Experience and the learning public

Bruhn, Tommy

2020

Document Version:
Peer reviewed version (aka post-print)

Link to publication

Citation for published version (APA):

General rights
Unless other specific re-use rights are stated the following general rights apply:
Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.
• Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
• You may not further distribute the material or use it for any profit-making activity or commercial gain
• You may freely distribute the URL identifying the publication in the public portal

Read more about Creative commons licenses: https://creativecommons.org/licenses/

Take down policy
If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.
Experience and the learning public
Tommy Bruhn Ph.D.
Department of Communication and Media
Lund University, Sweden.

Processes of change within a community can concern shifting identities, ideologies, politics and internal hierarchies. But change can also entail shifts in the rhetorical habits and faculties of a community, where practical forms of knowledge (**techne; phronesis**) applied by a public in deliberation change over time. In this project I analyse how collective practical experience plays a part in the development of public judgment (Hauser 1999, 98f) and reasoning. The reflexive application of experience is a part of the cyclical process of forming habits of problem solving (Levine 2019, 13f), and on a communal level processes of collective inquiry can work as public learning that shapes rhetorical practices.

I analyse how the Swedish radical left discussed and made sense of the major events of the collapse of communism during the eighties and nineties. I aim to show how the rhetorical habits of this public changed by tracing commonalities between the public debates on the different events. Metadiscourse about deliberative practices – reflection-on-action – is of particular interest to the project, as well as the interaction between different fractions. In my paper to IRW, I will discuss theoretical and methodological points of departure, and preliminary findings.