Dialogism for Psychology (PSYC 7810)¹
Spring Semester 2017
Tuesdays 12:30pm – 2:00pm
Melson Hall, 207

Instructor: Dr. Marie-Cécile Bertau
Email: mbertau@westga.edu
Office: Melson Hall 216
Office Hours: By appointment in person

COURSE DESCRIPTION

Dialogic communication is the core activity of any psychological work. Dialogues as a specific language activity are thus an important issue to understand. On the one hand, the course will explore dialogue as co-activity of partners, on the other hand we will also ask for the dialogic movement which is inherent to any language and psychological act. This leads us to the epistemology of dialogism. We will first explore the vibrant context of dialogism as it developed at the beginning of the 20th century, turn then to the key issue of the Other: Where is that Other, and Who is she, he, even it? On this base we will build up a notion of dialogue that transgresses the simple to-and-fro and serves as the core principle of “dialogism”, a specific view of language and communication, of mind and consciousness (Linell, 2009). Further, we will particularly ask for how a “good dialogue”, that supports person developing psychological processes might look like. Dialogue as relational practice will be highlighted (Glenn & Kuttner, 2013). This, in turn, asks for “relation” and “relating” as basic act of human beings (Gergen, 2009). Finally, we might ask: What kind of psychological work, research and practice can be conceived and developed on such a base? (e.g. Rommetveit, 2003).

ASSIGNEMENTS, REQUIREMENTS

All the texts that we will read and talk about in class will be supplied as pdf on Course Den. If possible, the book sources by Bakhtin, Vološinov and Linell will be placed on a book shelf at Ingram Library. You are invited to look at the complete sources, since we will read only short selected passages. Regarding attendance, I expect that you will be attending classes regularly, as well as participating actively. The

¹ This syllabus may be subject to minor alterations.
following specific assignments will be given:

- **all sessions**: active reading in preparation and discussing in class;
- **facilitating one session with**: short comprehensive handout, oral presentation, initiating discussion by raising interesting questions or issues. You are very welcomed to do this in a dialogical form, i.e. together with someone else (try dialogical formats of presenting!);
- in case that we are too many to offer each student the possibility to facilitate speaking and thinking, **minutes** of a class discussion are an alternative assignment;
- **writing a final paper due by May 4, 2016**. You are responsible for choosing a topic that is closely related to one of the class topics and the source here discussed, although I will be happy to guide and counsel you. Extended guidelines will be provided, as well as a grading scheme for the paper
- **Overall grading is composed of the final paper, facilitating/writing minutes, and course participation (= reading preparation + attendance)**

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<thead>
<tr>
<th>Grading Scheme: (possible 400 points)</th>
<th>Grading Scale:</th>
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<tbody>
<tr>
<td>Final Paper 200</td>
<td>A = [360-400] pts</td>
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<tr>
<td>Facilitating/Minutes 100</td>
<td>B = [320-360) pts</td>
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<tr>
<td>Course Participation 100</td>
<td>C = [280-320) pts</td>
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<td>D = [240-280) pts</td>
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<td>F = &lt;240 pts</td>
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**SCHEDULE OF CLASSES**

**Week 1: January 10**
Introduction to the course: content overview and common organization

**Week 2: January 17**
mcb: A World of Ideas and Persons -- the formation of the vibrant dialogic context of the early 20th century

**Week 3: January 24**
Common reading and talking on “the utterance”:
Bakhtin’s *Genre* pp.91-92, and *Discourse in the Novel* pp. 293-294

**Facilitators:**

**Week 4: January 31**
Common reading and talking:
Vološinov’s *Marxism* pp. 85-86: “the word”, “dialogue” and “utterance” pp. 95-97;
in complement to Vološinov’s definition of dialogue, take Linell, 2009, p. 4-6

**Facilitators:**

**Week 5: February 7**
Common reading and talking on “polyphony”: Bertau, 2013, pp. 45-48

**Facilitators:**

you may bring a piece of polyphonic music (orchestral and/vocal), and you may look at supplements in Bakhtin’s Dostoevsky

**Week 6: February 14**
mcB — Otherness: Where, Who Is the Other? Historical and architectural reflections leading form the Sophists to the Missed Third complemented by Linell, 2009, pp. 89-97, core: diagram p. 95

**Week 7: February 21**
Common reading and talking: Gergen (2009), part 1

**Facilitators:**

**Week 8: February 28**
Common reading and talking: Gergen (2009), part 2

**Facilitators:**

**Week 9: March 7**
Common reading and talking: Glenn & Kuttner (2013), part 1

**Facilitators:**

**Week 10: March 14**
Common reading and talking: Glenn & Kuttner (2013), part 1

**Facilitators:**

March 20-25: Spring Break – no classes

**Week 11: March 28**
Common reading and talking: Turkle (2011): Loosing dialogues? Loosing dialogicality?

**Facilitators:**

April 4: UWG Scholar’s Day – no classes 1pm-4pm

**Week 12: April 11**
Common reading and talking on Dialogism: Linell, 2009, chapter 2, part 1: 2.1 – 2.9

**Facilitators:**

**Week 13: April 18:**
Common reading and talking on Dialogism: Linell, 2009, chapter 2, part 2: 2.10 – 2.13

**Facilitators:**

**Week 14: April 25**
If time enough left: What kind of psychological work, research and practice can be conceived and developed on a dialogical base? Possible discussion base; Rommetveit (2003). **Facilitators**?
Otherwise: Summary, questions, ideas, and perspectives

Spring term ends May 1

PAPER DUE BY MAY 4

Exam week May 3-9, Graduation May 11
REFERENCES


