

Contents

<i>List of figures and tables</i>	<i>x</i>
<i>Preface</i>	<i>xii</i>
<i>Acknowledgements</i>	<i>xix</i>
Unit 1: Politics and the language of persuasion	1
1.1 <i>Politics is conducted through language</i>	1
1.2 <i>Persuasion and rhetoric in a democratic society</i>	3
1.3 <i>Professional persuaders and the art of the ‘spin-doctor’</i>	7
1.4 <i>Epilogue: when persuasion is superfluous to requirements, even in some ‘democracies’</i>	12
<i>Further reading</i>	14
<i>Keys and commentaries</i>	14
Unit 2: Evaluation: what’s good and what’s bad	18
2.1 <i>Evaluative language</i>	18
2.1.1 Grammatical evaluation	19
2.1.2 Textual evaluation	21
2.1.3 Lexical evaluation	21
2.2 <i>Evaluation by language choice</i>	23
2.2.1 Denotation and connotation	23
2.3 <i>‘Insider’ words (good), ‘outsider’ words (bad)</i>	26
2.4 <i>Hooray words and boo words</i>	29
2.5 <i>Evaluation by selection of information: what to leave in and what to leave out</i>	31
2.6 <i>Evaluation and modality</i>	33
2.6.1 Modality as your degree of commitment to a belief	33
2.6.2 Modality and evaluation in political comment	34
2.7 <i>Extension task. What examining grammatical evaluation can reveal: a case study of the US Declaration of Independence</i>	36

<i>Further reading</i>	39
<i>Case studies</i>	39
<i>Keys and commentaries</i>	40
Unit 3: Ways of persuading	45
3.1 <i>Authority</i>	47
3.2 <i>Comparison and contrast</i>	51
3.2.1 'Us' against 'them'	51
3.2.2 Beyond 'us' against 'them'	54
3.2.3 Surprise tactics and the Garden Path diversion	56
3.3 <i>Problem–solution</i>	59
3.3.1 The simple problem–solution model	59
3.3.2 The complex problem–solution model	60
3.4 <i>The hypothesis–evidence–explanation model</i>	62
3.5 <i>Association</i>	63
<i>Keys and commentaries</i>	66
Unit 4: Cave emptor!: arguments good and bad, true and false, logical and non-logical	74
4.1 <i>Euphemism and dysphemism</i>	75
4.2 <i>The ad hominem argument</i>	76
4.3 <i>Tu quoque (also known as: 'you're just as bad' or 'two wrongs make it all right')</i>	78
4.4 <i>The slippery slope</i>	79
4.5 <i>(False) binary opposition (false dichotomy, the excluded middle)</i>	82
4.6 <i>False parallels (odd couples)</i>	88
4.7 <i>Causation or correlation? (Post hoc ergo propter hoc: 'after this, therefore because of this')</i>	89
4.7.1 Two phenomena can be linked by a third factor	90
4.7.2 Two phenomena might simply be coincidence	91
4.7.3 Multiple causation	92
<i>Further reading</i>	93
<i>Case studies</i>	93
<i>Keys and commentaries</i>	94
Unit 5: The rhetoric of liberty, freedom, emancipation	97
5.1 <i>Binomials and bicolons</i>	98
5.2 <i>The three-part list (or tricolon)</i>	99
5.2.1 Beyond three	101

5.3	<i>The contrasting pair (or antithesis)</i>	103
5.3.1	Chiasmus	105
5.4	<i>Oxymorons</i>	105
5.5	<i>Rhetorical figures in times gone by: liberty, freedom and emancipation</i>	107
5.6	<i>The Declaration of Independence</i>	107
5.7	<i>The rhetoric of anti-rhetoric: 'This Fourth of July is Yours, not Mine'</i>	110
	<i>Further reading</i>	112
	<i>Websites to explore</i>	112
	<i>Keys and commentaries</i>	113
Unit 6:	The importance of importance marking in persuasion	118
6.1	<i>The marking of importance</i>	118
6.2	<i>Text-oriented importance marking</i>	119
6.3	<i>'Real-world' importance marking</i>	120
	<i>Further reading</i>	124
	<i>Keys and commentaries</i>	124
Unit 7:	Metaphors and company: the subtle persuaders	126
7.1	<i>Metaphors</i>	126
7.1.1	How metaphors work	127
7.1.2	Metaphor and irony	130
7.1.3	The dangers of metaphors: how a metaphor nearly started a war	133
7.2	<i>Similes</i>	134
7.3	<i>Metonymies</i>	138
7.4	<i>A case study in metonymy: how the Arab world is seen and how it sees itself</i>	142
7.4.1	The frequency of use of <i>the Arab world</i>	142
7.4.2	The grammar and agency of <i>the Arab world</i>	142
7.4.3	Topics discussed in 2010, before the Arab uprisings	144
7.4.4	How <i>the Arab World</i> is reported in 2013, after the uprisings	145
7.5	<i>Beware of arguments by comparison–analogy–resemblance that employ metaphor, simile or metonymy</i>	145
	<i>Revision exercise: I Have a Dream</i>	147
	<i>Further reading</i>	149
	<i>Case studies</i>	149
	<i>Keys and commentaries</i>	150

Unit 8: Questions and responses	157
8.1 <i>Institutional discourse</i>	157
8.2 <i>From deference to hostility</i>	158
8.3 <i>Difficult questions, difficult answers</i>	160
8.3.1 Assertions and presuppositions	160
8.4 <i>Question structure</i>	165
8.4.1 Repetition and interruption	167
8.5 <i>Taking responsibility (or not): attribution and neutralism in questions</i>	168
8.6 <i>Primary and secondary sources</i>	169
8.7 <i>Fighting back</i>	172
8.8 <i>Who is talking? One above you or one of you?</i>	174
<i>Review exercise</i>	178
<i>Further reading</i>	178
<i>Keys and commentaries</i>	178
<i>Review key</i>	182
Unit 9: Humour, irony and satire in politics	185
9.1 <i>Politics and humour</i>	185
9.1.1 Humour and subversion	186
9.1.2 Self-deprecating humour and affective face	189
9.2 <i>Irony and sarcasm</i>	190
9.2.1 Irony	190
9.2.2 Sarcasm	193
9.3 <i>Definitions of satire</i>	194
9.3.1 Satire's long history	195
9.4 <i>Animal Farm (George Orwell, 1945)</i>	197
9.5 <i>Modern satires</i>	200
<i>Further reading</i>	202
<i>Other resources</i>	202
<i>Keys and commentaries</i>	203
Unit 10: The language of election and referendum campaigns	206
10.1 <i>The US presidential election campaign of 2016: the most divisive ever?</i>	206
10.1.1 Campaigning on social media	207
10.1.2 Campaign metonyms	209
10.1.3 Gendered evaluation	212
10.2 <i>Referendums</i>	215
10.2.1 The 2014 Scottish Referendum: background	216
10.2.2 The European Union Referendum: background	217

10.2.3	The wording of the question matters	219
10.2.4	The referendum campaigns: Scotland	221
10.2.5	Metaphors of the UK Union	223
10.2.6	The referendum campaigns: on the European Union	225
	<i>Further reading</i>	227
	<i>Keys and commentaries</i>	228
	<i>Conclusion</i>	235
	<i>Glossary</i>	236
	<i>References</i>	241
	<i>Index</i>	245