

- Faculté des lettres et sciences humaines
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Cultural life course studies, theoretical and empirical investigations (2PS1334)

Filières concernées	Nombre d'heures	Validation	Crédits ECTS
Pilier principal B A - psychologie et éducation	Cours: 1 ph	Voir ci-dessous	4
Pilier secondaire B A - psychologie et éducation	Cours: 1 ph	Voir ci-dessous	4

ph=période hebdomadaire, pg=période globale, j=jour, dj=demi-jour, h=heure, min=minute

Période d'enseignement:

- Semestre Automne

Equipe enseignante

Pernille Hviid; MA, PhD. psychology, Department of Psychology, University of Copenhagen, Denmark.

Contenu

We will examine the development of human beings in a cultural historical frame. The course is not restricted to the study of children's and young person's development, rather we assume that development is a lifelong process and can be investigated at any point in time.

The theoretical frame is cultural-historical which implies that psychology works with an assumed interdependency between the person and his or her socio-cultural environment. We will address this interdependency through various contributions, e.g. "the social situation of development" (Vygotsky, Rey, Veresov), "ruptures and crises" (Zittoun, Vygotsky) and "Cultural Life Course" (Hviid, Villadsen)

As part of the course, the students will conduct a small concrete empirical investigation, which will be supervised by the class and later handed in as a report. The course is in English, an excellent opportunity to improve your language skills in a supportive environment.

Forme de l'évaluation

18.10.2019 (5 hours) Theories: Cultural Psychology, the social situation of development, life course studies and the study of cultural life course.
8.11.2019 (5 hours) Themes: The development of the personal and collective culture.

Methodology and methods: Planning a small empirical study and group feedback.

Until the seminar 6.12, students conduct a small-scale empirical study

6.12.2019 (4 hours) Short student presentations and group feedback. You will get further instruction on this workshop

2.1.2020 Deadline for handing in report. The report will be maximum 10 pages for 1 student, 15 pages for two students and 17 pages for three students. The report is written in English. The evaluation will emphasize the academic content of the report rather than the correctness of the written English.

Documentation

Hviid, P. (2016). Borders in Education and Living - a case of Trench Warfare. *Integrative Psychological & Behavioral Science*, 50 (1) 44-61.

Hviid, P. (2017). From abstract "quality" to collective meaning-making and personal meaningfulness : a social innovative project in the public daycare sector. In: Söderström, O. Kloetzer, L. & Jeannerat, H. (Eds.). *Innovations Sociales: Comment les Sciences Sociales contribuent à transformer la Société*, (pp. 27 – 37). E-BOOK 1 – Neuchatel.

Hviid & Villadsen (2018). The development of a person: children's experience of being and becoming within the cultural life course. In Rosa, A. & Valsiner, J. (Eds.). *Handbook of Sociocultural psychology*. Cambridge University Press.

Hundeide, K. (2005). Socio-cultural tracks of development, opportunity situations and access skills. *Culture & Psychology*, vol. 11 (2), 241 -261.
Josephs, I. (2000). A psychological analysis of a psychological phenomenon: The dialogic construction of meaning. *Social Science Information*, vol. 39(1), 115 – 129.

Josephs, I., & Valsiner, J. (2007). Developmental science meets culture: Cultural developmental psychology in the making. *European Journal of Developmental Science*, 1(1), 47–64.

Forme de l'enseignement

That the student can demonstrate basic theoretical principles underlying cultural developmental theories.

- That the student can demonstrate basic knowledge in methods, aimed at investigating how people make sense of and act in their socio-cultural environment.

- That the student can conduct a small empirical study, examining (dimensions of) a cultural life course. The empirical work can be done in groups.

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