

**HEROIC REPRESENTATION IN THE CITATIONS OF  
MEDAL OF HONOR RECIPIENTS**

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# HEROIC REPRESENTATION IN THE CITATIONS OF MEDAL OF HONOR RECIPIENTS

## ABSTRACT

This study examines the way soldiers as social actors are represented as heroes in the *citations* of the Medal of Honor. The objectives are to discover how soldiers are represented as heroes (the textual strategies of hero constructions) as well as to uncover the underlying ideological positioning that is reflected through the *citations*. This is done through the analysis of the textual strategies used in the said *citations* using Van Leeuwen's Social Representation Theory. Using this framework, 40 *citations* from the official website at [www.cmohs.org](http://www.cmohs.org) are selected and examined. The findings show the use of activation, individualisation, nomination and functionalization as a mean to represent and project the recipients as heroes. From the findings, it is believed that the voice of the decision makers is incorporated by inserting ideological representation into the discourse.

**Keywords:** heroes, Social Representation Theory, Medal of Honor, citations, ideology

# HEROIC REPRESENTATION IN THE CITATIONS OF MEDAL OF HONOR RECIPIENTS

## ABSTRAK

Kajian ini mengkaji bagaimana askar diwakili sebagai seorang wira di dalam teks penerimaan pingat Medal of Honor. Objektif kertas ini adalah untuk mengetahui cara para askar diwakili sebagai wira dan juga untuk mendedahkan ideologi asas yang diserapkan di dalam teks penerimaan pingat. Ini dilakukan melalui penganalisan teks penerimaan tersebut dengan menggunakan Social Representation Theory oleh Van Leeuwen. Dengan mengaplikasikan rangka kerja ini, 40 teks penerimaan daripada laman web rasmi di [www.cmohs.org](http://www.cmohs.org) telah dipilih dan diperiksa. Dapatan kajian menunjukkan penggunaan *activation*, *individualisation*, *nomination* dan *functionalization* adalah sebagai cara untuk mewakili penerima sebagai seorang wira. Dari kajian ini, ia dipercayai bahawa suara pembuat keputusan diutarakan dengan menerapkan ideologi mereka ke dalam teks penerimaan ini.

**Kata Kunci:** wira, *Social Representation Theory*, Medal of Honor, teks penerimaan, ideologi

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So mote it be.

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## **CHAPTER 1: INTRODUCTION**

### **1.1 INTRODUCTION**

Heroism is a concept that has been open to debate and controversies for centuries (Zimbardo, 2009). This is largely due to the fact that heroism is culturally, historically and situationally conceptualized. Heroism has also been frequently mistaken for, due to overlapping definitions, to the likes of altruism, compassion and empathy. Heroism is also understandably a social attribution (Franco, Blau, & Zimbardo, 2011). The title 'hero' must be bestowed on to the actor and the deed done by the actor by someone else, although contradictingly, the acts of good deed is often, if not always, solitary and existential. Social consensus must be present regarding the significance of the act and the consequences of the act must be meaningful for the act to be deemed heroic and the actor, a hero.

The definitions of heroism are abundant due to the various domains heroism exists and the various platforms heroism is being discussed, a straightforward definition which is "acting in a pro-social action regardless of its risk to oneself" will not suffice. This surface definition, according to Franco (2011), can only barely mask a number of elusive, interrelated paradoxes which undoubtedly made the topics of heroes and heroism one of the most composite human behaviours to research on, which incidentally, makes the nature of heroism all the more compelling.

### **1.2 PROBLEM STATEMENT**

As the concept of 'hero' has been expanded to be identified with popular celebrities and role-models from the media arena, heroes do come from a diverse sphere of influence which includes the entertainment industry, the sports arena, political parties and religion; solidifying the act of idolizing these heroes does run through all walks of life. Interestingly, you can only idolize a perceived 'idol' or hero, which could vary

from one individual or one social circle to another. This means heroes of an era can be proven to be villains in another era through the emergence of controverting evidence, although some heroes do endure across the centuries. Likewise, heroes from a nation can very well be the villains to another, and the very same act given a heroic status in one particular group can be seen as total abhorrent to other groups, e.g. suicide bombing.

As this study focuses on heroes, or to be specific attempts to answer the question of 'heroic representation', the definition should be pinned down. The very fact that the word 'hero' is overused in many domains poses as a problem to define heroes or heroism. To a child, his father would be seen as a hero. In a classroom of underprivileged students, the teacher becomes the hero. To a person with deep political interest, a politician may become his or her hero. To an old lady trying to cross the street, a caring fellow pedestrian may be her hero. In the military field, soldiers are deemed heroes for their sacrifices, and the list goes on and on. In addition, we do have fictional superheroes with amplified abilities used for the greater good. So they are all heroes, for one reason or another, but are they of the same kind? If so, how are they portrayed linguistically and textually which shape them as the hero that they are? All these questions lead to the need to examine how heroes are represented.

### **1.3 RESEARCH PURPOSE & QUESTIONS**

As an attempt to narrow down the study of heroism, this study focuses on the military domain. To be precise, this study analyses how the Medal of Honor recipients are represented and portrayed linguistically in the *citations* (see section 3.2) of the Medal of Honor recipients as a way to contextualise heroism in the context of military. Further discussion of heroism in the military domain (see section 1.6) and the *citations* (and section 2.3.3) are given extensively in Chapter 1 and Chapter 2 respectively.

The significant of this research is two-fold. The first is, although many researches are done in the vast field of military, limited research has been done to examine the ways the industrial military complex in the United States has been propagated through the Medal of Honor *citations*. The *citations* serve a bigger purpose than just to accompany the soldiers in the award ceremony. When an educated guess or a likely interpretation (i.e. textual analysis) of a particular text is made, it serves to give an understanding and perhaps appreciation for certain political culture in a society, especially when paired up with the ideological predisposition that is being imparted from the particular text.

Second, the research also examines how ideas of heroism are conceptualised, the revelation of certain realities and how these realities are capable in aiding the maintenance of power of certain parties through the tradition of glorifying soldiers. An example would be how the civilians are encouraged to look up to those who have sacrificed themselves in conflict zones by giving them the highest honour possible.

The *citations* that are used in this study are retrieved from the Congressional Medal of Honor Society, which is the official website for the Medal of Honor recipients at <http://www.cmohs.org/>. This study is driven by a number of research questions which are:

- i. What are the textual strategies used in the *citations* to represent Medal of Honor recipients as heroes?

This research question examines the language forms used in the *citations* which created the representations that the recipients are heroes. The representation of the selected recipients in the *citations* of the Medal of Honor is analysed through the ways the soldiers are referred to linguistically based on the van Leeuwen's (1996) representation of social actors framework. Apart from the analysis of social actors,

semantic concepts like word classes, connotation, and denotation that are incorporated in the *citations* are looked at to support the analysis.

- ii. What ideological predispositions are being imparted by the Medal of Honor *citations*?

This research question examines and interprets the textual strategies and manifestations from an ideological viewpoint. The outcome will be discussed in Chapter 5 with the support of relevant social theories concerning language and ideology.

#### **1.4 HEROES**

Heroes go a long way in the history of mankind. In fact, historians have laid down their findings for the evidence of heroes being part of ancient daily lives. One of the notable heroes who were greatly idolized during the era of *Before Christ* was Alexander the Great (356 - 323 B.C.). The following is an excerpt taken from the book 'In the Footsteps of Alexander the Great: A Journey from Greece to Asia':

there was a sense of a continuing history; a realization that Alexander's tale still reverberated across eastern Asia, especially, strangely enough, in the Muslim world, where he is regarded as a great folk hero. (Wood, 2001).

Similarly, another excerpt taken from the book 'Alexander the Great: A Hunt for a New Past', which talks about the glory of the king:

and for many other reasons too, of course, Alexander became in various countries and at various times a hero. (Cartledge, 2011).

From both the excerpts above, it is plain that there is evidence of acceptance by the society at large of the identity of the person in question as 'greater than an ordinary man' or in other, more commonly used word, a hero.



Another historical figure often regarded as a hero is Joan of Arc (1412 - 1431 AD). Joan of Arc, who was nick-named as 'The Maid of Orleans', is seen as a heroine in France who became a household name for leading the French army to victory over the British during the Hundred Years' War. Due to her contributions, she was elevated to a Roman Catholic saint. An excerpt from the book 'Joan of Arc: The Image of Female Heroism' describes Joan as:

Joan had the hero's essential quality, an unshakeable conviction in her rectitude and the rectitude of all her motives, her passions and her enterprises. (Warner, 2013).

Likewise, an excerpt from another book on her military leadership in 'Joan of Arc: A Military Leader' talks on the interest of academicians in Joan:

French nationalism, especially in the wake of the failed wars of the eighteenth century and the end of the nineteenth century, coupled with a drive for theological authenticity leading to sainthood undoubtedly aided the resurgence of academic interest in this fifteenth-century French hero. (DeVries, 2011)

Apart from historical heroes, there are plenty of 'modern' individuals who did their fair share of work to be regarded as heroes. An example of this modern hero is Martin Luther King, who was an American activist and leader of the African-American Civil Rights Movement. Dyson (2000), in his book, described Martin Luther King as a great American Hero, due to his ability to change, influence and improve the course of history with the help of his talents and visions. Martin Luther King was and still, regarded as a great man with great qualities, a hero in other words.

What sets them apart from the rest with the labelling of 'hero' and why they are the recipient of mass adoration? Adoration or heightened adoration is a subject matter that

interests many researchers. One such research is a study by McCutcheon, Lange, and Houran (2002) whereby a modified pre-existing celebrity worship questionnaires were used in the survey. The study is about adoration, which resulted in no biasness related to age and gender. This result contradicted with the study by Raviv et. el (1996), where these form of adoration only happens in the early years of a person. McCutcheon, Lange, and Houran's study also shows no celebrity bias, where it means the scales used to measure celebrity worship is applicable to all kinds of celebrities including actors, musicians, sportsmen, politicians and even other celebrities.

### **1.5 THE EFFECT OF HEROES**

It is established that certain individual do cause people to idolize them based on their actions or deeds and thus cause people to idolize them and regard them as heroes; just as the examples given in the previous subchapter. However, there is more to it than just regarding it as mere harmless idolization. The effects of hero idolization onto the heroes themselves and ultimately others, is a worthy topic all by itself. The fact is that here is where the real problem starts, because being idolized as heroes elevates them into a higher social being, and this indirectly gives them immunity against any offense, if they choose to do so. Having that controlling power in their hands, these idolized heroes have a higher tendency to not be questioned for any wrongdoings and are easily forgivable by the general public. This in turn gives them a chance to misuse the power that they possess and exhibit mistreatments, a sense of control and the ability to influence people to take their side willingly or unwillingly.

One such case is recorded in the history of North Korea's ruling, by the Kim family for many years. The one-man dictatorship practice through consecutive generations requires a high level of loyalty and submission from the citizens and this is achieved through the cult personality (Suh, 1988). Park (2009) found that in North Korea, the

prestige of the supreme leader is very important that it has been given the highest priority over everything else in the country. Other sort of predicament was the destruction of over 2000 Buddhist temples and Christian churches (Cha, 2013), as this was seen as a threat by the ruling party which might deter the faithfulness of the public to the regime (Kim 2014). Also, too much attention was given to the family in the media as it was reported by New Focus International where about 300 articles were published every month, (2013). Labouyer (2005) claims that the nation does indeed practice genuine hero worshipping.

Another more prominent problem here is the lack of own voice and stand, as people who criticize the succession of the third generation of Kim leadership were sent to re-education camps or punished (Choi, 2012). Some losses of lives have been reported due to heightened adoration. According to People's Daily Online (2012), a 14 year old girl had drowned in a failed attempt to save Kim Jong-il's and Kim Il-sung's portraits during a flash flood. Although the people have suffered under their ruling, this act denotes a great deal of love and loyalty. As an act of bravery was done in favour of the communists, the government bestowed her 'Kim Jong -Il Youth Honor Award'. On top of that, the school that she went to was renamed after her, which might cause a new wave of admiration and devotion to the ruling party. In the 1980's, the country underwent economic downturn, where large scale construction projects to maintain the personality cult of the Kim family were blamed for this affair (Bradley, 2006).

Another clear example can be seen in the case of a very well-known individual who was known for his notorious ways and was idolized for sensibly debatable reasons. Austrian-born Adolf Hitler (1889-1945) was a German politician. He is infamously known for his role as the leading light of the Nazi Party. According to psychologist Kressel (2008), Germans were mystified with the 'hypnotic' appeal of Hitler's oratory

skills and his public speaking attitude. The word hypnotic being a recurrent feature can be translated to a powerful way of one's stand or principles and the ability to penetrate into the minds of the general public. This in turn creates a cult-like status for the said individual, with mass followers, due to Hitler's capability to mesmerize and capture the people's attention in an unbreakable trance.

Likewise in 1977, Trevor-Roper has a parallel idea about this German politician and illustrates Hitler's cult-like power in terms of a supernatural power, where his passion and beliefs have the ability to influence countless men to be on his side blindly (Evans, 2002).

Hitler became so powerful because of the way he had himself represented through his excellent rhetoric skills where it could be seen as hero representation. Heck (1985) captured one of his own reactions as a member of Hitler's 'fan base' to the great speeches where he described that he was (alongside other members) practically bordering on being hysterical in a frenzy of nationalistic pride with tears streaming down his face when shouting out loud 'Seig Heil! Seig Heil! Seig Heil!', declaring that his body and soul, belonged to Adolf Hitler.

It is apparent here that the love for the state has been somehow transferred to the love of the man, an unconditional love towards Adolf Hitler. This is very apparent during the times when Hitler was the Supreme Commander of the armed forces. In a short span of time the customary loyalty oath of servicemen which is done traditionally to affirm loyalty towards the office of supreme commander, was converted to assert loyalty to Hitler (Bullock, 1962).

With the examples given on the effects of heroes, we can somewhat understand the damage that can be caused by the individuals who are perceived as heroes and who

misuse their powers. Although this study will not go into greater details on the effects, it would suffice to bring this issue to light which will aid in understanding this study. The next section will narrow down the scope of heroism that this study would like to focus on, which is heroism in the military.

## **1.6 HEROISM IN MILITARY**

As explained in the beginning of this chapter, heroism is a vast subject area on its own. Being a vast subject area, we came to accept that the term hero is widely used in many situations (see section 1.2), which would make it challenging to compress all of the situations in this research. However, one aspect that is widely accepted as an act of heroic deed or synonymous to a hero is in the field of the military. In retrospect, for the purpose and the particular interest of this study, this work is narrowed down to heroism from the military domain. The following sections will discuss on and give justice to the selection of the military scope for this study:

- Military (section 1.6.1)
- Military in the media (section 1.6.2)
- Military in USA (section 1.6.3)
- Military decorations (section 1.6.4)
- Medal of Honor (section 1.6.5)

### **1.6.1 Military**

One domain that is highly generic in terms of heroism is the military domain. The military institution carries the connotation of selfless service to their own country due to the fact that they risk their lives for the safety of their country and fellow countrymen. By definition, military refers to the armed forces of a country (Oxford English Dictionary). The organization of a military or the armed forces has been around since ancient times (Mark, 2009). In fact the first recorded use of the word military, spelt

‘militarie’, was in 1582 (Oxford English Dictionary). At present in most countries, the military organization can be largely divided into three main subcategories or branches which are i) the Army, ii) the Navy, and iii) the Air Force. The military forces’ primary task is to defend the country and its citizens and the prosecution of war against another part or country with the authority to handle deadly weapons and machineries on par with the interest of the country and the decision makers. With this in mind, this research will look into the military domain to analyse on heroic representation.

According to Huntington (1957), military institutions belonging to any society are formed for two purposes: a “functional imperative” due to the society’s security being threaten and a “societal imperative” due to the social forces, ideologies, and institutions dominant within the society. The second purpose coincides agreeably with the purpose of this research. He continued further by saying “from 1820 to 1940, Americans had little cause to worry about their security”, and that it is “an inheritance rather than a creation”.

From this we can come to a conclusion that the United States was (if not still) a strong nation even in the wake of many conflicts and wars during the aforementioned time period. To add to this point, the projections of the superiority of American soldiers are indeed plentiful. In the military realm, the displays of many seemingly impossible achievements are abundant, and these achievements are smoothly arranged in many discourses for the public view such as the media, the internet, and even books in the form of autobiography since the beginning of recorded history. Soldiers and the armed forces are noticeable in every genre with the inclusion of positive values such as loyalty, courage, selflessness, and intelligence; all signs of positive self-representation.

### **1.6.2 Military in the media**

The media also plays a big part in projecting heroes and the role of heroism to the viewers. Heroes are portrayed to be having the ideal characteristic, more so than just being intellectual or just being physically strong and capable, although being a hero means having somewhat both the attributes, including many other qualities that makes one a hero. The usual theme portrayed in the movies or series or even in advertisements would be the role of a saviour, be it saving a damsel in distress, one's home, one's community, one's country or even in an extended role of saving the world of a certain catastrophe. The assortment of the heroic figures in the media can range from a mere child to genetically-enhanced man; and from magical beings to superheroes from another planet.

In line with the discussion on heroic portrayal in the media, and to tie in with the course of this research, the heroic representation in military-themed movies comes to light. Indeed there are many depiction of the soldiers in heroic roles for example: *Saving Private Ryan* (1998), *Black Hawk Down* (2001), *American Sniper* (2014), and *Zero Dark Thirty* (2014) to name a few. The plentiful heroic images of soldiers in the media also serves to solidify the profession as the ultimate heroic profession, the closest one can be to being a superhero. Some of the media platform where soldiers are other talked about other than movies are newspapers, magazines, television programs, documentaries, biographies and videogames to name a few.

### **1.6.3 Military in USA**

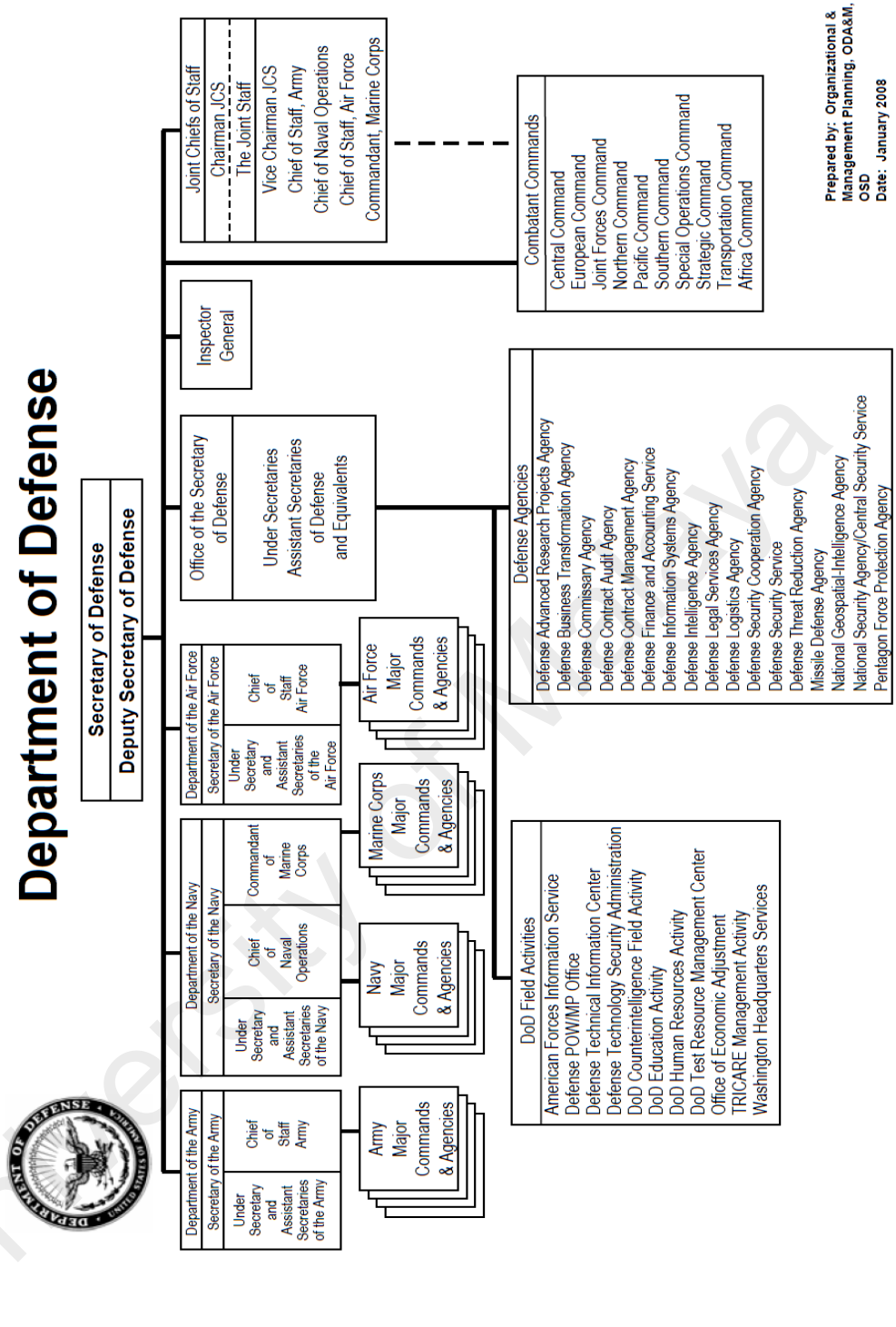
In the United States of America, the department of defence is divided to three main departments namely the Department of the Army, the Department of the Navy and the Department of the Air Force which encompasses three lines of work namely the army, the maritime and the aerospace (Snider & Watkins, 2002). Wong, Bliese & McGurk

(2003) added that the term military refers to three groups. The first group is those who wear their military uniform at all times and they are the active duty forces; the second group is those who wear the uniform some of the times and they are the reserves and national guard; and lastly the third type where they don't wear their uniform at all and these are the defence employees and military families. However, this study only concerns with the active duty forces, to be more specific, the Medal of Honor recipients.

Figure 1.1 is the complete chart that displays the department of defence in the U.S.:

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**Figure 1.1: The organisation chart of the department of defence in the United States. Reprinted from US defence chart top level, <http://www.netage.com/economics/gov/usdefense-chart-top.html>**

Citizens of this country have high regards for their soldiers in the armed forces. A couple of evidences that they are being highly regarded in the United States can be seen in the excerpts taken form the Congressional Record (2007):

In 1986, Congress established...the U.S. Special operations Command. And today we gratefully honour ..... men and women who fill its rank. ... to those who perished... we offer our sincere appreciation. And to those who carry out their noble mission, we pledge our Nations' support. (Mr. Kline from Minnesota).

I have the highest regard for every man and woman who serves in the United States military. ... everyone who volunteers to serve our country deserves the gratitude of every American citizen. And to the extent that they have provided the great service to our country, we all thank them, each and every one. And those who volunteer to be members of the SOC are often regarded as 'the tip of the spear' because they volunteer to put themselves in great danger very often. ... for our country. ... for our government. ... for their families, friends and neighbours. And it makes them ... a very special cadre of people in the United States. (Mr. Saxton from New Jersey).

A survey had also been conducted in the United States regarding the people's opinion of the United State being the top military power in the world ranging from the year 1993 to 2012. All the respondents (US citizens) who had participated in this survey has the opinion of the United States as a big power, as seen in 2012 where 54% considered the U.S. as the top military power in the world while 45% voted the U.S. as among the leading military power in the world (Statista, 2015b). As for the people's confidence of the United States' military forces, a survey was conducted to measure the level of confidence they have towards their country's military forces from 1975 to 2014. In the year 2014, 74% of the respondents said they had either a great deal or quite a lot of confidence in the military (Statista, 2015a). So it is safe to conclude that the

American soldiers are the main players of the global stage due to their involvement in many conflicts and wars, and this is where the research will be narrowed down into.

#### **1.6.4 Military decorations**

In order to show appreciation of their services for the country, the U.S. government, like many other countries, has awarded many military awards, medals and decorations. A military decoration symbolizes the soldiers' bravery and courage in the light of defending or fighting for a common theme, which is generally the safety of their country and the people in it. It is also distinctively a designed mark of honour denoting heroism. In the United States, some of the medals awarded includes the Purple Heart, the Silver Star, the Navy Cross, the Air Force Cross, the Distinguished Service Cross, and the Congressional Medal of Honor to name a few.

The norms for awarding such medals ranges from i) rescue for example saving fellow soldiers despite obvious danger to oneself; ii) extra-aggressiveness like attacking a gun emplacement of the enemy all by oneself; iii) grenade situation such as shielding fellow comrades by absorbing the blast of a grenade; iv) rear defence which is holding off enemy's attack long enough just to allow comrades to take shelter or escape; v) refusal of medical aid despite physical injury to continue fighting; to vi) leadership such as instinctively being in charge or displaying great leadership quality under extreme challenging and demanding situation on the battle field just to name a few of the highlights, (Blake 1973; Gal 1981 as cited in Wansink, Payne, & Van Ittersum, 2008).

Admittedly, awarding such decorations is not a current practice. Since ancient times, an acknowledgment of valour and courage is seen as necessary. During the Roman Empire (753B.C. – AD 476), many decorations were awarded for the show of courage and valour, and the decorations range from certificates of granting citizenship for foreigners and a variety of crowns. The grass crown or *corona obsidionalis/corona*

*graminea* in Latin is the highest and the rarest military decoration of that time. In the United States, the idea of recognizing the acts of bravery goes all the way back to the Revolutionary War, where the Badge of Military Merit was issued in 1782 by General George Washington, (Willbanks, 2011). This badge that consists of a purple cloth heart was dis-issued after the Revolutionary War and later revived in 1932 as the Purple Heart.

### **1.6.5 Medal of Honor**

In the United States, the *Medal of Honor* is the highest military decoration that could be awarded for extreme gallantry and bravery while being in action against the enemy of the country that can be bestowed upon someone who served in the United States' Armed Services, an applauding symbol of heroism. The Medals are accompanied by official *citations* of the recipients' gallantry in the line of duty. The honour of receiving the Medal of Honor was exceptionally great that even President Harry S. Truman, who was a soldier during the World War I, on numerous times, said that he would rather be presented the Medal of Honor and wear it than being the President of the United States (Willbanks, 2011).

The Medal of the highest regard was first sanctioned in 1861 for Sailors and Marines, which was early in the Civil War, and the following year for soldiers as well. Despite the fact that the Medal was proposed only for the Civil War, it became permanent in 1863 by the Congress, and it has remained as the most prestigious military decoration for the U.S. armed Forces up till this date. The medal is generally presented in the name of Congress, by the President of the United States of America, to the deserving recipients and the said recipients can come from all walks of life and from every armed services and was involved in America's wars, ranging from the Civil War to the War in Afghanistan. Despite that, the Medals of Honor are awarded sparingly, as they are

bestowed only to the ones displaying their bravest accomplishment, where action beyond the call of duty was performed.

Due to overwhelming submissions for the Medal of Honor decoration and without a clear guideline as to what encompasses the rights to earn the Medal of Honor, the Congress passed a legislation on the 26<sup>th</sup> June, 1897 to tighten the requirements, so that this highest decoration are presented only for bravery and courage at the highest degree. In addition to that, nomination had to be made by someone other than himself for the heroic deed. Furthermore, there must at least one eyewitness who would be called to swear under oath about the heroic deed. This recommendation must be submitted within a year of the said heroic action, (Willbanks, 2011). Due to the conditions of the Medal of Honor, it is generally presented posthumously.

The Congress yet again limit the number of recipients for receiving the Medal of Honor by establishing guiding principles to be adhered to on the 25<sup>th</sup> of July, 1963 under which the Medal of Honor could be awarded. The revised prerequisite to be bestowed such prestigious decoration is very much narrowed down to distinguish the bravest of the brave from the rest. According to the defence website (<http://valor.defense.gov/DescriptionofAwards.aspx>), apart from displaying noticeable dedication and devotion to the country through extreme courage and fearlessness without regarding one's own life above and beyond the call of duty, the United States Armed Forces should be:

1. engaged in action against an enemy of the United States, or
2. engaged in military operations involving conflict with an opposing foreign force, or
3. serving with friendly foreign forces engaged in an armed conflict against an opposing armed force in which the United States is not a belligerent party.

The recommendation process therefore goes through a detailed scrutiny of up to 18 months to uphold the accuracy of the bravery performed ([www.army.mil/medalofhonor/process](http://www.army.mil/medalofhonor/process)). According to the archive statistics, the total number of recipients of the Medal of Honor up to this date is 3493. From that figure, a total of 79 are of living recipients and 19 are double recipients at the time of this writing. There are three distinct versions of the Medal of Honor for three different main bodies which are 1) the Army; 2) the Air Force, and 3) the Navy, the Marine Corps and the Coast Guard. As it appears, these *citations* of the Medal of Honor recipients have the intention or the notion to celebrate national heroes.

Keeping this in mind, this research is directed towards the objectives to examine how soldiers are portrayed as heroes and how these heroes are defined and represented in a military discourse, to be specific the *citations* of the Medal of Honor recipients. It is anticipated that through a textual analysis on the representation of the social actors of the *citations*, a comprehensive depiction of what constitutes a hero or heroism will be acquired. The concept of how heroism is represented in the *citations* through the representation of social actors is similar to the perception of hero in this institution and portrayed to the general public, thus subtly reflect their ideological positioning.

## CHAPTER 2: LITERATURE REVIEW

### 2.1 INTRODUCTION

This chapter strives to synthesize concepts and themes found in this dissertation as well as the theoretical framework which will be the backbone to address the research questions listed in the previous chapter (see section 1.3). In this study, van Leeuwen's (1996) theory of social representation will act as the framework to analyse hero representation in the Medal of Honor *citation* context. Van Leeuwen's (2008) revised and updated Social Actors Network framework is also used to how the social actors in the *citations* are represented. The concepts and themes that are discussed in this chapter are:

- Heroism (section 2.2)
- Military as an institutional discourse (section 2.3)
- Language and ideology (section 2.4)
- Representation of social actors (section 2.5)
- Studies on representation (section 2.6)

### 2.2 HEROISM

Being a concept with substantial boundaries for a concrete definition, it would be a challenge to confine the gist of the notion in a mere sentence or two. Not to forget the plentiful heroic figures that has emerged to date from folk heroes, cultural heroes, political heroes, athletic heroes and military heroes to name a few. However, due to the nature of this research, people who are merely famous like celebrities (i.e. movie stars, television stars, musicians) are not considered 'hero' materials due to the non-heroic deed performed by them.

Indisputably the most famous and thus widely cited definition of celebrity came from the cultural theorist Daniel Boorstin who convinced that the celebrity is a person who is

only famous for their famousness, and not for any particular skills or virtues, (Boorstin 1971, as cited in Turner, 2013, p.4), somewhat harshly suggests a vast contrast of celebrity with heroic figures, which he goes on to describe as distinguished by their accomplishments or by “the great simple virtues of their characters”.

In literature, a hero typically refers to the main character in a literary work, or a celebrated figure in the ancient legends. Not only characterized as a main character, heroes are almost always portrayed in a positive light, someone with good virtues and values, someone with heightened intellect, someone whom to look up to, someone whom we aspire to become, and someone who is well-liked and well-respected. That being said, there are many heroic epics such as Gilgamesh, the Iliad, Beowulf, and La Chanson de Roland (Britannica, n.d.).

In the academic world, researches have long shown interest in this unique subject matter most notably in the field of psychology. In psychology, Goethals and Allison (2012) explore heroes' mannerism and behaviours or rather the perceptions to what we would think the mannerism or behaviour of heroes should be, which results in people perceive heroes as having high levels of competencies or high levels of morality or even both. This naturally translates to their perception of real-life heroes and fictional superheroes.

To understand the notion of heroism, the many definitions of the word 'hero' should be studied, but before we move on to the definitions, it is best if we review the origin of the word 'hero'. According to an online encyclopaedia, the English word 'hero', which we so effortlessly use under various circumstances, is derived from the Greek word [ἦρως](#) (heros) for hero or warrior, which typically means protector or defender (Britannica, n.d.). Ironically, the word 'hero', which is well sought after stereotypically for the male gender, actually refers to a woman, a priestess of Aphrodite (the Goddess



of Love) to be exact, rendered in the Greek mythology. In the legend, as preserved in literary texts *Musaeus* and *Ovid*, the priestess Hero, in grief after learning the demise of her lover, drowns herself. Goethals and Allison (2012) believe Hero's action in the myth might have played a part in the self-sacrificing ordeal of a hero, 'an ideal'.

Despite the gender jumble, most of the definitions do echoes some similarities to the Greek allegory. CBS News correspondent Steve Hartman (2009) said as a kid, he viewed a hero as an *ideal*. He also further points out that there is a huge difference between a person who had a heroic moment and a person who is a true hero. Susan Ware (1999) understands that a hero represents what a society considers the best qualities of a human being at a particular time, a model of behaviour and a character we truly aspire to be. With this, it seems clear that a person would not have 'a heroic moment' if the said person is not 'a true hero' to begin with.

For the purpose of this study, a few notable definitions will be used. According to Franco et al. (2011), heroism is defined as a social activity comprising five key stage elements:

1. In service to other people or communities in need
2. Engaged in voluntarily
3. With recognition of possible risks or costs either physically, socially, or in terms of quality of life
4. In which the actor is willing to accept anticipated sacrifice
5. And without expecting external gain at the time of the act

A lot of definitions just like the one by Franco et al. really set the bar very high. From here it became translucent that the scope of being a hero is very tight and only a handful can fall under this categorization. Individuals like Mother Teresa, Florence

Nightingale, and Martin Luther King to name a few would be the perfect candidate following this parameters. What it means here is that a person need not aim to inspire someone but instead, by simply following the key elements stated, these individuals will be a source of inspiration to many.

Allison and Goethals (2011) on the other hand, believes that heroes do possess eight crucial traits termed 'The Great Eight', which are caring, charismatic, reliable, resilient, smart, strong, selfless, and inspiring. Although having polled eight traits, they also believe that a person may not possess all, but a good number of the traits listed, to be called a hero. This selection may seem logical, but it made the definition of a hero all the more elusive. Becker and Eagly (2004) however, confines heroism's definition to actions that involves helping other people, regardless the risk of resulting in the action taker's injury or even death. This can be seen as a selfless service and to go all out to help another with little or disregard to one's own safety.

If we were to refer to dictionary definitions, we are able to see how heroes are defined in various discourses and perspectives. According to an online dictionary, 'hero' is defined as: a person who is admired for great bravery or fine qualities; an illustrious warrior; a person who is greatly admired; a man admired for his achievements and noble qualities; one who shows great courage; and an object of extreme admiration and devotion (Merriam-Webster online dictionary, n.d.). In Oxford Dictionaries, a hero is defined as a person, typically a man, who is admired for their bravery, notable accomplishments or noble qualities (n.d.). A conventional dictionary defines hero as a man distinguished by exceptional strength, courage and nobility; someone who fights for a cause; and the principle character in a play, movie, novel or poem while heroism refers to the qualities of a hero or heroine; exceptional or heroic courage when facing danger especially in battle, (wordnetweb.princeton.edu). As it is

evident here the definitions are not far off from each other, with many overlapping and diverse qualities that constitute a hero.

It is safe to conclude that since people are different from each other, therefore people do have different opinions and different degree of acceptance and justifications on what a 'hero' is. Goethals & Allison (2012) made a general statement by saying 'heroism is in the eye of the beholder'. All the definitions given here are from psychologists, and it is no wonder that they are primarily concerned with the human behaviour and possible behaviour modification to mimic the ideal characteristics which a 'hero' deemed to possess to the eyes of the participants involved, which incidentally contribute to the portrayal of heroes and superheroes in movies and comic books. Even the dictionaries' definitions closely resembles the various definition presented in this section. The lack of definition in the linguistics contexts however, shows that there are no specific definitions or outlines to pattern the textual data of hero representation.

### **2.3 MILITARY AS IN INSTITUTIONAL DISCOURSE**

As explained in the previous chapter, heroism (see section 2.2) often coincides with military (see section 1.6.1), with the notion of selfless service. More often than not, extreme heroism commonly occurs during the times of war, as observed by Wansink, Payne, & Van Ittersum, (2008) too. This makes the military a best place to instigate a textual analysis which reflects on hero representation. Additionally, the military are placed on a higher pedestal from the rest in terms of having a decent quality as can be seen from the official vision statement of the U.S. Army, "We are about leadership; it is our stock in trade, and it is what makes us different", (1999, as cited in Wong, Bliese & McGurk, 2003, pp. 647-658). In this section, the subthemes institution and discourse will be discussed further.

### **2.3.1 Institution**

According to the Oxford online dictionary, by definition, institution means an organization established for religious, educational, professional, or social purposes (n.d.). According to Mayr (2008), institutions have the ability to construct a representation of the world due to their strategic interests. Some of the institutions that are targets of linguists are the university, the prison, the hospital, the media, and the military to name a few. By examining the language of an institution, Mayr (2008) said we can comprehend how these institutions are shaped by discourses and how these institutes consecutively, possess the ability to create and impose discourse. This means that the institutions have a major influence in shaping our views to how we perceive the world, and this leads to accepting the fact that institutions do have the capability to project or foster the identity that they wish to portray. Agar (1985) reviewed discourses in an institutional setting, particularly the courtroom and the clinic, to develop a framework which divides the discourses into diagnoses, directives and reports. A notable researcher who investigated language in an institutional setting is Wodak (1996), who focuses on courts, schools and hospitals.

### **2.3.2 Discourse**

From Kress' (1985) and Fairclough's (1989) point of view, 'discourse' refers to contextualized language. According to Kress (1985), discourses are set of statements which are organised systematically that communicate the meanings and values of a certain institution. These set of statements has the ability to express, explain and restrict ideas or beliefs pertaining to the area of concern of that particular institution. The subordination of language use to institution is also discussed by Fairclough (1989). By definition, Fairclough sees discourse as "language as a form of social practice" (p.22).

Likewise, Phillips & Hardy agree with the description of discourse by Parker where discourses are sets of texts that are interconnected through the practice of the production, dissemination and reception that makes a certain option possible, (Parker 1992, as cited in Phillips & Hardy 2002). The distinction of text and discourse by Talbot (2007) gives a clear observation about the two terms, where 'text' is referred to as a product of interaction that is observable but 'discourse' is referred to as the process of the interaction itself, which is regarded as a cultural activity. Foucault too differs text, "an extended stretch of connected speech or writing" (1977, as cited in van Leeuwen, 2008, p. 6), to discourse, which is described as knowledge of a particular practice that is constructed socially and subsequently developed in a particular social context appropriately, ranging from large to small contexts and from strongly institutionalised context, e.g. military; to institutions of a lesser degree i.e. a friendly conversation.

Discourse as a whole can be viewed in two paradigms (Mayr, 2008). The first paradigm would be the formalist/structuralist paradigm, where discourse is seen as "language above the clause" (Stubbs, 1983, as cited in Mayr, 2008, p. 7). According to Stubbs, this particular view on discourse examines the form of the language, paying attention to the structural properties (i.e. cohesion and organization) but largely ignoring the social ideas which can provide insights on the usage and the interpretation of language by mankind. The second paradigm would be the functionalist paradigm which focuses on the social aspect of the language or the study of 'language in use'. Discourse analysis cannot be constrained to the description of linguistic forms but rather to explore the purpose of the forms and functions in our daily lives, according to Brown and Yule (1983).

Discourse as a form of communication or interaction, is heavily embedded with social and cultural aspects. The assumption that "language is used to *mean* something

and to *do* something” (Discourse Analysis, para. 6), as observed by Richardson (2006) and other researchers tie in nicely with the functionalist paradigm. This research is in accordance to the second paradigm as it looks at the discourse at hand from a social point of view, although this research does use elements of the functions and forms to explain or to deconstruct the discourse in question.

Discourse analysis then, according to van Leeuwen, in one way, means ‘the analysis of a text, or type of text’ (2009, p. 144). Deriving from the works of Michel Foucault (1977), van Leeuwen defined discourses as socially constructed ways of knowing some aspect of reality (2009, p. 144). There are various ways in analysing data in discourse analysis. According to Wetherell *et al.*, there are four basic approaches used by researchers to analyse under discourse analysis. The research at hand is in tandem with the fourth approach, which is “to look for patterns within much larger contexts” (2001, p. 7).

The language of categorising or classifying people or activities will be implicated with the values, beliefs and logics underlying it and the consequences and social effects of the said classification. Wetherell *et al.* go on further to elaborate the basic assumption of this approach is “the language available to people enables and constrains not only their expression of certain ideas but also what they do” (2001, p. 9). An excerpt from Wetherell *et al.* further explains the fourth approach to discourse analysis:

..the way in which something or someone is talked about does make a difference to the larger workings of society. It is through language, for example, that certain things or people are either categorised together or separated out as different, and through language that value is attributed or denied. (2001, p. 9)

### 2.3.3 Citations: Procedures and practises

The institutional discourse scrutinized in this research would be the *citations* of the Medal of Honor recipients. Instructions or guidelines in producing the *citations* or ‘discourse’ for the Medal of Honor recipients have not been clearly defined. From the procedures of applying for the medals to the day the medals were being awarded, we can infer that:

- i) the *citations* began in the form of narration (presumably verbally due to the eyewitness/nominator being under oath),
- ii) narration in written form by the eyewitnesses and/or the production team,
- iii) the construction of the *citation* by the production team based on evidences (should be brief and compact to accommodate the constrain of time during the ceremony of awarding the medal),
- iv) the *citation* being read out loud during the ceremony to accompany the recipient as the recipient comes forward to receive the Medal of Honor,
- v) and finally the transcription of the *citations* being recorded in relevant document (i.e. bibliography of soldiers, websites honouring the Medal of Honor recipients, military archives, etc.).

The construction of the *citations* is what this study is directed towards. This is because the production team has to take into consideration several other necessary aspects other than what is narrated. In order to have a clearer view of this concept, the 6 dimensions of journalistic role performance proposed by Mellado (2015) is referred to understand the necessary factor behind the construction of the *citations*. The 6 dimension are as in Figure 2.1:

Dimensions of Journalistic Role Performance					
Presence of the Journalistic Voice	Power Relations			Audience Approach	
Intervention	Watchdog	Loyal-Facilitator	Service	Infotainment	Civic
Taking sides	Questioning	Support institutional activities	Impact on everyday life	Personalization	Citizen perspective
Interpretation	Critiques	Promote national or regional policies	Tips and advice (grievances)	Private life	Citizen demand
Proposals/demands	Denouncing	Positive image political elite	Tips and advice (individual risks)	Sensationalism	Citizen questions
Adjectives	Conflict	Positive image economic elite	Consumer Advice	Scandal	Credibility of citizens
First person	Coverage of trials and processes	Highlight country's progress		Emotion	Support of citizen movements
	Investigative reporting	Comparison of the country/region with the rest		Morbid	Educating on duties and rights
	External research	Highlight national's triumphs			Background information
		Promotion of the country			Information on citizen activities
		Patriotism			Local impact

**Figure 2.1: Six Dimensions of Journalistic Role Performance, Reprinted from The Project, In Journalistic role performance around the globe, from <http://www.journalisticperformance.org/p/the-project.html>**

Taking into account that the *citations* have the elements of highlighting national's triumph, supporting institutional activities and patriotism among others listed, the end product of the *citations* of Medal of Honor reflects on the roles and responsibilities of the production team as 'loyal-facilitators', which is anticipated to be in accordance to the institutional demands (the military) and so these demands are projected through language forms and textual strategies to instil the institution's embedded ideology to the intended target audience.

## 2.4 LANGUAGE AND IDEOLOGY

Being one of the major ways in which people interact with each other, discourse studies are primarily focused on language. Be it as it may that the term 'language' goes



beyond written and spoken with the examples of body language and sign language, for the purpose of this research, the scope of language that is focused on is the written text, i.e. the *citations* of the Medal of Honor. The way people use language in expressing what they want is quite relevant in to what they believe in. This is because language, being a tool of communication, is produced by involving the careful choices of the linguistic system to implant the intentions of the producers of any discourses. Language, to Kress (1985), is a tool to code certain habits and through time, reinforce these habits. Therefore, through language as a tool, the perceived reality of a person or a group of people can be changed or altered over time with proper reinforcement.

According to Bourdieu (1991), language is defined as a symbolic system of power with the intrinsic capability that can persuade people to see the world and either confirm or transform their perceptions and beliefs of the world. This in turn will affect the actions of the people in the world, and by extension, the world itself. Language seen in this light is the factor that gives the ability to the producers of the *citations* to construct the text linguistically to seem appealing to their target audience. In order to bridge the gap of definition between language and discourse (see section 2.3.2), Fairclough's (1990) claim will be adopted for this study where by the word 'discourse' encompasses "language use is imbricated in social relations and processes which systematically determine variations in its properties, including the linguistic forms which in text". It is also important to highlight from this association that an essential social aspect to the concept of discourse is that "language is a form of ideology, and language is invested by ideology" (p.119).

Ideology then can be defined as a relatively coherent unwavering set of ideas, values and beliefs. The online English Oxford Living Dictionaries (n.d.) gave the definition of ideology as a system of ideas and ideals, especially one which forms the basis of

economic or political theory and policy, implies a political connotation associated with the term 'ideology'. Sociocognitively, ideologies are defined as shared representations of social groups (Van Dijk, 2006). Van Dijk had also emphasized that just like languages, ideologies are socially and mentally shared, (2006). Ideologies are classified as social due to their functions being socially shared by the social actors of a group.

Being the linking element between individual's knowledge of the world and their social practices, language does have a crucial role in the ideological process. Hodge and Kress (1993) propose there is a connection between linguistic studies with the society which a given language represents, hence implying that language can reflect ideology and an instrument of power and control, as opposed to just as a means of communication. Likewise, Hodge, Kress and Jones (1979) bring forward the significance of language in the study of ideology. According to them, ideologies are sets of ideas which are crucial in assembling experience and making sense of the world. These set of ideas which are embedded with ideologies of a certain party are then expressed through the use of language. This goes hand in hand with the notion that ideology involves a systematically organised presentation of the reality brought forth by Hodge and Kress (1993). Therefore, language, as a tool, is the means to deliver people's thought processes of the perceived reality. This can be seen through people experiencing and expressing the world and everything around them through the use of language.

Schieffelin, Woolard, and Kroskrity (1998) on the other hand describe language ideology as an explicit or an implicit representation which interprets the meeting point of language and human beings in a social world. According to van Dijk (2006), ideology which is systems of ideas are generally expressed and duplicated within the social practices of the members, and more importantly the system of ideas are not only

acquired through discourse, but one can confirm, change, and spread these ideas through discourse too. Likewise, scholars like Fairclough and van Dijk are convinced that ideologies are not only constructed, but naturalized and legitimized through the use of language, to be more precise through discourse, as a social practice (Fairclough 1992; van Dijk 2004). Similarly, Caldas-Coulthard (1996) believed that all texts code the ideological positions of their producers. Therefore language here is seen as a channel or a tool to convey and to preserve ideologies.

An idea of ideology can be sketched, according to Wodak & Meyer (2009), as any group of people or organization that has power, will want to impart their own ideology by influencing society's ideology in any way possible to closely match theirs. This is to ensure the people in the society to think alike about certain matter, and subsequently due to the reinforcement of the ideology of those in power, it will result in making the society forget that there are any other alternatives to the 'status quo'.

Another wholesome summary of what constitutes the multi-facet and multi-dimensions of ideology is presented van Dijk (1995) where ideology is defined not only as a basic system of fundamental social cognitions, but as a tool to organising the attitude, the knowledge and other social representation that are shared by members of groups. These social representations then indirectly control the mental representation or model of the discourse and its structures.

That being said, it is important to recognize the ideology of a particular discourse, so that as the readers/hearers, we can know what the writers/speakers are trying to impart on us. However, from the excerpt above, it is apparent that uncovering ideologies in discourses are not an easy task to do and unknowingly, we might be conditioned to believe a set of beliefs. This leads to the need for linguist to uncover or expose structures which leads to 'unmasking' ideologies embedded in any discourses. Van Dijk

(2006) echoes this by saying a systematic discourse analysis is a way to study the structures of underlying ideologies and subsequently, the functions of these ideologies. Fairclough (2001) too had justly explained the reason behind the need to unravel the relationship between language and ideology in terms of power for a more practical sense, because to do so we can understand how language play a part in the domination of some people by others, and by this consciousness, one can be liberated.

In the media studies for last 30 years, a lot of emphases are put into studying the relationship between language and ideology (Kuo & Nakamura, 2005). This is because it is believed that there are contributing relation between ideological processes and linguistic processes. In other words the linguistic choices made by the producers of a discourse may carry ideological meaning. In 1979, Trew saw this relationship in his study when he discovered through 'passivization', the producers of a text are able to omit the social actors for any particular desired reason. With the acknowledgment of this aspect, linguists reason that the linguistic choices of a text can carry certain ideological meaning and so strive to examine the underlying ideologies that are embedded in a text with the likes of word choices and sentence structures (Fowler 1991). Fowler (1991) relates that any representational discourse about the world, be it said or written, is articulated from a particular ideological position (p. 10). Van Dijk (1995) explains that if ideologies are presumed to be produced and reproduced in societies of social actors via discourses (spoken or written), it would be convenient to accept that some semantic structures of a particular discourse are more effective than others.

In order to study these occurrences, Fairclough (1989) presents Critical Language Study (CLS). CLS largely emphasises as an approach to language study in an attempt to uncover hidden qualities of the particular language in use. With this, linguists and

people at large will be aware of the processes of domination through language. According to Fiorin (2008), the autonomous linguistic system is not where the ideological aspect presents itself; rather it is in the use of the language. Language reflects the structure of the society in which it is used, thus representing people's mind and consequently embodying different worldviews, (Fowler et al., 1979). Fiorin (2008) states that ideological works at the phenomenological level, which means through linguistics choices, the structure of the discourse can signal the discourse producer's intention. This view is also discussed by Fowler et al. (1979). Linguistic structures can be used to regulate the ideas and behaviour of others, to assert institutional or personal status.

## **2.5 REPRESENTATION OF SOCIAL ACTORS**

Simply put, representations are manifestations of meanings through the use of language (Hall, 1997). This is due to the fact that representations allow mankind to understand everything around them. Besides, representations are also convenient in expressing and communicating complex though processes to make it understandable to others, and this can be achieved through the use of language (Hall, 1997). Representation in discourse then is described as a constructive process by Fowler (1991). This is because Fowler (1991) claims that it is impossible for the news industry for example, to cover and communicate ideas of events in a neutral manner due to the medium being controlled by the stakeholders; a.k.a. the people with power. The public are entitled to have their own perspectives and draw their own conclusion, which may not be in favour of the producers and the stake holders. Therefore, a subtle manipulation is deemed necessary to influence the way people think, so that they might arrive to the same ideas and perspectives on their own.

This leads to the assumption of the social aspect of a discourse, where discourse can be viewed as a system of options from which language users make their ‘choices’ (Chouliaraki, 1998 as cited in Barker, 2001). The construction of any ‘reality’ is bound to be selective, and this is where representation plays its role. This is because the construction of the ‘reality’ does entail the selections of which aspect of the ‘reality’ that should be included and how the arrangement of the construction should be (Barker, 2001). As such, each representation is socially constructed because each selection has its own share of socially ingrained values (Hodge and Kress, 1993).

When it comes to analysis, many researchers take many different approaches in deconstructing the seemingly innocent surface of a discourse, (Fairclough 1989, 1992, 1995 & 2003; van Dijk 1988, 1995; Wodak 1996; Kress & van Leeuwen 2001). Nonetheless, the analysis of social actor by van Leeuwen’s (1996) in terms of their representations has been useful for many researchers who focus on the way the actors are described in various discourses based on the categories that has been laid out from a social standpoint, (Todoli et al, 2006). He has described a number of categories under his sociosemantic network which helps in classifying the representation of social actors in an array of discourses. This framework of sociosemantic system is used to reveal the representation of the social actors involved, through language.

One such subsystem from his network is *categorization*, where the social actors are being portrayed in regards to their functions or identities that the social actors share with other people (van Leeuwen, 1996). Another example of the subsystem is *nomination*, where it refers to the social actors being represented in terms of their distinctive identity. Both of these subsystems and a few others are further elaborated in Chapter 3 before proceeding to the relevant analysis in Chapter 4 with examples taken from the *citations* of Medal of Honor.

The proposed network was summarized to three main types of transformation: i) deletion, ii) rearrangement and iii) substitution; which would be the basis of the research at hand. The application of this framework of social actors allowed van Leeuwen (1996) to uncover the representations of immigrants in Australian newspaper reports that were stained with racist issues.

This framework was drawn extensively on Halliday's transitivity, which discusses on process types. According to Halliday, the notion of transitivity forms the cornerstone of representation due to its ability to represent in 'multiple ways of an implied extra-linguistic reality' (Barker, 2001, p.70). There are two main element in Halliday's transitivity which are 'process' which is the subject matter and 'participant', which are social actors. The analysis of these processes (i.e. 'action', 'event', 'relational', and 'mental' processes) from a social standpoint assisted a critical linguist in analysing factors (social, cultural, ideological, political or theoretical) that determine how a process is signified in texts. In 1979, Trew was capable to uncover that certain process types chosen in a discourse suggest that there are political and ideological revelations (Fairclough, 1992).

## **2.6 STUDIES ON REPRESENTATIONS**

A vast number of literatures have been produced to date focusing on the representations of social actors in the form of textual analysis. However, many draw the attention towards the power struggles and biasness towards a particular group be it the minority or the stereotyped group. Generally, the analysis is used to investigate the negative representation to examine the reason behind the choices used to portray a particular social actor. However, there are several studies that focus on the positive representations, which relate to the research at hand.

The study on the representation of the Iranian Supreme Leader is one such study that analyses the representation of the social actor, Ali Khamenei in news website by Zuraidah & May (2013). The study examines the linguistic representation of the Iranian leader using van Leeuwen's social actor network model (2008). The findings of the study indicate that Ali Khamenei is discursively represented in a positive light, by assimilating him to the Prophet Muhammad and the 12 infallible Imams of the Shia tradition. This has been done through *nomination* and *titulation* that carries the ideology of a sacred position. Such positive representation of him elevates his authority and spread intended ideology. The news is believed to be utilized as a way to reinforce the dominance of powerful individuals.

Another study investigates the linguistic representation of male and female social actors in a successful ESL textbook with the help of van Leeuwen's (1996) framework and Halliday's Transitivity model. The outcome of the analysis indicates that the female social actors are more prominent, successful, active and independent as well as being associated with high status activities as compared to their male counterparts (Sahragard & Davatgarzadeh, 2012). This is in tandem with the ideology embedded in the text by the text producers which is in line with feminism and the great effort that is put into the production of the series of textbooks is to actually to change or 'move on' from the stereotyped submissive role of women.

Even though there are plentiful researches made in the representational sense across various social actors, there still is a lack of literature on the one of the greatest military force in terms of the positive representation analysis of its soldiers and how they are portrayed in a discourse to convey the intended meaning of the discourse producers. There this research contributes although in a small way to fill the gap of heroic representation in the context of military.



## CHAPTER 3: RESEARCH METHODOLOGY

### 3.1 INTRODUCTION

To address the research questions envisioned in Chapter 1, in this chapter, the discussion will be on i) the data for this research, ii) the procedures used in data selection, and iii) the methods for data analysing which includes the analytical framework (van Leeuwen's representation of social actors) and the strategies for the construction of hero representation.

### 3.2 DATA

Having a much focused research direction, the data for this research are easily searched and identifiable. The data for this research are the *citations*, which are dedicated to summarise the bravery of Medal of Honor recipients, which are formally expressed during the Medal of Honor ceremony, prior to the recipients (or the representative of perished recipients in the case of a posthumous award) receiving the Medal of Honor from the President of the United States. However, this formal celebratory of the recipients of Medal of Honor only took place since 1905, when a conscious effort was taken by President Theodore Roosevelt to heed the setting in which the medal was awarded to ensure the award's prestige. In addition to this, the 1905 executive order on September 20<sup>th</sup> specified that "the presentation of Medal of Honor will always be made with formal and impressive ceremonial by the President, as commander in chief, or by such representative as the President may designate" ([www.theodore-roosevelt.com/trexecutiveorders.html](http://www.theodore-roosevelt.com/trexecutiveorders.html)).

It is important to note that since the introduction of the Medal of Honor during the Civil War in 1861, the value of the medal skyrocketed as it signifies the tremendous sacrifice displayed during battles and wars. Due to this, and without a clearer criteria for the medal being awarded at that time, a large number of applications for the medal were

made and according to Collier (2011), through mere letters. This leads to the secretary of war's office to often grant them without questioning and many of the medals were mailed out in the regular post before a new set of standards for the Medal of Honor was announced in June 1897, to end the previously chaotic process.

The development of the Medal of Honor since its debut does effect the content of the *citations*. Prior to the reform in June 1897, the official *citations* were “a mere cursory sentence or two”, (Collier, 2011). However, after the reform, the *citations* were paid a much detailed attention where a more complete and comprehensive description of the heroic act being included. The *citations* generally consist of the particulars of the recipients, their affiliations to the Armed Forces, and their specific courageous deed that had led them to be deserving recipients of the Medal of Honor.

Due to the process of finding the videos of all the Medal of Honor ceremonies and subsequently transcribing the audios into texts could be taxing and time-consuming, for this research, the list of the recipients and their *citations* are taken from the official website, which is maintained by a group of surviving recipients themselves for the public view and knowledge at [www.cmohs.org](http://www.cmohs.org). The *citations* from the website are a collection of transcribed official *citations* given out during the ceremony of presenting the Medal of Honor to the recipients. This makes [www.cmohs.org](http://www.cmohs.org) an excellent choice of data source as it saves considerable time and effort in transcribing the *citations* from audio/video recordings of the ceremony. Figure 3.1 shows an example of an entry in the official website:

**ALLWORTH, EDWARD C.** ★ BACK

<b>Rank:</b> Captain	<b>Organization:</b> U.S. Army
<b>Company:</b>	<b>Division:</b> 60th Infantry, 5th Division
<b>Born:</b> 6 July 1887, Crawford, Wash.	<b>Departed:</b> Yes
<b>Entered Service At:</b> Corvallis, Oreg.	<b>G.O. Number:</b> 16
<b>Date of Issue:</b> 12/31/1919	<b>Accredited To:</b>

**Place / Date:** At Clerly-le-Petit, France, 5 November 1918

**Citation**

While his company was crossing the Meuse River and canal at a bridgehead opposite Clerly-le-Petit, the bridge over the canal was destroyed by shell fire and Capt. Allworth's command became separated, part of it being on the east bank of the canal and the remainder on the west bank. Seeing his advance units making slow headway up the steep slope ahead, this officer mounted the canal bank and called for his men to follow. Plunging in he swam across the canal under fire from the enemy, followed by his men. Inspiring his men by his example of gallantry, he led them up the slope, joining his hard-pressed platoons in front. By his personal leadership he forced the enemy back for more than a kilometer, overcoming machinegun nests and capturing 100 prisoners, whose number exceeded that of the men in his command. The exceptional courage and leadership displayed by Capt. Allworth made possible the re-establishment of a bridgehead over the canal and the successful advance of other troops.



**Figure 3.1: An entry in the official website www.cmohs.org**

There are a total of 24 conflicts that were scrutinized by the United States government for act of valour and gallantry ranging from the year 1866 to 2016 as listed in the website. There are also awards bestowed under Special Legislation for four different incidents for unidentified soldiers who fought for the United States Army. The Medal of Honor came to existence during the Civil War, in 1861 to be exact. Then in 1863, the Medal of Honor was made permanent by the Congress. In total, there are a total of 3493 *citations* to be looked at. Table 3.1 comprises the complete list of the conflicts scrutinized by the United States government in a chronological order and the number of Medal of Honor awarded for each of the conflicts.

**Table 3.1:List of Conflicts and the number of Medal of Honor awarded for each of the conflicts**

<b>NO</b>	<b>CONFLICTS</b>	<b>YEAR</b>	<b>NUMBER OF MOH AWARDED</b>
1	Indian War Campaigns	1817 – 1898	426
2	Civil War	1861 – 1865	1523
3	Interim 1866-1870	1866 – 1870	9
4	Interim 1871-1898	1871 – 1898	98
5	Korean Campaign	1871	15
6	War with Spain (Spanish American War)	1898	110
7	Boxer Rebellion (China Incursion)	1898	58
8	Philippine Insurrection	1899 -1902	88
9	Interim 1901-1911	1901 – 1911	47
10	Action against Philippine Outlaws	1911	5
11	World War I	1914 – 1918	119
12	Mexican Campaign (Vera Cruz)	1914	55
13	Interim 1915-1916	1915 – 1916	8
14	Haiti	1915	6
15	Haiti Campaign	1919 – 1920	2
16	Interim 1920-1940	1920 – 1940	18
17	Second Nicaraguan Campaign	1927 – 1933	2
18	World War II	1939 – 1945	473
19	Korean War	1950 – 1953	146
20	Dominican Campaign	1916-1924	3
21	Vietnam War	1955 – 1975	258
22	Somalia Campaign	1993	2
23	War in Afghanistan	2001-present	14
24	War in Iraq	2003-2010	4
25	Special Legislation		4
	<b>TOTAL</b>		<b>3493</b>

### 3.3 DATA SELECTION

This research concurs to a qualitative textual analysis research design due to the nature of the data which is necessary in order to answer the intended research questions in Chapter 1 successfully. A qualitative approach is best suited for this research as it is a key for a deeper understanding of social occurrences and their dynamics, in this case, the *citations* of the Medal of Honor and the ideological predisposition that entails. As described, there are a total of 3493 *citations* of the Medal of Honor recipients (see section 3.2). Due to the overwhelmingly large number of raw data and the wide time frame from the first introduction of the medal to the current recipient of the medal at the time of the writing, for the purpose of this research, multistage sampling method (which is combining cluster sampling and followed by simple random sampling) is used. As the Medal of Honor awards are clustered according to their conflicts in the main source website ([www.cmohs.com](http://www.cmohs.com)) where all the selected *citations* will be taken from, that aspect of multistage sampling has been dealt with.

However, the number of Medal of Honor awarded to each conflict is varied (see table 3.1). Due to these wide-ranging differences from as little as two medals awarded in the Somalia Campaign and 1523 medals awarded in the Civil War, the selection of equal numbers of *citations* of the conflicts to be studied proved to be challenging. To overcome this, some boundaries has to be established before continuing to reduce the number of selected data through a second cluster sampling. As such, a more comprehensive description of the *citations* is in order.

The *citations* vary in many aspects such as length, language, the degree of description and information as well as focus. There doesn't seem to be a particular guidance or protocol in the writing of the *citation* apart from the general summary of the deed. This coincides with the problems occurred before the new standard criterion for

awarding the medal that was announced in 1897. Since the content of the *citations* was paid more attention to by providing a detailed recount of the ordeal after the new set of standards was announced, for an equal and fair representation of the selected data, *citations* before this date were not considered for this research. These conflicts include Indian War Campaigns; Civil War; Interims 1866-1870 and 1871-1898; and Korean Campaign.

Furthermore, the executive order by President Theodore Roosevelt on the manner of presenting the Medal of Honor in 1905 may further influence the writing of the *citations*. This is because the order had elevated the procedure from a private affair of those in concern to becoming a national celebratory event. To accommodate the changes here, conflicts before this date are excluded from the selection. These conflicts are War with Spain; Boxer Rebellion and Philippine Insurrection.

Even though many conflicts have been excluded for the sake of narrowing down the scope of the study as well as reducing the number of variables that may or may not affect the outcome of the analysis, there are still a number of conflicts to choose from according to the list of conflicts after the last changes in the way the medals should be presented in 1905. For this reason, the deadliest wars are sought out. As wars are never without casualties, there are reasons to believe that the higher the number of casualties, the more effort is put into the making of the *citations* in hindsight to give hope for the nation.

According to the online website ([www.militaryfactory.com](http://www.militaryfactory.com)) on the list of US casualties in conflicts that involves the United States, the top three most deadliest and costliest wars with a high number of deaths (more than 100 000 deaths) are the Civil War, World War I, and World War II. These figures are also documented in the book “American War and Military Operations Casualties: Lists and Statistics”, where the author included

a list of the deadliest wars in terms of the number of casualties. The top three wars in which the United States had participated with a very high number of the United States military personnel casualties are the Civil War with a total of 364,511 deaths, World War I with a total of 116, 516 deaths and World War II with a total of 405, 399 deaths (Leland, 2010). For the uniformity of the research, the Civil War is not included as it precedes the changes made in June 1897 and the delivery manner in 1905 in which the way the Medal of Honor should be dealt with. Therefore, the selected conflicts would be i) World War I and ii) World War II.

Since the affiliation of the United States in wars and conflicts seems to overlap with each other or take place one after another with a gap of two to five years, it would be interesting to see the development and the changes that take place in a leap of almost 20 years although a direct comparison between older *citations* and newer *citations* is not the focus of this study as this study looks at the patterns of hero representation in the *citations*. For this reason the selected conflicts that fall under this bracket are i) the Somalia Campaign, ii) War with Afghanistan and iii) War with Iraq.

The selection criteria above conclude the second cluster sampling that is needed for this study. Out of the 25 conflicts where the Medal of Honor was awarded, 5 conflicts are studied. These wars are i) the World War I, ii) the World War II, iii) War with Iraq, iv) War with Afghanistan and v) the Somalia Campaign.

As the total Medal of Honor awarded from the two earlier conflicts is large; World War I has a total of 119 *citations* and World War II has a total of 473 *citations*; random sampling method is used. 10 *citations* from each of the earlier wars will be randomly selected using simple random sampling method done in Microsoft Excel. However, all the *citations* from the War with Afghanistan (14 *citations*), War with Iraq (4 *citations*) and the Somalia Campaign (2 *citations*) is selected due to consisting a small number of

*citations* which leads to a total of 40 *citations* from all the five selected conflicts which are analysed for this research.

Table 3.2 lists all the selected *citations* with each given a reference number (Citation 1 to Citation 40) based on a chronological order of the selected conflicts and then the alphabetical order of the recipients' surname within each conflicts. A keyword is added to the labels of the *citations* to indicate which conflicts the *citations* are associated with. The selected *citations* are provided in full in the Appendix.

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**Table 3.2:List of the Selected Citations of the Medal of Honor Recipients**

<b>REFERENCE NUMBER</b>	<b>RECIPIENTS' NAME</b>	<b>CONFLICT</b>
Citation 1-WW1	ALLWORTH, EDWARD C.	World War I
Citation 2-WW1	BARGER, CHARLES D.	World War I
Citation 3-WW1	BOONE, JOEL T.	World War I
Citation 4-WW1	COVINGTON, JESSE W.	World War I
Citation 5-WW1	GAFFNEY, FRANK	World War I
Citation 6-WW1	DILBOY, GEORGE	World War I
Citation 7-WW1	HALL, THOMAS L.	World War I
Citation 8-WW1	MORELOCK, STERLING	World War I
Citation 9-WW1	TURNER, WILLIAM B.	World War I
Citation 10-WW1	VILLEPIGUE, JOHN C.	World War I
Citation 11-WW2	COLE, ROBERT G.	World War II
Citation 12-WW2	DAVIS, CHARLES W.	World War II
Citation 13-WW2	GALT, WILLIAM WYLIE	World War II
Citation 14-WW2	HAUGE, LOUIS JAMES, JR.	World War II
Citation 15-WW2	HEDRICK, CLINTON M.	World War II
Citation 16-WW2	HUGHES, LLOYD H.	World War II
Citation 17-WW2	McGILL, TROY A.	World War II
Citation 18-WW2	PARLE, JOHN JOSEPH	World War II
Citation 19-WW2	REESE, JOHN N., JR.	World War II
Citation 20-WW2	VANCE, LEON R., JR.	World War II
Citation 21-So	GORDON, GARY I.	Somalia Campaign
Citation 22-So	SHUGHART, RANDALL D.	Somalia Campaign
Citation 23-Af	BYERS, JR. EDWARD C.	War in Afghanistan

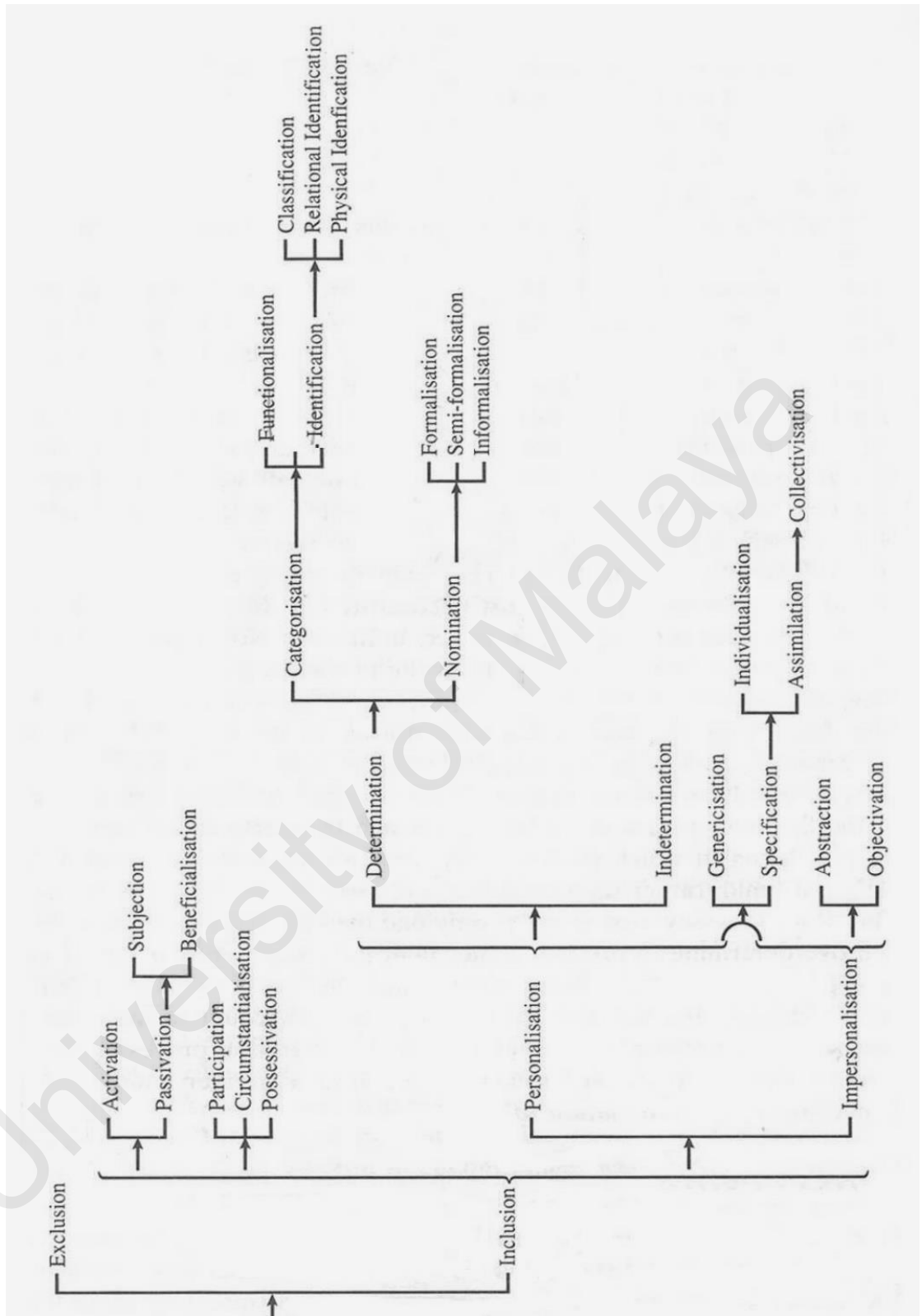
**Table 3.3: List of the Selected Citations of the Medal of Honor Recipients  
(continued)**

<b>REFERENCE NUMBER</b>	<b>RECIPIENTS' NAME</b>	<b>CONFLICT</b>
Citation 24-Af	CARPENTER, WILLIAM KYLE	War in Afghanistan
Citation 25-Af	CARTER, TY M.	War in Afghanistan
Citation 26-Af	GIUNTA, SALVATORE A.	War in Afghanistan
Citation 27-Af	GROBERG, FLORENT A.	War in Afghanistan
Citation 28-Af	MEYER, DAKOTA	War in Afghanistan
Citation 29-Af	MILLER, ROBERT J.	War in Afghanistan
Citation 30-Af	MONTI, JARED C.	War in Afghanistan
Citation 31-Af	MURPHY, MICHAEL P	War in Afghanistan
Citation 32-Af	PETRY, LEROY A.	War in Afghanistan
Citation 33-Af	PITTS, RYAN M.	War in Afghanistan
Citation 34-Af	ROMESHA, CLINTON L.	War in Afghanistan
Citation 35-Af	SWENSON, WILLIAM D.	War in Afghanistan
Citation 36-Af	WHITE, KYLE J.	War in Afghanistan
Citation 37-Ir	DUNHAM, JASON L.	War in Iraq
Citation 38-Ir	McGINNIS, ROSS A.	War in Iraq
Citation 39-Ir	MONSOOR, MICHAEL A.	War in Iraq
Citation 40-Ir	SMITH, PAUL R.	War in Iraq

### 3.4 ANALYTICAL FRAMEWORK

For this study, van Leeuwen's framework is selected due to the categorization of the choices made for the social actors in the discourse through sociosemantic meaning, as oppose to lexicogrammatical. Van Leeuwen argues that discourses are ultimately modelled on social practices (p. 145). They are essentially based on what people do. Taking from his example on the discourses of leadership, our knowledge of leadership is based on what the leaders do. However, the beauty of a discourse is that it can be shaped to whatever is necessary by the governing party of the discourse.

Aiming to answer the first research question and subsequently the second, the selected data of 40 *citations* are analysed based on the features discussed by van Leeuwen's (1996) the representation of social actors. All the words and sentences in the selected *citations* will be critically read and analysed on their own and in accordance to the system explained and utilized by van Leeuwen (1996) focusing on each phrase, clause and sentence separately. Van Leeuwen's model will be ideal in this research as it is a comprehensive framework in the discourse analysis which can analyse the representation of actors in a discourse from a social standpoint. The features of the framework are shown in Figure 3.2:



**Figure 3.2: Van Leeuwen's (1996) Framework of Social Representation**

Typically, a particular piece of discourse does not comprise all the categories of representation described by van Leeuwen in his framework. Therefore, a few categories are selected based on the descriptions and examples provided by van Leeuwen (1996) in his work. The following elements from his framework are considered for this research based on the heroic representation theme which are: *Inclusion/Exclusion*, *Activation/Passivation*, *Individualisation/Assimilation*, *Nomination*, and *Functionalization*. These elements will be explained in further details based on van Leeuwen's (1996) and (2008) descriptions and explanations:

#### 1. Inclusion/Exclusion

According to van Leeuwen (1996), representations of social actors are often included or excluded in accordance to the discourse producers' intentions and purposes as well as their targeted readers. To understand what inclusion is, van Leeuwen (1996) gives a clear description of exclusion. In exclusion, social actors are either omitted with or without leaving traces; backgrounded; or suppressed to serve a certain purpose.

#### 2. Activation / Passivation

Activation took place when the social actors are represented as the dynamic and active force when describing their activities. Conversely, when the social actors are represented as undergoing a certain activity, it is referred to as passivation. In other words, the social actor is the recipient of the action or activity. Passivated social actors can be further classified as *subjected*, where when the social actors are treated as objects or *beneficialised* (benefitting from a certain action either positively or negatively).

### 3. Individualisation /Assimilation

Individualisation is when social actors are referred to as individuals, as opposed to assimilation when they are referred to as a group. According to van Leeuwen (1996), these categories are primarily significant because individuality is an element that is placed as a great value in our society by large. Further examples are given through his work where elite persons tend to be individualised whereas ordinary people are assimilated. However, it depends on the producers of the discourses and their target audience which will determine on which social actor to be individualised or to be assimilated.

### 4. Nomination

At times when a social actor is represented based on his or her unique identity, it is referred to as nomination according to the systems laid out by van Leeuwen. Nomination is usually realized by proper noun, and they may or may not be titulated with honorifics (e.g. Dr., Prof) or affiliation (e.g. Auntie Barbara). Nomination can be further divided into three categories which are formal, semi-formal and informal. The nominated social actors largely depend on the medium or 'story' on who the producers of the discourse regard as important or who they give importance to.

### 5. Functionalization

Functionalization takes place if the actors are referred to regarding the activities that they do, such as their roles or their occupations, (van Leeuwen, 1996). There are three ways to realise this aspect: i) by a noun which is formed from a verb through the use of suffixes (e.g. interviewer,

payee); ii) by a noun formed by another noun through suffixes (e.g. pianist), and iii) by the compounding of noun (e.g. cameraman).

To answer the second research question, the understanding of how representation relates to ideology must be formed. The ability to consciously select the representation of social actors indicates that ideologies are formulated, reproduced and reinforced through discourses or other semiotic practice (Barker, 2001). Although ideology is the shared social representations by members of a group which are utilised to accomplish everyday social practices (Billig et al., 1988; Fowler, 1985; van Dijk, 1998 as cited in Barker, 2001), it is not as easy as to read-off the ideology embedded in a discourse. Furthermore, Chouliaraki and Fairclough did suggest that ideology has the ability to mould people's perspectives which in turn are capable of 'ironing out' contradictions and dilemmas of practices to align with the intentions and perspectives of those in power (1999, as cited in Barker, 2001). Therefore, appropriate method of analysing the ideological predisposition is taken into consideration.

In the interest to achieve this and subsequently answer the second research question, Fairclough's (1995) three dimensional framework is looked upon to examine the outcome of well-represented social actors for the benefit of the text producers/institution/people of power. Being one of the many approaches that can be used to analyse the legitimisation of one's position in the place of power, it serves as a useful tool for the purpose of this research. A simplified understanding of the interrelated parts of Fairclough's framework (text, discursive practices and social practices) is given by Yoong et al. (2013) as follows: i) the text is the 'product' or the physical manifestation of the social practice; ii) the discursive practice is a 'tool' used to create the text in order to actualise the social practice; and iii) the social practice can be equated with the 'will', 'desire' and 'motivation' of the establishment, institution or

individual (p. 235). Young et al. (2013) further explains that to understand the social practice level, an understanding of the social theories is necessary (p. 235). This is because the embedded ideologies can be highlighted if a particular discourse is seen through this angle. Through textual analysis, namely vocabulary and grammar, useful insights can be harvested in terms of the ideological predisposition.

The next chapter will look into the analysis of the representation of the awardees as described in the *citations* using the social systems of van Leeuwen with samples from the *citations* in a direction towards answering the first research question of this study.

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## CHAPTER 4: ANALYSIS

### 4.1 INTRODUCTION

In this chapter, the analysis of the *citations* (see section 3.2) is drawn from van Leeuwen's representation of social actors. In an attempt to answer the research questions formulated in the first chapter, the *citations* are looked at in terms of the linguistic choices made which reflects on the representations of the social actors. In this research the social actors that will be looked at are the recipients. Van Leeuwen's representation of social actor will give an in-depth reflection on the choices of linguistic elements to represent the recipients as heroes. The framework is used to interpret how the recipients of the Medal of Honor are represented as social actors and considers what is included as well as excluded in the representation of the recipients as heroes.

As shown in Chapter 3 Figure 3.2, van Leeuwen (1996) illustrates a number of major types of transformation in the realization of the representation of social actors. Based on the framework and the selected *citations*, there are four noticeable systems found in the Medal of Honor *citations*. These systems are:

- Activation
- Individualisation
- Nomination
- Functionalization

These noticeable systems will be explained further with excerpts taken from the Medal of Honor *citations*.

### 4.2 ACTIVATION OF RECIPIENTS

A form of representation under role allocation can be realised through the assigning of the social actors with either active or passive roles. By giving the social actor an

active role hence *activation*, the social actor would generally be represented as “the active dynamic force in an activity” (van Leeuwen, 1996). Reversely, by giving the social actors a passive role hence *passivation*, the actor is then represented as “undergoing” a certain activity or “being at the receiving end” of an activity. Passivation is further broken down into two subcategories; *subjection* and *beneficialisation*. However, in the selected *citations*, it is found that the soldiers are generally activated and rarely or never passivated. Some examples of activation of the social actors are shown in the examples 1 - 7.

Example 1: Lt. Col. Cole was personally leading his

battalion

(Citation 11-WW2)

Example 2: Lt. Col. Cole issued orders to assault the enemy (Citation 11-WW2)

Example 3: he charged on and led the remnants of his battalion(Citation 11-WW2)

Example 4: he provided some of it (ammunition) to the dazed

pilot and then radioed for help

(Citation 21-So)

Example 5: Sergeant First Class Shughart provided

precision sniper fires

(Citation 22-So)

In examples 1, 2 and 3, the awardees were described as ‘leading’, ‘issuing orders’ and ‘taking charge’. These choices of words give the impression to the readers/listeners that the awardees have the authorization to do these acts without any objections by others, or simply put the awardees are someone of a higher rank; a superior. Whereas in examples 4 and 5, the word ‘provided’ here gives the impression of someone who is capable, equipped or strong enough to tend to the needs of others; a clear distinction

from a person who requires the help, as the person who requires help is definitely seen as a weak person who is incapable of protecting anyone.

Example 6: Pfc. Barger...made 2 trips...and rescued 2

wounded officers.

(Citation 2-WW1)

Example 7: He (Pfc. Gaffney) killed the crew, captured the gun,

bombed several dugouts, and, after killing 4 more of

the enemy, held the position

(Citation 5-WW1)

Similarly in examples 6 and 7, the social actors are portrayed as the doer, by utilizing verbs like 'made', 'rescued', 'killed', 'captured', 'bombed', 'killing' and 'held'. In example 6, Pfc. Barger is described as making the initiative to go ahead with the trip, portraying the soldier's ability to make a decision, quite the contrast to an incapable man. In addition to that, in example 6, the word 'rescued' here gives the impression that Pfc. Barger has his situation under control and that he also has the upper hand to protect his fellow comrades in the means of rescuing wounded soldiers from a far worse state. The word also gives the readers/listeners a sense of security as Pfc. Barger goes all out to help his fellow comrades. In example 7, Pfc. Gaffney is portrayed as a person with extreme strength and bravery due to the choices of words used in his *citation*, i.e. killed, captured, bombed. This activation also can be interpreted as the actor having a very high willpower and determination to do whatever he needs to do in a battle field.

What is important to note here is the type of activities the social actors are being activated in. With this in mind, Halliday's (1985) work on the transitivity system is drawn on. This system is able to interpret the world of experience into convenient set of identifiable process types. Some of the process types in Halliday's system include

mental process, verbal process, material process, behavioural process, existential process and relational process. Referring to the *citations*, it is clear that the soldiers are mostly represented as actors in material processes. As explained by Halliday (p. 106), material processes are the “processes of doing”, which can be expressed via concrete or abstract activity. From the examples above, the words ‘leading’, ‘issuing orders’, ‘taking charge’, ‘provided’, ‘radioed’ ‘made’, ‘rescued’, ‘killed’, ‘captured’, ‘bombed’, ‘killing’ and ‘held’ can be categorised under concrete material processes which directly activates the social actor.

Halliday further divides material processes into two types; transactive and non-transactive. Transactive involves two-way interaction between the actor and other participants whereas non-transactive refers to the actor alone with no other participants. In examples 1 to 7, it is clear that the material processes that take place are of the transactive material processes. The actions of the awardees do have an impact to other participants be it his comrades (examples 1-4 and 6) or the enemy (example 5 and 7).

Van Leeuwen (1995) reasons that it requires a certain power to be able to transact. So, an actor in the transactive material processes is inevitably ‘doing’ something which has an effect onto other people that are involved, which translates as having the upper hand or power. This precise position where the awardees are put into and represented in the *citations* elevates the status of the said awardees into a superior form; a person to look up to or a very capable person who protects the rest of his kind. Van Leeuwen further says “the actions of lower-status actors are more often represented as non-transactive”, which concludes the reason behind awardees rarely being passivated in the *citations* for fear of ‘lowering the status’ of a soldier.

### 4.3 INDIVIDUALIZATION OF RECIPIENTS

Social actors can be represented as specific, identifiable individuals, as oppose to assimilation, which groups the social actors. Individualisation is realised by singularity. On the other hand, assimilation is realised by plurality. Since individuality of a person is of a great value to ‘many spheres of our society’ (p. 48), the choice of individualising a social actor in any particular text is seen as a deliberate attempt to highlight importance. According to van Leeuwen in his examples, newspapers that are middle-class oriented have the tendency assimilate regular and ordinary people while individualising elite persons. This implies the middle-class oriented newspaper put higher importance to the elite people rather than the general public.

On the other hand, working-class oriented newspapers have the tendency to individualise ‘ordinary people’, and by doing so, they are able to connect more to the ordinary people. From the *citations*, the recipients are individualised and not assimilated. Individuality of the recipients is stressed on by the producers of the *citations* to portray the awardees’ personal contributions and their extraordinary service to their country.

This elevates them as an important figure which is realised linguistically, and singles them out from numerous other brave soldiers, as being the bravest of brave. This also brings a sense of capability among the individualised social actors to do the necessary action under great stress, as done by the recipients and subsequently, portrayed as such in the *citations*. Also, such importance on the individuality will enable the public to connect on a personal level to the specific soldier. Examples 8 – 14 highlight the individualisation of the social actors in the *citations*.

Example 8: this officer mounted the canal bank and

called for his men...

(Citation 1-WW1)

Example 9: Jesse W. Covington, of the U.S.S. Steward,

plunged to...

(Citation 4-WW1)

Example 10: he rose to his feet in front of his battalion

(Citation 11-WW2)

Example 11: he advanced alone on the enemy machinegun

post

(Citation 7-WW1)

Example 12: ...Pvt. Morelock, with 3 other men...

(Citation 8-WW1)

Example 13: Single-handed he rushed an enemy machinegun...

and killed the crew with his pistol

(Citation 9-WW1)

Example 14: ... he encountered 4 of the enemy..., whom he

attacked and killed...

(Citation 10-WW1)

Apart from using the soldiers' name and their rankings to reflect on the individuality of the recipients; (examples 9 and 12), the usage of demonstrative pronoun like 'this' (example 8), highlights the particular soldier in question which sets him apart from the rest. The usage of personal and possessive pronoun like 'he' and 'his' (examples 8, 10, 11, 13 and 14) give a similar effect whereby the soldier's individuality is reflected.

What is interesting to note here is that the individualisation of a social actor is very much highlighted through an indirect comparison to an assimilated group of people, be it the generic 'the enemy' which is rendered throughout the *citations* (examples 11, 13

and 14) or as in examples 8, 10 and 12; where the awardee is compared to ‘his men’, ‘his battalion’ and ‘3 other men’. Through such subtle contrast, it is clear that the *citations* focus on individualising the recipients, highlighting them as the strong leader that they are, and this projection is directed towards the public in contrast to other social actors in the *citations*.

#### **4.4 NOMINATION OF RECIPIENTS**

Nomination occurs when a social actor is represented in terms of their unique identity (van Leeuwen, 1996) and are typically realised by the usage of proper nouns (p. 52). Nomination is contrasted with *categorisation*, where the latter refers to the representation of the social actors in terms of identities and functions they share with others; this will be further elaborated in the next section. From van Leeuwen’s framework, there are three subcategories under nomination that undeniably shows a varying degree of importance given onto the social actors. Typically realised by the proper nouns, the subcategories under nomination are formalisation, semi-formalisation and informalisation.

Formalisation or formal nomination is when the social actor is referred to using his or her surnames only, which can be done with or without the honorifics. An example of formal nomination without honorific is Smith and an example of formalisation with honorific is Dr. Jones. Semi-formalisation sees the given name and the surname of the social actor and informalisation is realised with the usage of the social actor’s given name only. The examples given by van Leeuwen are ‘Dwight Harris’ for the former and ‘Beverly’ for the latter (p. 53).

According to van Leeuwen, nominations may be titled. Apart from nomination on its own, titulation plays an important part in justifying the importance of the social actors. Titulation can be in the form of honorifications or affiliations. Honorifications

are the addition of standard titles or ranks while affiliations are the addition of a personal or kinship relation term (p. 53). In the military domain, the honorifics of a soldier or an officer are given an utmost importance. This may be seen as a way to distinguish accomplished officers that the rest. Examples of nominations from the *citations* are shown and explained further.

#### 4.4.1 Formal Nomination

In the formal nomination, only the surname takes place, with or without the addition of honorifics. From the analysis, this is almost the only way the soldiers are addressed in the *citations* of the Medal of Honor recipients, with the addition of their full honorifics i.e. military ranks, hence a *titulated* formalisation. The inclusions of common honorifics like Master or Mr. are dropped out to give way to the military ranks. The examples 15 – 19 demonstrate titulated formal nomination. :

- Example 15: Master Sergeant Gordon's sniper.... (Citation 21-So)
- Example 16: Lt. Col. Vance pinned in the cockpit... (Citation 20-WW2)
- Example 17 : Surg. Boone, leaving the shelter... (Citation 3-WW1)
- Example 18 : Maj. Davis (then Capt.), executive officer... (Citation 12-WW2)
- Example 19 : Capt. Galt manned the .30-caliber... (Citation 13-WW2)
- Example 20 : Cpl. Hauge boldly took the initiative... (Citation 14-WW2)
- Example 21 : each time, T/Sgt. Hendrick fearlessly... (Citation 15-WW2)

#### 4.4.2 Semi –formal nomination

However, there are a few isolated cases where the awardees are nominated in the semi-formal manner, by using both the given name and the surname. Nonetheless, the



military ranks are still used and never dropped which indicates the existence of titulation in the semi-formal nomination. The examples are as such:

Example 22: Specialist Ty M. Carter distinguished... (Citation 25-Af)

Example 23: Specialist Salvatore A. Giunta distinguished (Citation 26-Af)

Example 24 : Staff Sergeant Jared C. Monti distinguished.... (Citation 30-Af)

Example 25 : Staff Sergeant Leroy A. Petry distinguished... (Citation 32-Af)

Example 26 : Sergeant Ryan M. Pitts distinguished... (Citation 33-Af)

Example 27 : Captain William D. Swenson distinguished... (Citation 35-Af)

Example 28 : Specialist Kyle J. White distinguished... (Citation 36-Af)

In addition to the surnames and military titles, all the awardees were addressed by their first names and the initials of their middle names as shown in the examples 22-28. However, this only occurred at the introductory of the *citations* and at the conclusion of the *citations* for examples 22, 23, 26, 27 and 28; while only at the introductory of the *citations* for examples 24 and 25. In an even more isolated case, an awardee was nominated semi-formally, but with the exclusion of the honorifics, as such:

Example 29: Robert J. Miller distinguished himself .. (Citation 29-Af)

Just like the previous examples of semi- formal nominations (see examples 22-28), this particular incident only happened once in the awardee's *citation*; to be specific in the introductory sentence. Subsequently, the said awardee was referred to as 'Staff Sergeant Miller' seven times throughout his *citation*, reverting back to titulated formal nomination.

What is consistent here is the fact that the honorifics are rarely, if never, dropped out. Military ranks are generously repeated within the *citations* to heighten the importance of the said awardee and subsequently portrays the awardee as not only courageous, brave and fearless; but someone of a serious role in a war zone or plainly someone of a higher value. Some military ranks used are Lance Corporal, Specialist, Staff Sergeant, Lieutenant, Major, Corporal and Captain to name a few. It is also important to note that there was never an occurrence of the informal nomination (given name only). This scenario showcases the formality of the event of a military domain, therefore heightening the seriousness and the solemnity of the occasion, paying full attention to the recipients' unique identity as a decorated soldier of a certain rank, and a long list of honorifics and affiliations to match their unique identity.

#### **4.5 FUNCTIONALIZATION OF RECIPIENTS**

In his framework, van Leeuwen (1996) distinguished two key types of categorisation, which are functionalisation and identification. While identification is when the social actors are defined in terms of what they are, *functionalisation* is realised when the social actors are referred to in terms of the “activity that they do”; in other words their role or occupation (pg. 54). There are three ways functionalisation is typically realised. The first is by forming a noun through a verb and suffixes, e.g. guardian. The second method is by forming a noun through another noun and suffixes e.g. pianist. Thirdly, it is by compounding two nouns e.g. cameraman. Some examples of each realisation of functionalisation from the *citations* are described further.

As explained, functionalisation can be realised by a noun which is formed from a verb, through suffixes such as *-er*, *-ant*, *-ent* and *-ee* to name a few. Evidence of this realisation would be as follow.

Example 30: ...as a team leader with...

(Citation 26-Af)

Example 31 : ...while serving as Rifle Squad Leader... (Citation 37-Ir)

Example 32 : ...while serving as Sniper Team Leader... (Citation 21-So)

Example 33 : ...as leader of a machinegun squad... (Citation 14-WW2)

Example 34: ...and another stretcher bearer... (Citation 2-WW1)

The recipients of these *citations* (from examples 30-34) were given a function to lead their respective teams, which could be deciphered as superior to their fellow colleagues and is seen as having leadership qualities, which tie nicely to the plentiful definition of heroism explained in the previous chapters. In example 34, by giving an activity to carry the wounded out of the war zone a title (stretcher bearer), the person doing this task is indirectly elevated.

Another way to realise *functionalization* of a social actor is to form a noun using another noun that signifies a place or a tool closely associated with an activity through suffixes. Examples are as stated.

Example 35: Specialist Ty M. Carter.... (Citation 25-Af)

Example 36: ... as an M2 .50-caliber Machine Gunner ... (Citation 38-Ir)

Example 37: ...automatic weapons gunner... (Citation 39-Ir)

Example 38: ... this officer mounted... (Citation 1-WW1)

Example 39: ...executive officer of an infantry... (Citation 2-WW1)

In this case, the word *special* functions as a noun as opposed to as an adjective because in this context, special can be referred as having a specific purpose. Additionally, the addition of the suffix *-ist* completes the realization of the second type

of *functionalization*. Example 35 shows the purpose or function of Ty M. Carter as a ‘Specialist’ in this ordeal, separating him from other soldiers, whom might not have the same expertise and knowledge as him. In examples 36 and 37, the function of the awardee is clearly stated as the person handling the said weapons (gunner). They are referred to the role they play in the battlefield. Similarly, in examples 38 and 39 the awardees are referred to their position or occupation which is ‘officer’.

Another observation of frequency from Citation 25 in regards of *functionalization* is that the word ‘Specialist’ was repeated 9 times throughout the *citation*. Similarly, in Citation 26, the word ‘Specialist’ is repeated 10 times.

In examples 40 and 41, the recipients were given a clear function through the compounding of nouns which denotes a tool closely relating to an activity (rifle-*shooting*) and a highly generalized categorisation (man).

Example 40: while serving as an Automatic Rifleman... (Citation 24-Af)

Example 41: an automatic rifleman, pushing forward.. (Citation 5-WW1)

#### 4.6 SUMMARY

In the question of inclusion or exclusion of the main social actors, it is clear that the soldiers are always included which coincides with the intentions and purposes of the producers of the *citations*. Being descriptive paragraphs about their achievements and accomplishments in the battle field, the inclusion of the awardees are highlighted. A few categories of representation described by van Leeuwen in his framework of social representation was observed through the analysis which relates to the social actors being included are activation, individualisation, nomination and functionalization. Furthermore, the contrast of the exclusion of the enemy with the inclusion of the soldiers is very sharp. When the opponent is often suppressed or backgrounded to reduce

the number of times they are being explicitly referred to (van Leeuwen, 2006, p. 41) and generalized (*the enemy*), the United States' soldiers are individualised with personal pronouns, always nominalised in the formal nomination with proper titulation and are given clear functions as their role in the conflict which translate to the importance of their own soldiers compared to soldiers from the opposing team.

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## CHAPTER 5: DISCUSSION

### 5.1 INTRODUCTION

In this chapter, we will attempt to uncover the answer for the second research question regarding the ideological predisposition imparted by the Medal of Honor *citations*, through the analysis of the representation of social actors. White (2000, p. 142) believed that the analysis of social actors and discovering their consistency in representing within a particular text or discourse is a valuable tool for discovering ideological positioning, which may be concealed. According to Stubbs (1996, p. 93), it is important and crucial to identify the linguistic mechanisms which are embedded with ideologies. This is because ideology does not necessarily function at the level of conscious or intentional bias. Nevertheless, the point of realising that certain choices that have been made surfaces the idea that other choices could be made as well, which might result in the reality being presented in many different ways.

Ideology in the *citations* may be subtle, but it is regarded as an important tool to convey the views or intentions of the stakeholders, in this case the U.S. government, to the citizens of their country. In all honesty, the job scope of armed forces does include killing or ending the life of the enemy. This action cannot be hidden from the common knowledge and even from the sequence of events in the *citations*, although not to the point of overuse. Some of the verbs used in the *citations* to make references to this action are *killed*, *killing* (Citation 5-WW1), *killed* (Citation 7-WW1), *killed* (3 times in Citation 9-WW1), *killed*, *killing* (Citation 10-WW1), *dispatched*, *killed* (Citation 13-WW2), *determined assault*, *destroyed*, *demolishing* (Citation 14-WW2), *killed* (Citation 15-WW2), *kill*, (Citation 22-So), *immobilized*, *eliminate* (Citation 23-Af) and *placed accurately deadly fire* (Citation 25-Af) to quote a few.

Although the deeds are seen as crucial for the benefit of the country that the soldiers are fighting for, we cannot escape from the gruesomeness of this action. Therefore, there is a need for the stakeholders to polish up this action and present it to the general public in a manner that gives the U.S. military a glowing reputation, despite the heavy involvement of *ending other people's lives* being intertwined although the severity of that thought is toned down by labelling the other people as *the enemy*.

The word 'kill' itself plays a part in minimizing the severity of the action and aids in achieving the representation of the soldiers in a glowing light. 'Kill' is used as opposed to other synonyms for 'ending a life' like murder, slaughter, execute, exterminate, and assassinate to name a few. In documenting warfare, i.e. *citations*, the word 'kill' is used due to the almost neutral connotation that comes with the word. Kill is defined as 'to cause someone or something to die', (dictionary.cambridge.org). As a comparison to other synonyms, the word 'kill' does not have ugly connotations latched to it to suggest a malicious intent, just a more direct 'ending of life'.

Murder on the other hand comes with the connotation of a crime and a pre-planned killing, which does not suit the warfare scenario and especially for the U.S. soldiers as portrayed in the *citations* because it is not a personal vendetta, rather it is a deed for the country. Slaughter on the other hand means unfair and cruel massive killing especially in a war or killing animals for their meat (dictionary.cambridge.org). The definitions of slaughter doesn't represent the soldiers well as the U.S. soldiers should neither be portrayed as killing innocents during war, just the opposing team of soldiers, their equals in combat ground; nor killing for the meat of their enemy. Execute means to kill someone as a legal punishment which would imply the harsh judgement of the U.S. soldiers by taking matters into their own hands and punishing the enemy, while assassinate simply means killing of famous people which is not the case in warfare.

Although this research is a textual analysis in nature, it cannot be denied that it is interesting to unearth the likely ideologies that may go hand in hand with the composition of the *citations*. As said, this chapter discusses the possible, as described by Cameron (2001), ‘hidden agenda’ (p. 123) that had led to the creation of the discourse as it is in the *citations*, in other words, its ideological dimension. Cameron (2001) also believes that the choices speakers and writers make in their discourse naturalize particular social arrangements that serve particular interest, where in time it might seem like the only possible or rational arrangements. When this happens, the underlying ideological stand will remain ‘hidden’ from the naked eye.

By implementing strategic representational choices into sets of statements in the systematically-organised *citations*, it gives the producers of the *citations* a textual landscape where they can present the awardees not as who they are, but as what the institution (i.e. U.S. military, U.S. government) would like the awardees to be perceived as (i.e. the ideal American soldiers) or in ways the institution needs the general public (i.e. citizens of America) to perceive the awardees or the institution as.

From the analysis in Chapter 4, a few themes emerge through the representation of the awardees as heroes. The analysis shows that the grammatical and lexical usage of language ‘wrought’ by the producers of the *citations* reflects certain aspects of reality. These outcomes on the emerging heroic themes through the representation of the awardees in the *citations* of the Medal of Honor and the ideological predisposition that are embedded in the *citations* are elaborated and discussed further with the support of relevant social theories concerning language and ideology.



Therefore this chapter develops in the discussion of the following sections that which are:

- Heroic themes in the military context (see section 5.2)
- Ideologies embedded in heroism (see section 5.3)

## **5.2 HEROIC THEMES IN THE MILITARY CONTEXT**

From this qualitative research, a few themes were found in the making of heroic representation of the recipient of the Medal of Honor in the *citations*. All the recipients of the Medal of Honor are no doubt, seen as heroes. The next sections will discuss on the themes found that contribute to the representation of the recipients as heroes:

- Decision-making soldiers are heroes (section 5.2.1)
- Bold soldiers are heroes (section 5.2.2)
- High calibre soldiers are heroes (section 5.2.3)

### **5.2.1 Decision-making soldiers are heroes**

From the representations of the social actors in the *citations*, the recipients are always the decision makers. A decision maker is a person who decides things at a higher level of an organization, a trait that is seen and portrayed by all the recipients through the *citations*. An example that portrays this clearly can be seen in the following sentence: *Seeing his advance unit making slow headway up the steep slope ahead, this officer mounted the canal bank and called for his men to follow* (Citation 1-WW1). This sentence visibly breaks down the flow of a decision maker- from the soldier identifying the problem at the beginning, comes up with a counter action, and urges the others to do the same.

Some other examples of phrases that is used in the *citations* to signify these soldiers as decision makers are: *upon their own initiative* (Citation 2-WW1), *ordering his men* (Citation 7-WW1), *plunged overboard to rescue a survivor* (Citation 4-WW1), *led a small group of men to the attack* (Citation 9-WW1), and *pushing forward alone, after all the members of his squad had been killed* (Citation 5-WW1) to say the least. These phrases portray the actions taken on their own, believing it to be the best decision at the time of the event and moving forward, and in some cases roping in others to do the same. Decision makers are always seen as at the top of the food-chain in any organization. No doubt the acquisition of power comes in during decision making. This is seen as a crucial fact in hero representation, where heroes have the ability to make the decisions, be it big or small and this seems to elevate the recipients from the other soldiers.

The representation of the social actors/recipients as the decision makers is necessary and can be seen as two-folds, the first is to gain the respect and confidence of the citizens of the U.S. and to reinforce that the country is defended by capable people; and the second is to ensure future enlistees to take part in this glorious occupation and to entice them to utilize their quick thinking action and leadership quality for the country, and to be more specific, on the combat ground.

### **5.2.2 Bold soldiers are heroes**

Being bold in this context of warfare is seen as someone who is confident, courageous and has the ability to take risks (even in the face of a certain death). Bold here is used as an umbrella term to refer to all courageous feats such as daring, brave, valiant, valorous, fearless, dauntless, intrepid, gallant and unflinching just to name a few. From the *citations*, some of these words are in fact used to refer to the soldiers. Such examples are *gallantry*, *intrepidity*, *undaunted courage*, *bold fighting spirit*

(Citation 24-Af); *gallantry, intrepidity, heroic actions, heroism, selflessness* (Citation 25-Af); *gallantry, intrepidity, courage, selflessness, heroism, selflessness* (Citation 26-Af); and *daring, bold fighting spirit, courage* (Citation 28-Af). Some of the words used are repetitive within a single *citation*, as well as across other *citations*. This repetitive pattern is to reinforce and to emphasise the bold actions taken by the recipients. Tenacity is also regarded as a bold quality where tenacious people are people who keep on going or continuing their core intentions despite setbacks. In this context of warfare, setbacks here are referred to their injuries. Many of the *citations* include the tenacity of the soldiers to attack, defend or aid fellow soldiers despite severe injuries.

### **5.2.3 High calibre soldiers are heroes**

Another theme that emerges from representation of heroes in the *citations* is ‘high calibre’ soldiers are heroes. In this research, the word high calibre is used as a broad term to refer to any kind of ‘step up’ from a normal, regular human being. High calibre is defined as higher in rank and status or the quality of the action performed.

When high calibre is seen through the possession of high rank and status, it translates as the soldiers having the intelligence and capability as portrayed through the higher status or ranking of the recipients. From the ranking of the recipients, which is explained in the nomination of the recipients in Chapter 4, we can conclude that the soldiers are regarded with people of rank, which comes with admiration and respect for the particular soldier. Some examples of nomination is the repetition of the title ‘Captain’ in Citation 13-WW2 (8 times), ‘Lieutenant Colonel’ in Citation 14-WW2 (5 times), ‘Specialist’ in Citation 25-Af (9 times), and ‘Sergeant First Class’ in Citation 22-So (11 times). It is important to note that although *citations* from World War I have the repetition of the titles; it is not to the extent of the other examples from other

conflicts which may be due to the shorter texts style for that period. By repeating the titulation of the recipients in the *citations*, it suggested a more hierarchical-oriented ideology being embedded into the texts, which translates to readers/listeners that people with power are regarded as high calibre and in extension to that, the high calibre of soldiers are translated to being heroes.

However, a high calibre soldier is not defined through having ranks and titles only, but also the actions that is undertaken at the battle field with or without the ranks and titles. Some words and phrases used in the *citations* that suggest leadership qualities are *called for his men, followed by his men* (Citation 1-WW1); *ever conscios and mindful of the suffering fallen, saving the lives of the wounded* (Citation 3-WW1); *on his own initiative* (Citation 19-WW2 & Citation 26-Af); *led his formation* (Citation 20-WW2); *led his men* (Citation 3-Af); *led his team, ordered his squad to dismount, led his fire team on foot* (Citation 38-Ir); *choose instead to protect his teammates* (Citation 39-Ir). These examples showcases their stand as leaders of high calibre who act on their own will (either to protect someone by exposing oneself with the risk of being hit or finding an alternative way or route to advance in the battle field) when it is above and beyond the call of their duty.

### **5.3 IDEOLOGIES EMBEDDED IN HEROISM**

This section will describe the social theories that are embedded in the production of the *citations* which are:

- Patriotism (section 5.3.1)
- Nationalism (section 5.3.2)
- Militarism (section 5.3.3)
- Group cohesion (section 5.3.4)

### 5.3.1 Patriotism

An ideology that one can derive from the direction of the *citations* is patriotism. The Merriam-Webster online dictionary defines patriotism as love for or devotion to one's country, which coincides with any standard dictionary definition. A philosophical study of the subject by Nathanson (1993) defines the essential attitudes for patriotism which are:

1. Special affection for one's country
2. A sense of personal identification with the country
3. Special concern for the well-being of the country
4. Willingness to sacrifice to promote the country's good. (pp. 34-35)

If one possesses all the features listed, then he or she is a patriot. The definition highlights the association of sacrificing, in other words dying for the country, with patriotism. Often wars are glorified and embellished to evoke patriotism in the hearts of the citizens. Patriotism is therefore deemed as relevant and important in the industry of the military. This is because recruiting or alluring someone to fight and possibly die in a warzone for a country is a difficult feat, and through the means of patriotism it is possible.

The representation of the soldiers in the *citations* through activation where the *citations* recount the deeds done by them (i.e. leading, issuing orders, charged, killed, rescued and captured) is constructed to promote patriotism. Also, by rewarding gestures of patriotism shown by the soldiers in the *citations* with the highest military decoration, the patriotism of the audience is evoked. By associating the act of self-sacrifice to one of the glorified ways to show the nation your love and commitment, the *citations* are able to make 'dying for your country' exclusive. Some of the examples from the *citations* are *risking his life in saving the life of this man, this gallant soldier was*

*mortally wounded, resisted a hostile counterattack until he was finally surrounded and killed, continuing his advance without aid, with utter disregard for his own safety, at the risk of his life, etc.)*

According to Bodnar (1992), patriotism serves as a symbol that “coerce the discordant interests of diverse social groups and unites them into a unitary conceptual framework” (p. 16) on a cultural level. Be it may to honour the deeds of the soldiers for the country, the *citations* can be seen as serving another purpose, wherein it unites the citizens of the United States, regardless of race or class, under one umbrella, which is belongingness to the same country, in the name of patriotism.

### **5.3.2 Nationalism**

Another ideology that is relatable in terms of the representation of the awardees as heroes is nationalism. The notion of nationalism is not to be interchanged with patriotism and therefore it must be distinguished from patriotism and requires a separate section on its own. Orwell (1945, 2007) stresses that a line should be drawn between the two terms, as patriotism is defensive in nature in terms of military and culturally but nationalism however, is inseparable from the desire of power, with the purpose of seeking more power and more prestige. Nationalist, according to Orwell, feel that their country is superior to another in all factors and thus militant by nature due to its aggressive approach. The term nationalism, according to Smith (2013), is understood in three usages which are a language and symbolism, a socio-political movement and an ideology of a nation (p. 6). Smith further elaborates:

That each of these (three usages) nevertheless presupposes some measure of national feeling, certainly among the nationalists themselves, if not the designated population at large, needs to be borne in mind; for it serves to

connect the more active and organised sectors to the usually much larger, more passive and fragmented segments of the population (p. 6).

In simpler words, the term nationalism refers to the loyalty of an individual or a group to a particular nation. According to the Encyclopaedia Britannica's "Nationalism" entry (n.d.), it is an ideology that is based on the premise that the individual's loyalty and devotion to the nation-state surpass other individual or group interests. The entry also detailed that nationalism was the most successful political force at the end of the 18<sup>th</sup> century, starting in the American Revolution, where it brought the nation together through exuberant feeling of identity. Since history has recorded the victory of the U.S. in several wars, the citizens began to be proud to live in the U.S. and thus nationalism began to flourish.

Grammatically, the producers of the *citations* positioned a reality where their country, the United States of America, is a great nation with great soldiers and therefore they should be proud of their soldiers and their country as a whole. A seemingly innocent gesture to unite the citizens, it brings about the notion of elevating the status of one's nation above others and while focusing on promoting their own culture and strength, it dangerously borders the degradation of others' cultures, beliefs, values and rational.

### **5.3.3 Militarism**

Militarism is another possible ideology that leads to the creation of the *citations* as it currently is. The broad term of militarism can be described as a belief that it is necessary to have strong armed forces and that they should be used for the sake of winning political or economic advantages. However, according to Enloe (2016) militarism is not a simple idea but a complex package that fosters military values in both military and civilians affairs (p. 11). Some of the ideas behind militarism as

explained by Enloe (2016) are: i) the belief that soldiers deserve special praise for their contribution to their countries; ii) the belief that hierarchies of command are a natural part of society; iii) the belief that in human affairs it is natural to have enemies; iv) the valuing of physical force over other modes of human interaction to resolve difference and v) the idea that any country without a state military is not a fully 'mature' state (p. 11).

The ideas described by Enloe on militarism construct a justification of military priorities and military influences in cultural, economic and political affairs of the particular state. These sentiments are noted by Bacevich (2013), and quite bluntly purported that the citizens of America succumb to the militarism ideology, where it come to the point that they have a "romanticised view of soldiers" and to view military power as the "truest measure of national greatness", (p. 2). However, Enloe (2016) also noted that there is evidence that not everyone shares the same values on the importance of military and that militarism comes naturally, for example Iceland and Costa Rica (p.11).

In the *citations*, the nominations of the social actors (i.e. soldiers) which are textually arranged amidst the many activities done by them (e.g. *leading his battalion, issued orders to assault the enemy, charged on, provided precision sniper fires, led his battalion, captured the gun, bombed the dugouts, killed the enemy and killing the enemy*) and their functions (e.g. *Rifle Squad Leader, Sniper Team Leader, leader of a machinegun squad, M2 .50-caliber Machine Gunner and automatic weapons gunner*). This suggests a high regard for anything military. In the words of Bacevich (2013), "the global military supremacy that the United States presently enjoys and is bent on perpetuating, has become central to our national identity", (p. 1).



Bacevich understood that military power is part of the citizens' identity, for military officers and civilians alike. According to Mills (2000), militarism has been defined as “a case of the dominance for the purpose of heightening the prestige and increasing the power of the military”, (p. 9). By rewarding soldiers of the United States military with the highest level of decoration, it implies military supremacy and the nation's dominance in term of military power. Classifying the stakeholders and decision makers as “the power elite” (p. 1), Mills says the military has the power to manipulation the opinion of civilians and this can be seen through the glorification of the soldiers in the *citations*.

#### **5.3.4 Group cohesion**

For an ideology to transpire successfully albeit subtly to the intended group of people, which in this case the citizens of the entire nation, is not a simple act, which is why a common factor uniting them has to be there. This is where the psychology of group cohesion comes in. Group cohesion is achieved by the sum of all the factors that lead to each member of a group to be attracted to the group, which ensures them to stay in the group. In other words, group cohesion functions as a social glue that binds a group together, similar to Mudrack's (1989) description where a cohesive group “is one which sticks together, one whose members are bonded to one another and to the group as a whole” (p. 772).

Cohesiveness is also the establishment and maintenance of a group identity, a sense of “we-ness”, (French, 1941; Scheidel and Crowell, 1979, as cited in Owen, 1985, p. 415) and this sense of “we-ness” has the ability to surpass individual motives and differences. By show-casing the cohesiveness of the soldiers in the *citations*, it indirectly ‘attracts’ and “entices’ the readers to connect to them. The stakeholders and the producers of the *citations* understood well the uniqueness of group cohesion and the

effects it may have for the observers, in this case, civilians view towards the soldiers who are in great sync with one another in order to bring victory to the country, where the soldiers, for the most part, display fearlessness, personal bravery and outstanding leadership; all while having little regard for their own safety. This translates as the soldiers valuing the life of their comrades more, which is very reassuring and appealing to the general public.

Gioia in a similar vein, questions the “identification of a competitor as a threat would cue a “group cohesion” script among organizational participants”, (1986, as cited in Mudrack, 1989). This is highly likely in the production of the *citations* where the common enemy is often used to highlight the bravery and gallantry of the soldiers, often dehumanizing the enemy and the showcase of no empathy towards them.

#### **5.4 SUMMARY**

Many scholars in the likes of philosophers, historians, sociologists, and politic sciences to name a few have worked tirelessly to comprehend the gist of ideology, having being convinced that ideology ranks with the prime determinants of human actions, especially the actions of the masses in politics. This chapter uncovers the ideological predisposition imparted by the Medal of Honor *citations* through textual analysis. The soldiers in question are highlighted as the perfect heroes for their ability and capability to make decisions, bold and by being superior in ranks and actions. In favour of connecting, influencing and ‘winning over’ the civilians, the stakeholders’ ideologies of patriotism, nationalism, militarism and group cohesion are embedded in the *citations*.

## CHAPTER 6: CONCLUSION

### 6.1 SUMMARY

Recent developments have made tremendous impact on the awareness of ideology in the field of research particularly concerning discourse analysis (Fairclough, 2013), although historically, the study of ideology has begun long before, (Larrain, 1979). An important feature of human beings whilst analysing ideology highlighted by Maynard (in press, Ideological analysis) is a reflection of awareness that individual ideas cannot be studied in isolation. Maynard further elaborates that “to explain why human beings buy into certain ideas, and to explain how and why those ideas affect their behaviour in certain ways, we have to appreciate how those ideas operate as part of broader systems of ideas” (p. 2).

This research begins with the focus on Medal of Honor awardees being portrayed as heroes linguistically in the *citations*. Since the military institution and the soldiers are synonymous to heroic deed in the real world, the military domain is taken into consideration for the research on heroic representation. The data used are collected from the official website of the Professional Medal of Honor Society (<http://www.cmohs.org/>), focusing on the *citations* of the Medal of Honor’s recipients. There are a total of 3493 recipients and 19 of that number are double recipients.

To aid the research, two research questions are formulated; i) what are the textual strategies used in the *citations* to represent Medal of Honor recipients as heroes? and ii) what ideological predispositions are being imparted by the Medal of Honor *citations*? Through language, reality can be manipulated via linguistics and sociosemantic means, to shape the intended meaning that is wished to be conveyed. The reality chosen by the responsible body (the government, the military) to be shared with the general public (the citizens of the United States and by extension, the world) is a careful selection of

linguistic and sociosemantic categories for the main social actor, i.e. the U.S. soldiers, within the formal platform i.e. the *citations* of the Medal of Honor. This discourse is designed with the intention to impart selective information in an empowering manner for the government's own political advancement.

To answer the first research question, the analysis of the hero representation of the Medal of Honor recipients in their *citations* is done using van Leeuwen's (1996) and van Leeuwen's (2008) 'the representation of social actors'. The employed framework comprises the various ways social actors are represented through discourses. The categories described under the sociosemantic network aid in the representations of the recipients, which is then used to identify the intended realities of language laced within the *citations* of the Medal of Honor recipient. In total, 40 *citations* are selected using the multistage sampling method from the official website ([www.cmohs.org](http://www.cmohs.org)) to be analysed.

In analysing the *citations*, a few strategies in heroic representations are identified. From the many categories described by van Leeuwen in his framework, four categories were prominent which are: activation, individualisation, nomination and functionalization of the social actors, i.e. the awardees (see Chapter 4). Through activation, the soldiers are portrayed as "the active dynamic force" (van Leeuwen, 1996). Some of the examples that portray the soldiers as the active force are *leading*, *issued orders*, *charged* and *provided*. These selections impress readers/listens as they connote someone who is of a higher rank, a capable person and they also indicate that the soldier is someone whom a group of people (other soldiers) listen and adhere to. The awardees are also individualized which is realised by singularity. Though this, the civilians will be able to connect on a personal level to that particular awardee. The usage of the awardees' name complete with ranks repeatedly coupled with the frequent use of pronouns like *he* and *his* enables the text to reflect the awardee's individuality.

Though titled nomination which is the use of honorifics and affiliation such as *Master, Lt. Col., Maj., Capt.* and *Cpl.*, they are seen as distinguished officers. Although nomination can be realised in formal, semi-formal and informal manner, the awardees are largely portrayed in the formal nomination as this form best portray them as important social actors. The awardees are also functionalized by referring them to the activity that they do. From the *citations*, most of the awardees are referred to as *leader, gunner, specialist* and *officer*. Again, the choices of words here reflect the leadership qualities and imply them as superior when compared to the other soldiers.

From the representation of the recipients in the *citations*, it came into light to understand the need for the government to do what they do, which is the heroic representation of the recipients. Van Leeuwen states that all texts should be viewed not only as representations, but interactions as well (2008, p. 4). Therefore, members of a society are consciously or unconsciously used to representations for more than just basic communication, but to convey their intended meaning as well. Nevertheless, only the ones in power has the ability to manipulate the language to maintain or reproduce a set of believe or ideology. This means that the stakeholders can attract the public by creating a perceived reality which is favourable to the governing institution. The textual analysis aids in unravelling the underlying ideologies embedded in the discourse. Although one would think the primary reason for Medal awarding accompanied by *citations* would definitely be to glorify the soldiers in a prestigious thanks-giving ceremony, there may be more than what meets the eye.

To answer the second research question, based on the textual analysis, the social actors are grouped into three emerging themes of heroic representation. The themes are i) decision makers are heroes; ii) bold people are heroes; and iii) superiors are heroes. The themes are further explained through the highlight of the embedded ideologies that

are derived from the textual analysis and the themes found in the citations. The embedded ideological that came to light in terms of associating dying for the country as patriotism, glorification of own soldiers in a perceived reality of one's own country's greatness and loyalty to one's own country which is supported by the nationalism ideology, reinstating the belief that a strong armed force only brings benefit to the country through the military ideology and a sense of we-ness through the maintenance of group identity in group cohesion.

## **6.2 RECOMMENDATION FOR PROBLEM STATEMENT**

As discussed in Chapter 1, this study is directed towards contextualising heroism in the context of military due to the vastness of definitions that can be found for heroism. When heroism in military is distinguished from heroism in other domains such as the entertainment industry or the sports arena to name a few, a clearer meaning arises on what is sought after in the military institution and to what extent they will go to achieve their goals. Therefore, this study has contributed in creating the awareness of textual representation of the soldiers in a heroic light and the ideologies that are embedded in the *citations* to portray them as heroes and to reach out to the mass public with their likely ulterior motive, i.e. the maintenance of status quo and power through the demands of traditions by glorifying the soldiers. This in turn can cause a backlash where unnecessary hatred might occur towards the 'outsiders' or people from another country as 'the enemy' is being objectified and not being regarded as human as compared to the soldiers.

## **6.3 RECOMMENDATION FOR FUTURE RESEARCH**

This research is not without its limitations. Acknowledging that, limitations can carve a path in terms of recommendations for future studies. Firstly, a vast number of data available in the form of *citations* of the Medal of Honor recipients is an aspect that

plays an important role in the research. However, due to the constraints of time that plays a big factor in the decision to analyse 40 Medal of Honor *citations*, a recommendation for a future research would be to incorporate all of the *citations* or a greater number of *citations* to have a denser analysis.

Secondly, being a research directed towards the qualitative analysis approach, this research is very much focused on the textual analysis of data that are readily available. As a recommendation for a future research, the research may benefit greatly in terms of triangulation through other sources of data which can be done by interviewing both Americans and non-Americans to get a first-hand view of their perceptions and opinions in the development of heroic representation and the effects of the textual arrangements that leads to the representations of the awardees as heroes.

Last but not the least, this research is a textual analysis utilizing van Leeuwen's (1996) representation of social actors framework. However, the concept of heroism in the military domain may be explored using different framework of analysis linguistically which can be then compared and contrasted to extract richer analysis of the readily available data.

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