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Exploring Subtle Mechanisms in Discourses of Belonging by Combining the Logics Approach with Critical Discourse Analysis

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Working paper 3

Exploring subtle mechanisms in discourses of belonging by combining the Logics approach with Critical discourse analysis

—Discourse analytical guideline to work package 3—

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Overall analytical framework of work package 3

This discourse analytic guideline is aimed to present a discourse analytical/methodological framework for the work package 3 (WP3) analytical process.

Our main **aim** in WP3 is *to identify discourses of belonging¹ and logics of inclusion and exclusion that are inherent in wider social and political contexts.*² Discourses of belonging create logics of inclusion and exclusion. These logics of inclusion and exclusion have impact on the distribution of social security rights as they frame the public good by expressing:

- how welfare benefits should be used and whom should be entitled.
- the borders of nation and society;
- what society and its economy should look like;
- migrants' roles in this;
- the relationship between society and individuals.

Following Fairclough (2003), discourse is here defined as situated text and talk – as language use in speech and writing. Discourses are, according to CDA, particular macro ways of representing aspects of the world around us, that are used in micro level talk and writing. The situated text and talk we have chosen as **data** in WP3 is interviews with policy and regulation experts – interviews that we transform into transcripts, *texts*. Our “units of measurement” are the expert interpretations of portability regulations, free EU movement, welfare and related debates etc. The transcripts, and the interpretations they contain, we hence regard as representing the wider social and political contexts.

Our **operationalized research questions** are:

- Who belongs where, when and on which conditions and with which consequences?
- What are the logics of inclusion and exclusion that are expressed in gendered etc. discourses of belonging (various intersectional categories according to open approach, see below)?

As **basic theoretical perspective** for analysing who is included and who is not we use a discourse oriented *intersectional perspective*. That is, we take interest in how various power axes and cultural categories interplay and intertwine.³ We analyse our data with an open impact approach, which means that the number of intersectional categories and the way they shape each other is to be reconstructed empirically, see table 1 below.

¹ Discourses of belonging are understood in the application as naturalized views on national membership and belonging that can include gendered, ethnicized/nationalized, age- and class-related patterns of belonging as well as cosmopolitan belonging.

² The final aim of the WP3 will be to make analytical *suggestions* about the relationship between the discourses of belonging we detected in WP3 and the patterns of migrants' portability practices exposed in the WP2 survey.

³ For discourse oriented intersectional studies with focus on welfare and migration, see e.g.: Yuval-Davis, N. (2011) and Kofman E., Phizacklea, A., Raghuram, P. and Sales, R. (2013)

Table 1.

POSSIBLE RELEVANT INTERSECTIONAL CATEGORIZATIONS	
Gender	
Ethnicity/race (incl. references to “religion “)	
Nationality (in terms of a political membership)	
Class (incl. status of employment)	
Age	
Sexuality	
Health	
Spatial categories: Migration, and (im)mobility (incl. references to legal status), global, local, national, transnational etc.	
Cosmopolitan belonging: a positive valuation of ethnic, national and other differences within a political entity (of EU)	
(Amelina 2016, unpublished power point)	

The **discourse analytical theories/research methodologies** we use are *the Logics Approach (LA)* developed by Jason Glynos and David Howarth in combination with concepts from Norman Fairclough’s *Critical Discourse Analysis (CDA)*. LA and CDA both contains packages where theory and method are closely integrated. Both have also the intersectional perspective built into them as they are problem driven (as opposed to method or theory driven approaches). This means that it is our research problem that directs how we go about our work and how we make the analysis, that is, our intersectionally constructed aim and research questions guides our analysis.

As a **practical instrument for handling our data** we may use **ATLAS.ti**. Please remember that this is an instrument to use to *facilitate* your work. So, do not get stuck on this instrument, do not lose yourself into details and do not spend too much time on it. It is the overall analysis that is our goal. For inspiration, look at Friese’s handbook (2014).

Schematic view of overall analytic framework of WP3

Table 2.

Theoretic umbrella	Discourse-oriented studies of intersectionality with the focus on the field of migration and welfare (i.e. Yuval-Davis 2011).
Research theory and methodology	Discourse Analysis (LA & CDA).
Units of analysis	Discourses of belonging related to the regulations of portability: Interplay of gendered, ethnicized/racialized and class-specific categorizations; cosmopolitan categorizations as well as categories of migration and (im)mobility etc.
Units of measurement	Expert interpretations of regulations of portability and free movement within the EU etc.

Discourse analytical/methodological framework

As in all analysis, the goal of our WP3 analysis is to systematize, interpret and understand our data in relation to our research aims. As mentioned we will analyse the expert interviews with the help of *the Logics approach, LA and Critical Discourse Analysis, CDA*, used in an *intersectional* way.

The CDA approach offers concrete and hands-on concepts for the analysis of experts' interviews. It is concerned with what language and other discursive practices *do*, that is with the *effects* of language and discursive practice. It views language/discursive practices as intertwined with structures of subordination. This goes well together with our aim to identify naturalized views on national membership and belonging as well as to identify their effects.

Inspired by Egan Sjölander & Gunnarsson Payne (2011) as well as by Remling's work (forthcoming), we combine the CDA methodological approach with the Logics approach. The Logics approach is an offshoot to Political Discourse Theory (PDT) and a very new development that tries to make PDT more transparent and easier to use in analysis of empirical material. The combination of these two approaches will provide us the possibility to say something more about the data than what is obvious from the interviews (see also West 2011). LA will help us to *analyse* the discourses, to explain their (in)consistencies and detect the logics of inclusion and exclusion created. CDA in turn will for example help us to get access to the tacit and untold levels of the expert narratives, to *identify* discourses of belonging and the different logics they are built of.

The key-points of CDA (Reminder):

- Discourses are constituted by social practices but also constitute social practices.
- Discourses do not merely reflect reality, but enable (social) reality
- Discourses contribute in constituting subject positions (and thus social identities), relationships between people and groups and systems of knowledge and belief.
- Discourses must be understood in their historical and political context.
- Discourses can be changed over time, for example by social actors.

- Discourses contribute to the creation and reproduction of unequal societal power relations.

The key-points of LA:

- *Social logics* are social practices that have become naturalised, that are no longer questioned or even discussed, that are regularly taken for granted.
- *Political logics* are social practices that are contested or questioned.
- *Fantasmatic logics* have often an ideological dimension and concern the reasons why social actors are invested in certain phenomena – why they are “captured” by certain practices.

In next section we outline **a work model**, which we have developed for the WP3 analysis. It contains **five analytical steps** – from transcription to writing CT paper.

Although there are five analytical steps in our model, two of these can be considered as the *main* steps for making the discourse analysis. In the first of these main analytical steps (see step 3 in the overall work model) we categorise the interview transcripts with help of guiding questions. The aim here is to *identify elements* of discourses. In the second of these main analytical steps (see step 4 in the overall work model) a) we analyse the different elements we have found in order to *identify the discourses* of belonging of our different country cases. Thereafter we b) *analyse the country case discourses* we identified with the help of tools from CDA and LA. The aim here is to uncover and understand the various logics within the *discourse* – and how these underpin or challenge each other and produce logics of inclusion and exclusion. The analytical process in the two main analytical steps can be visualised like this:

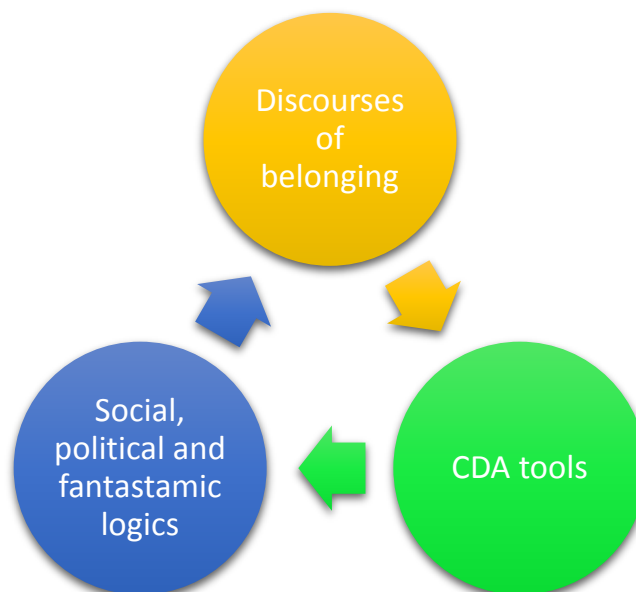


Figure 1.

A five-step model for the WP3 discourse analysis

The WP analytical work from transcriptions to writing of WP3 CT papers will be performed in a five-step working model. The steps are generally performed by first analysing interview by interview and then by a comparative analysis of all interviews:

- **Step 1.** Transcription and analytical transcription notes
- **Step 2.** Analysis of expert interviews as social practice
- **Step 3.** Identification of elements in the discourse
- **Step 4.** Identification of discourses of belonging and analysis
- **Step 5.** WP3 CT paper

Observe that the model below is constructed for analytical purpose. In the actual process of analysis, the five steps may be merged as we use a retroductive approach – that is, move back and forth between the texts (data) and the theories/methodologies. You may for example start do work with step 2 and more already during step 1 below.

Please remember that discourse analysis is not method driven but *problem driven*. The ability to answer our aim and research question guides the CTs in how to go about their work. Even though we developed this model the methodology will always to some extent have to be adjusted and produced along the way – in relation to the research process, the individual country case and in relation to the research questions. That is, when minor questions arise please ask yourself and your team: what is the best way to proceed in your specific case in order to answer to the research questions.

Step 1. Transcriptions and analytical transcription notes

As you all know, analysis starts when doing the first interview transcription. The close observation that the transcribing entails will make you notice unanticipated phenomena and give you interpretative insights. In line with what is proposed in the overall WP3 guidelines (Runfors 2015) these analytical insights should be written down immediately during the transcription work (so nothing will vanish from your mind), in a separate *analytical transcription note* (one for each interview). The analytical transcription notes are your “private” notes and they will be very important in your further discourse analysis, for example when you are categorising the interviews and when you are analysing logics, see below. This step may already be partly conducted in some country teams.

By each interview you transcribe, you will get new and additional insights, notice similarities as well as variations. These new insights should also be written down in the analytical note of the present interview. The insights will also offer you new analytical angles on previously interviews. This means that you need to go back and look at previous transcripts with your new insights and write down additional thoughts in previous analytical transcriptions. Hence, the analytical process in WP3 means that you will repeatedly move back and forth between the various interview transcripts and analytical notes – as the different interviews will shed light on each other.

When all the interview transcripts and all analytical notes are finalized you perform step two below – and after that move on to the two main analytical stages for making the discourse analysis, see step 3 and 4 below.

Step 2. Analysis of expert interviews as social practice

By analysing the transcripts with the help of the CDA concepts *social practice* and *style* the aim of this step is to get insight in the context of the interviews and furthermore to write reflexive methodological notes. The analysis of the contexts will give us insight in the positions and agencies from which experts are speaking. Work interview by interview and then make a comparative analysis of all interviews looking for differences as well as for similarities.

*Social practice*⁴

We use the CDA concept *social practice* to analyse the interview as practice. This gives us a chance to reflect on how the interview as method and occasion determines/shapes the specific ways of acting of the interviewer and the interviewee – and hence how these aspects influenced the outcome of the interview.

In order to determine the social practice in which our interviews are framed, you can answer the following questions:

- Who were the people present during the interaction?
- Was it a one-to-one interaction?
- Was it a mediated interaction or were the participants co-present in time and space?
- What was the setting for the interview? (a public place or an office, for example?)
- Who was asking questions? Who was answering?
- What was the respective role of the participants? Position and agency of the expert for example.
- How was the social relation between the participants?
- How did the participants act in other respects?
- How did the interaction go on?
- How did the interaction impact the outcome of the interview and influence the discourse?

*Style*⁵

Use the CDA concept *style* to gain insights in the social identity, the style and position of the interviewee and how these things influenced the outcome of the interview. Please, write down your reflections about which features characterize the styles that are drawn upon [the phonological features, the pronunciation, intonation, the stresses (emphasis), the pausing and flow strategies as well as the interplay between language and body language].⁶

Step 3. Identification of elements in the discourse

The aim of this step is to recognize various elements in discourses of belonging present in the transcripts. In order to do this, we *categorise our interview transcripts with the help of a series of guiding questions*:

- Reread all your transcripts and analytical notes to have in-depth sense of your material.
- Pose the below guiding questions to your transcripts and then categorize the transcripts using the questions. Work interview by interview and then make a comparative analysis of all interviews.
- Use Atlas.ti to organize your findings if you find it helpful.

⁴ See Fairclough chapter 2

⁵ See Fairclough chapter 9

- ⁶ The CDA concepts *social event* respectively genre chain will be used by the SE CT to create a general methodological reflexive framework for all the WP3 papers and for the comparative chapter.

Hence, the material we analyse here are the interview transcripts of the expert interviews. Note that we from now on, in line with CDA, define the transcripts as *texts*.

Guiding questions

1. Who are the subjects?⁷

(E.g. institutions, actors, contribution, migrant, system, welfare, countries, etc.)

- Which actors are included/excluded in the text? (Who is missing?)
- How are social actors represented (activated/passivated⁸, personal/impersonal, named/classified, specific/generic)?
- How are the subjects constructed? Are intersectional categories of belonging used to construct the subject (for intersectional categories, see p. 3 in this guideline)? If yes, which are these categories and how do they construct the subject *in interplay* with each other?
- Which pronouns are used in the text? How do the chosen pronouns denote or enact power relations and solidarity relations? (E.g.: how is the pronoun “us” used?)
- Who are the subjects of the verbs? Are these subjects interrelated – and if so how?

2. What are the events and processes?

(E.g. institutions, actors, contribution, migrant, system, welfare, countries, etc.)?

- How are they constructed? Are intersectional categories of belonging used to construct the events (for intersectional categories, see p. 3 in this guideline)? If yes, which are these categories and how do they construct events *in interplay* with each other?
- Are they interrelated?
- Which events and processes are missing?

3. What are the objects?

(E.g. institutions, actors, contribution, migrant, system, welfare, countries, etc.)?

- Are they interrelated?
- How are the objects constructed? Are intersectional categories of belonging used to construct the objects (for intersectional categories, see p. 3 in this guideline)? If yes, which are these categories and how do they construct objects *in interplay* with each other?
- Which objects are missing?

4. What are the spatialities and temporalities?

A) How is the spatial addressed?

- When is space given? What is the container space? Is e.g. the nation-state taken as the natural vantage point?
- In particular, how are migration, mobility and immobility addressed?
- What is the relationship between the national and the supranational (e.g. the national and the EU level of policy making, or before after accession in the EU, etc.) in the text?⁹ What is the relationship between the transnational (multi-local) life-worlds of migrants and the national realities etc.? Is the interplay between the local and other spatial categories (national, transnational, supranational etc.) of relevance?

⁷ See Fairclough chapter 8 and 10 (p.181 about pronoun “we”).

⁸ Are the verbs in passive or active voices?

⁹ See Fairclough chapter 8

- Is cosmopolitanism (e.g. acceptance of multiple differences) visible? Are there for example any rhetoric's that goes beyond the national semantics? Is nationalism, birth right and belonging based on citizenship questioned? In such cases when and how?
- Which spatialities and temporalities are not mentioned?
- *Important:* Is there any interplay between the spatial categories and other intersectional categories? (for intersectional categories, see p. 3 in this guideline)

B) How is temporality addressed?

- When and how is time mentioned in relation to belonging?
- What is the relation between mobility and fixity? (e.g. how long time you need to have contributed? Length, "always", "before/after" – duration).
- *Important:* Is there any interplay between the temporal categories and the intersectional categories? (for intersectional categories, see p. 3 in this guideline)

Step 4. Identification of discourses of belonging and analysis

In this step we, based on our findings in step 3, firstly try to *identify* discourses of belonging in the texts. We then, secondly, go on and *analyze* the found discourses in order to explain how they are constituted and work.

A) Identification of discourses of belonging.

In this step, the material used for the analysis is the result from step 3. The aim is to identify discourses of belonging and we do this by searching for *patterns* among the categories and elements we have found and by mapping out the *relationships* between categories and elements. In order to localize patterns and relationships, and thus finally the discourses, we pose our research questions below to our step 3 findings:

- Who belongs where, when (analytical step) and on which conditions and with which implications (interpretative steps)?
- Which are the different intersectional categorizations at play in the text? Look e.g. for gender, ethnicity/race, nationality, class, age, sexuality, health, spatial and temporal categories, see p. 3 in this guideline.
- **B) Analysis of the identified discourses of belonging.** Once we have identified our country case discourse we move on to analysing the discourse – in order to deepen our understanding of how it is constituted and to analyse how it works when it comes to inclusion and exclusion. As mentioned discourses are made up of many different logics, see figure 2 below. These can be articulated differently depending on context (experts' position in a special agency etc.). Furthermore, discourses are not coherent, but more often contradictory. In fact, contradictions can be what constitute a discourse. To deepen our analysis of how different elements in the discourses are related and to analyse contradictions and coherencies we try to detect the social logics, political logics and fantasmatic logics that shapes the discourses and further to analyse how these different logics strengthen or challenge each other. Such an analysis gives us a potential to explain coherence as well as inconsistencies and conflicts and to detect the logics of inclusion and exclusion that are shaped.

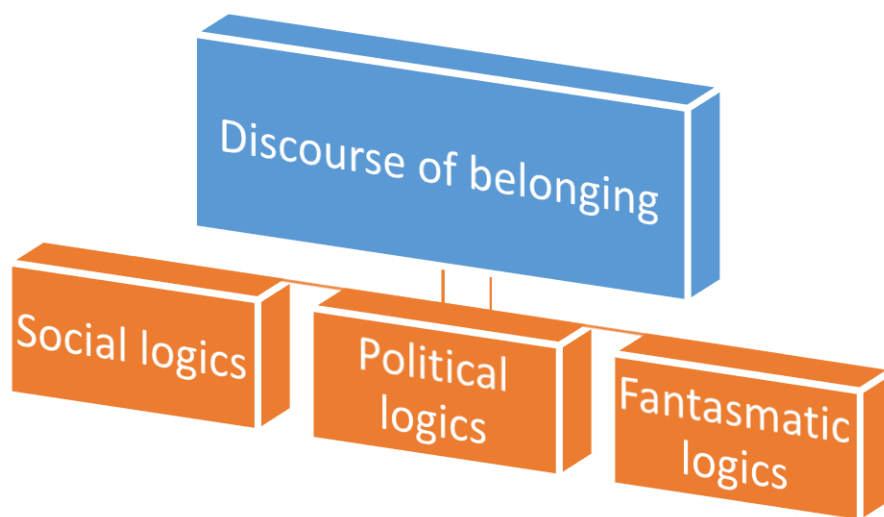


Figure 2.

To deepen our understanding of how the discourse is constituted, and to uncover social logics, political logics and fantasmatic logics, we, in line with Elise Remling (forthcoming), use CDA concepts – such as assumptions, normalization etc. etc. (see table 3 below). We then apply the LA concepts *social logics*, *political logics* and *fantasmatic logics* and analyse where and when belonging is taken for granted respectively challenged. This will enable us not only to understand Incoherencies and conflicts in the discourse, but also the mechanisms of the discourses, the logics of inclusion and exclusion, and how and why the practice works. Or as said by Glynos & Howarth 2008, p.15:

“[O]ur conception of a logic is designed to capture the purposes, rules and ontological presuppositions that render a practice or regime possible, intelligible, and vulnerable. An understanding of the logic of a practice aims, therefore, not just to describe or characterize it, but to capture the various conditions which makes that practice ‘work’ or ‘tick’.”

The table below presents a schematic view of the analytical model of this step. It also proposes CDA concepts to be used for identifying the different logics and LA concepts for analysing how these logics work. It hence presents a toolbox of discourse analytical concepts.

Just as with the intersectional approach one challenge is to, on the one hand, allow each CT to perform an open, inductive analysis, that is to choose CDA and LA concepts due to their data and to, on the other hand, produce country case analyses that in the end are possible to compare. As pointed out by Jenny Gunnarsson Payne (2016) the choice of analytical/methodological research concepts can only be done after one has collected the data and has gotten to know it. However, to ensure the comparability of country cases we suggest some main CDA and LA tools to be used by all CTs. Besides we point out some additional CDA tools you can use if you find them useful for opening up and analysing your specific texts, see table 3 below.

Table 3.

LA tools	Social logics	Political logics	Fantasmatic logics
Main characteristics of the logics	Practices and regimes along a <i>synchronic</i> axis	Practices and regimes along a <i>diachronic</i> axis	“Desire-based narratives structured around ideal and obstacles that offer <i>inter alia</i> reassurance and hopes in relation to widely felt anxieties, thereby facilitating the resumption or transformation of familiar patterns of activity”, that is social logic (Jenny Gunnarsson Payne, 2016).
Main questions for spotting logics	WHAT?	HOW?	WHY?
	What are the dominant, sedimented norms? What is repeated without being motivated, taken for granted?	How have these practices and regimes emerged? Are they (and if so <i>how</i> are they) contested and/or transformed? What are the processes that establish, contest, de-contest, defend or transform” social logics?	Why has a specific social order (social logic) been sustained? What gives direction and energy to political movements that seek to disrupt an order (political logics)?
	What is unsaid or implicit What elements of represented social events are <i>included</i> or <i>excluded</i>, and which included elements are most <i>salient</i>?	Clash, contestation area between the EU and national levels. Interplay between different text, such as regulations, policies, different voices (intertextuality, dialogicality)	Is there any utopian view/perspective about migrants or welfare (and its future)? What are the justifications for policy intervention?
Main CDA tools for spotting logics and conducting analysis	Existential assumptions¹⁰ (what exists) Propositional assumptions (what is the case)	Propositional assumptions Proposals for novel forms of governance or reveal something about excluded elements that do not “count”.	Value assumptions, explicit – often with a sense of urgency, or “must”. (Jenny Gunnarsson Payne, 2016).

¹⁰ See Fairclough (2003), chapter 3.

	Value assumptions (what is desirable/undesirable) Grammatical mode, declarative sentences rather than interrogative sentences (e.g. “There is a migration crisis.” rather than “Is there a migration crisis?”) Collocations: “regular or habitual patterns of co-occurrence between words” (e.g. “poor old”, “migration crisis”) Nominalization, a type of grammatical metaphor representing processes as entities (“employees produce steel” → “steel production”), often leaves out actors Relations of equivalence and difference¹¹ articulating or dis-articulating discursive	Assumptions that are not sedimented (for instance “People” says “this”, but I think “that”). Grammatical mode, declarative sentences rather than interrogative sentences (e.g. “Is there a migration crisis?” rather than “There is a migration crisis.”) Nominalizations (especially new ones) Dialogicity – many voices and perspectives (suggests de-stabilization) /speaking to another discourse (How do alternative voices/non-dominant forms challenge the dominant views?) Legitimization, different strategies e.g. authority, utility, economy (especially elaborate, or fierce ones) Relations of equivalence and difference¹² articulating or dis-	Future directions (beatific or horrific future scenarios, perceived threats or obstacles (e.g. Others), utopian, dystopian, metaphors, visual or affective language. Collocations (repeated combination of words) Nominalizations (e.g. to describe threats)
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¹¹ See Fairclough (2003), chapter 3.

¹² See Fairclough (2003), chapter 3.

	elements. How are relations of equivalence and difference set up in the text? Are there any accentuation of difference, conflict, polemic, and struggle over meaning, norms or power?	articulating discursive elements. How are relations of equivalence and difference set up in the text? Are there any accentuation of difference, conflict, polemic, and struggle over meaning, norms or power?	
Additional tools	Are the sentences in the experts' interviews, statements of fact, predictions, hypotheticals, evaluations? ¹³ Are there any metaphors used in the text? What was presented through this metaphor? How are <i>allusions</i> and <i>references</i> done in the text, explicit or implicit, to other texts or people or event?¹⁴ Again, you can ask which <i>voices/texts</i> are included or excluded in the text? How is the <i>ordering of voices</i> in relation to each other in the text? <i>How are the voices attributed</i> (through free indirect reporting, indirect report, summaries, through fictive examples)? <i>Texture of the discourses of belonging:</i> To analyse the discourses of belonging and the patterns among the categories and elements you can use concepts such as modalization, commitment and values. How are the discourses <i>modalized</i>? ¹⁵ What are the markers of modalization (modal verbs, modal adverbs, etc.)? What do experts commit themselves to? in terms of truth? in terms of obligation? in terms of necessity? What levels of commitment are there (high, median, low) where modalities are modalized? To what values do expert commit him- herself in the text and/or the different discourses (in terms of what is desirable or undesirable)? ¹⁶		

¹³ See Fairclough (2003), chapter 5.

¹⁴ See Fairclough (2003), chapter 3.

¹⁵ See Fairclough (2003), chapter 10.

¹⁶ See Fairclough (2003), chapter 10.

As mentioned the above CDA analytical tools helps you to distinguishing different logics within the discourses of belonging that you mapped out. The LA logics concepts in turn gives you instruments to explain the constitution of the discourses and their inconsistencies and more over to capture the conditions they shape; the logics of inclusion and exclusion that are at play. As social logics, political logics and fantasmatic logics are often messed up and intertwined you might find interplay between these different types of logics. This is something to use in your analysis and to be explained in your WP3 paper, see below.

Step 5: WP3 CT paper

- After performing the steps above, we would like you to write up your WP3 CT paper, presenting your overall analysis on discourses of belonging and the logics of exclusion and inclusion they contain – including the intersectional complexity that you found in your data.
- Please support your claims/findings with the use of quotes translated in English. Please insert several quotes to support each and every claim, as this will help us to transnationally compare our findings and present them in the WP3 comparative paper.¹⁷
- Don't forget to always frame and contextualise the analysis, in order to make it possible for the SE CT to produce a comparative journal article.
- Reserve plenty of time for writing the paper. As you all know, writing is also an analytical act and you will for sure develop your analysis during the writing process.

Format of CT papers:

Due to the qualitative character of the analysis in WP3 and to ensure that the papers will function as basis for the comparative referee journal article the CT paper should be written in the mode of a normal academic papers. That is, it should contain:

1. *Introduction:*
 - an introduction with CT-specifics on background etc. This should be written as an introduction in an ordinary paper. That is, you describe the background that is needed for the reader to understand the paper.
2. *Methodology*
 - a section on the specific material your CT used and collected (use outcome of step 2).
 - a section on the specific methods of analysis your CT used (i.e. the discourse analytical angles and discourse analytical concepts that you, due to the character of your specific material, finally choose from the discourse analytical frame presented in this text and in the recommended literature).
3. *Analysis*
 - 3a. Discourses of belonging – sending country
 - 3b. Discourses of belonging – receiving country

Both part 3a and 3b, should include:

Discussions of your country case results in relation to our aim and our research questions, see p.2.

For example:

- Describe the country case discourse you identified. Which elements is it built of?

¹⁷ You don't need to translate your interviews but only the quotations you use in your *WP3 CT paper*.

Describe the pattern between the elements. Which are for example the similarities and differences between different expert categories?

- Discuss how various logics constitute the discourse and create coherence and incoherence.
- Discuss where and when belonging is taken for granted respectively challenged.
- Finally discuss the logics of inclusion and exclusion that is produced by the discourse and its various logics.
- Use plenty of quotes to support your findings, arguments and discussions.
- Discussions should engage with contemporary debates of belonging.
- Discussions should engage with existing relevant literature (regarding belonging, welfare, migration etc.)

4. *Comparative discussion*

- Provide an in-depth comparative analysis of your two country cases (3a and 3b) and present the result of this within country pair comparison. That is, present the two national views on the transnational phenomena in question by comparing the discourse in the sending country with that in the receiving country. What are the similarities and the differences, for example regarding logics of inclusion and exclusion? What kind of structure do these national logics of inclusions and exclusion create together in relation to the migrants investigated?

5. *Concluding remarks*

- Results summarized.

Please write your WP3 papers in a transparent mode, so SE CT can follow the various stages of your analysis and for example see the connection between quotes from the material and the analysis.

The papers should be written in Times New Roman, 12p with 1,5 spaces.

Quotes should be marked by text in 10p and quotation marks.

For headings use bold text. Use KAPITAL letters 14p for first heading, lowercase 14p for second heading, lowercase 12p for third heading (if needed).

For references use the Harvard system.

The precise length of the paper is depending on the results of the CT discourse analysis. To make the transnationally comparison possible the WP3 CT papers are expected to contain at least 25 pages of *analytical* text (that is *excluding* quotes and bibliography).

An additional value of your work will be the possibility to turn your WP3 CT paper into a peer reviews journal article.

Appendix: Modalities

Markers of modalization

		ex		
Verbs	Modal verbs			
	Other verbs	Verbs of appearance such as seem, appear ...	He seems to have opened the window	
	Participial adjectives	'required'		
	Modal adjectives	'possible', 'probable'	It is possible that he opened the window	
Adverbs	Modal adverbs	Certainly		
		In fact, obviously, evidently Usually, often, always		
	Mental process clauses	'I think'		
'Hedges'		'sort of', 'kind of'	They are kind of looking at you Ben	
Reported speech			I'm told that they are looking to you Ben.	A way of lowering one's own commitment

Table Florence Fröhlig

Evaluation and values - About desirability and undesirability

		EX	Comments
Evaluative statements	Evaluative element is in the attribute, which may be an adjective a noun phrases evaluative adverbs exclamation	Good, useless A bad book Dreadfully, wonderfully "What a wonderful book!"	'She's a communist' may be an evaluative statement, but only to a particular discourse.
Discourse-relative	in 'affective' mental process verbs, adjectives or adverbs In special verbs	*I like/adore this book', 'This is a wonderful book', 'it is badly, appallingly written'.	Words like 'brave, honest, cowardly' have complex meanings, which include an evaluative element.

		'The soldiers slaughtered, butchered'	
Statements with deontic modality	Obligational		
Affective mental processes		I like this book, this book fascinates me, this book is fascinating.	
Assumed values	Without transparent markers of evaluation	Evaluation triggered in the texts by words as 'help'	This book helps to clarify ... (positive evaluation)

Table Florence Fröhlig

Levels of commitment

	Truth (ex with modal adverb and with modal verbs)	Obligation (ex with participial adjectives and with modal verbs)
High	certainly	Required
	He certainly opened the window or he must have opened the window	You are required to open the window or you must open the window
Median	probably	Supposed
	He probably opened the window or he will have opened the window	You are supposed to open the window or You should open the window
Low	possibly	allowed
	He possibly has opened the window or he may have opened the window	You are allowed to open the window or you can open the window

Table Florence Fröhlig

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