

PSYCHOLOGY 7810, Section 6: Narrative psychology - Spring 2019

Instructor Information

Instructor: James Christopher Head
Time: 1:00-2:40, MW
Location: 104 Melson Hall
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Course Information

Course Description

In recent decades qualitative inquiry in psychology has been characterized as having taken a “narrative turn.” This turn reflects an awareness that narrating is an essential mode of meaning-construction – one that entwines domains that are typically understood to be personal with those understood to be social. Since this turn, scholars have debated the nature, meaning, and utility of narrative in psychology. This course will be an immersion into those debates and students will be invited to engage with narrative psychology in a way that they find useful. To facilitate this engagement, this course is structured to help students (a) develop an understanding of narrative, narrating, and narration, (b) cultivate an awareness of the broad landscape of narrative inquiry, (c) engage with multiple modes of narrative analysis, and (d) create a research proposal that reflects a deep awareness of the nature, meaning, and utility of narrative in psychology.

Course Objectives and Learning Outcomes

Students will:

- 1) Develop an understanding of narrative and its relevance to the field of psychology.
- 2) Develop an understanding of narration as a psychological process.
- 3) Engage in analytical writing that reflects an awareness of the historical, philosophical, and conceptual foundations of narrative psychology.
- 4) Cultivate an awareness of the uses of and distinctions between various forms of narrative analysis.
- 5) Create and propose a narrative research project.

Grading Information and Policy

There are a total of 100 points possible in the course. Participation is worth a total of 25 points, reflection papers are worth a total of 30 points (10 points each), the topic facilitation is worth a total of 10 points, the narrative interview presentation is worth 10 points, and the research

proposal is worth a total of 25 points. These 100 points will be used to calculate a percentage grade according to the standard percentage point divisions:

Grading structure and point scale:

90-100 points	90% - 100%	A
80 points - 89 points	80% - 89%	B
70 points - 79 points	70% - 79%	C
60 points - 69 points	60% - 69%	D
< 60 points	< 60%	F

Late work policy:

All assignments are due (i.e., submitted on the course website, unless otherwise specified) by the beginning of the class period corresponding to the due date of the assignment (see the course schedule). Any work turned in after this time will be docked 10% for each day past the due date that it is not turned in.

Assignments and Requirements

Attendance. Formal attendance will be taken in this class and there is no way to learn the material, complete the project, or to get a good grade without regular attendance. Some course work will be completed in class and all assignments will only be fully explained in class.

Readings. You are expected to come to each class with a copy of the reading for the day, having read the materials listed on the same date as that lecture (see course schedule below). Each day's class will cover material relevant to the assigned readings, so you will be more prepared to understand the material if you come to class having read the assignment.

Participation. You are expected to participate in in-class activities and exercises. This class will be highly experiential (i.e., non-lecture), so you should expect to come to class, come on time, come prepared, and actively engage in your learning.

Reflection Papers. You are expected to write three reflections (2 pages, double spaced, 12pt font) that demonstrate your understanding of and engagement with course texts, concepts, and issues.

Topic Facilitation. You are expected to facilitate the class's learning of one course text or a supplemental text that you identify as being complimentary to one of our three units. After selecting one text that you will explore in-depth, you will prepare a "lesson" that will help your classmates better understand/appreciate the text.

Research Proposal. You are expected to construct a formal research proposal of a narrative research project you might conduct. This will be the summative project for this course, and accordingly, will reflect your understanding of the concepts and issues addressed throughout the semester. You will present a succinct version of your proposal to the class.

Texts, Readings, Instructional Resources, and References

The number associated with each text corresponds with the class schedule (see below). Readings should be completed before the date in which they are scheduled to be addressed.

Required Texts:

1. Sarbin, T. R., & Carney, R. M. (2006). The narrative turn in social psychology. *Modern Perspectives on JR Kantor and Interbehaviorism*, 225.
2. Hermans, H. J (1992). The dialogical self: Meaning as movement. *American Psychologist*, 47(1), 23-33. Academic Press.
3. Bruner, J. S. (2003). So why narrative? In *Making stories: Law, literature, life*. Harvard University Press.
4. Bamberg, M. (2012). Why narrative?. *Narrative Inquiry*, 22(1), 202-210.
5. Freeman, M. (1998). Mythical time, historical time, and the narrative fabric of the self. *Narrative Inquiry*, 8(1), 27-50.
6. Robinson, A. (2011, July 29). In theory Bakhtin: Dialogism, polyphony and heteroglossia. *Ceasefire*. Retrieved from: <https://ceasefiremagazine.co.uk/in-theory-bakhtin-1/>
7. Bakhtin, M. (1981). *The dialogic imagination: Four essays by M.M. Bakhtin*. Michael E. Holquist (Ed.). Caryl Emerson and Michael Holquist (trans.). Austin: University of Texas Press, 1981), 69.
8. Bertau, M. C. (2014). Exploring language as the “in-between”. *Theory & Psychology*, 24(4), 524-541.
9. Salgado, J., & Clegg, J. W. (2011). Dialogism and the psyche: Bakhtin and Contemporary psychology. *Culture & Psychology*, 17(4), 421-440.
10. Skinner, D., Valsiner, J., & Holland, D. (2001). Discerning the dialogical self: A theoretical and methodological examination of a Nepali adolescent's narrative. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* (Vol. 2, No. 3).
11. Josselson, R. (2011). Narrative Research: Constructing, deconstructing, and reconstructing story. In F. J. Wertz, K. Charmaz, L. M. McMullen, R. Josselson, R. Anderson, & E. McSpadden (Eds.), *Five ways of doing qualitative analysis* (pp. 165–204). New York, NY: Guilford Press.
12. Josselson, R. (2009). The present of the past: Dialogues with memory over time. *Journal of personality*, 77(3), 647-668.
13. Josselson, R. (2011). "Bet you think this song is about you": Whose Narrative Is It in Narrative Research?. *Narrative Works*, 1(1).
14. Josselson, R. (1995). Imagining the real: Empathy, narrative, and the dialogic self. *Interpreting experience: The narrative study of lives*, 3, 27-44.
15. Josselson, R. (2007). The ethical attitude in narrative research. In Clandinin (Ed.),

Handbook of narrative inquiry: Mapping a methodology, 537-566. Thousand Oaks, CA: Sage.

16. Josselson, R. (2004). The hermeneutics of faith and the hermeneutics of suspicion. *Narrative inquiry*, 14(1), 1-28.
17. Josselson, R. (2006). Narrative research and the challenge of accumulating knowledge. *Narrative inquiry*, 16(1), 3-10.
18. Bhatia, S. (2011). Narrative inquiry as cultural psychology: Meaning-making in a contested global world. *Narrative Inquiry*, 21(2), 345-352.
19. Gryzman, A., & Mansfield, C. D. (2017). What Do We Have When We Have a Narrative?. *Imagination, Cognition and Personality*, 37(2), 105-126.
20. Chase, S. E. (2007). Multiple lenses, approaches, voices. *Collecting and interpreting Qualitative materials*, 57(3), 651-679.
21. Josselson, R. (2013). *Interviewing for qualitative inquiry: A relational approach*. Guilford Press.
22. Chase, S. E. (2003). Learning to listen: Narrative principles in a qualitative research methods course.
23. McAdams, D. P. (2001). The psychology of life stories. *Review of general psychology*, 5(2), 100.
24. McAdams, D. (2008). Personal narratives and the life story. In John, Robins, & Pervin (Eds.), *Handbook of personality: Theory and research*. New York, NY: Guilford Press.
25. Schultz, W.T. (2003). The prototypical scene: A method for generating psychobiographical hypotheses. In R. Josselson, A. Lieblich, and D.P. McAdam's *Up Close and Personal: The Teaching and Learning of Narrative*
26. Singer, J. A. (2013). Living in the amber cloud: A life story analysis of a heroin addict. In D.P. McAdams, R. Josselson, and A. Lieblich (Eds.) *Turns in the Road: Narrative Studies of Lives in Transition*. Washington, D.C.: American Psychological Association, pp. 253 – 277.
27. Elms, A. C. (2005). If the Glove Fits: The Art of Theoretical Choice in Psychobiography. In W.T. Schultz's *Handbook of Psychobiography*. New York: Oxford, pp. 84 – 95.
28. Runyan, W. M. (2005). How to Critically Evaluate Alternative Explanations of Life Events: The Case of Van Gogh's Ear. In W.T. Schultz's *Handbook of Psychobiography*. New York: Oxford, pp. 96 – 103.
29. Ouellette, S. C. (2003). Painting lessons. In R. Josselson, A. Lieblich, & D.P. Mc Adams (Eds.) *Up close and personal: The teaching and learning of narrative research*. Washington, D.C.: American Psychological Association, (pp. 13-28).
30. Fassinger, R. E. (2005). Paradigms, praxis, problems, and promise: Grounded theory in counseling psychology research. *Journal of counseling psychology*, 52(2), 156.
31. Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative*

- research in psychology*, 3(2), 77-101.
32. Clandinin, D. J., Pushor, D., & Orr, A. M. (2007). Navigating sites for narrative inquiry. *Journal of teacher education*, 58(1), 21-35.
 33. Head, J.C. (2016). "From the bottom-up: New York City teacher evaluation and the Narration of mediated institutional assault." *Critical Studies in Education*: 1-18.
 34. Gilligan, C. S., Spencer, R. R., Weinberg, M.K., & Bertsch, T. (2003). On the listening guide: A voice centered relational method. In P. Camic, J. Rhodes, L. Yardsley (Eds.), *Qualitative research in psychology: Expanding perspectives in methodology and design*, 57-172. Washington, D.C.: American Psychological Association.
 35. Loots, G., Coppens, K., & Sermijn, J. (2013). Practising a rhizomatic perspective in narrative research. *Doing narrative research*, 2, 108-125.
 36. Sorsoli, L., & Tolman, D. L. (2008). Hearing voices. Listening for multiplicity and movement. In S. N. Hesse-Biber & P. Leavy (Eds.), *Handbook of Emergent Methods* (pp. 495-515). New York: The Guilford Press.
 37. Brown, L. M., & Gilligan, C. (1993). Meeting at the crossroads: Women's psychology and girls' development. *Feminism & Psychology*, 3(1), 11-35.
 38. Jack, D. C. (1991). *Silencing the self: Women and depression*. Harvard University Press.
 39. Squire, C. (2013). From experience-centred to socioculturally-oriented approaches to narrative. *Doing narrative research*, 47-71.
 40. Daiute, C. (2014). Introduction In *Narrative inquiry: A dynamic approach*. Thousand Oaks, CA: Sage.
 41. Daiute, C. (2014). Design In *Narrative inquiry: A dynamic approach*. Thousand Oaks, CA: Sage.
 42. Head, J.C., Pryiomka, K. (in press). Accounting for mediatization in the era of individualized consequential accountability. *Journal of Education Policy*.

Class Schedule Information

Schedule	Topic	Reading #	Assignment Due
January	7 Monday	Introduction	Syllabus
	9 Wednesday	Narrative Turn	1, 2
	14 Monday	Why Narrative	3, 4
	16 Wednesday	Temporality	5,
	23 Wednesday	Dialogism	6, 7, 8
	28 Monday	Dialogism for/in Practice	9, 10
	30 Wednesday	Narrative Inquiry	11
Feb.	4 Monday	Narrative Inquiry Issues	12, 13
	6 Wednesday	Narrative Inquiry Issues	14, 15
	11 Monday	Narrative Inquiry Issues	16, 17
	13 Wednesday	Narrative Inquiry Issues	18, 19
	18 Monday	Narrative Inquiry Issues	20
	20 Wednesday	Interviewing	21, 22
	25 Monday	Interviewing	
	27 Wednesday	Interviewing	
March	4 Monday	Life Stories	23, 24
	6 Wednesday	Life Stories	25, 26
	11 Monday	Life Stories	27, 28, 29
	13 Wednesday	Shared Stories	30, 31
	25 Monday	Shared Stories	32, 33
	27 Wednesday	Narrating and Depth	34, 25
April	1 Monday	Narrating and Depth	36, 37, 38
	3 Wednesday	Dynamic Meaning Systems	39, 40
	8 Monday	Dynamic Meaning Systems	41, 42
	10 Wednesday	TBD	tbd
	15 Monday	TBD	tbd
	17 Wednesday	TBD	tbd
	22 Monday	Workshopping	
	24 Wednesday	Presentations	
29 Monday	Presentations		

*See the reading list of readings above for complete references for all readings. All readings will be posted on Course Den. This schedule serves as guide and will likely change. Schedule updates will be sent via Course Den.

Course and UWG Policies

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not

maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook](#).

Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

Accessibility Services

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact [Accessibility Services](#).

Center for Academic Success: The [Center for Academic Success](#) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu

University Writing Center: The [University Writing Center](#) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu

Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Office for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

For more information on the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the [Common Language for Syllabus](#) document.

I strongly recommend that students make an electronic copy of everything submitted to me via the dropbox.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [Technology Requirements](#).

Support for courses

*Hyperlinks provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

[CourseDen Help](#) (8 AM – 5 PM)

Call: 678-839-6248 or 1-855-933-8946 or

email: online@westga.edu

[24/7/365 D2L Help Center](#)

Call 1-855-772-0423

[University Bookstore](#)

[Student Services](#)

Center for Academic Success

The new [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at [678-839-6280](tel:678-839-6280). Our email address is cas@westga.edu.

Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

Full URL Support for Courses

- **CourseDen D2L Home Page**
<https://westga.view.usg.edu/>
- **CourseDen Help** (8 AM – 5 PM) <https://uwgonline.westga.edu/uwg-online-student-help.php>
Email: online@westga.edu
- **24/7/365 D2L Help Center**
<https://d2lhelp.view.usg.edu/>
- **University Bookstore**
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi**
<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Accessibility Services**
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
- <https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**
<http://www.westga.edu/library/>
- **Proctored Exams**
<http://uwgonline.westga.edu/exams.php#student>
- **UWG Accessibility Statements for Technology**
https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnE_A/edit?ts=57b4c82d#heading=h.yrqefffvts1f

Syllabus

As this document corresponds with a dynamic entity (a class), this syllabus is subject to change.