand the events
  - They could feel muzzled

→Risk: expression of unwanted opinions in other contexts without the possibility to counter them

→Other solutions?

  - Explicit mention of all agents and actions, but also of discursive conventions
  - School as a discursive safe space

Thank you!

patricia.vonmunchow@u-paris.fr