

- Faculté des lettres et sciences humaines
- www.unine.ch/lettres

Imagination and mobility (2PS2162)

Filières concernées	Nombre d'heures	Validation	Crédits ECTS
Master of Arts en innovation, orientation Innovation et société	Cours: 2 ph	Voir ci-dessous	5
Pilier principal M ScS - psychologie et éducation	Cours: 2 ph	Voir ci-dessous	5
Pilier secondaire M ScS - psychologie et éducation	Cours: 2 ph	Voir ci-dessous	5

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

Période d'enseignement:

- Semestre Printemps

Equipe enseignante

Oliver Clifford Pedersen

Contenu

Imaginations of the future are everywhere, but these are commonly perceived as dissociated from reality properly. However, from a sociocultural psychological perspective, the process of imagination plays an essential role in how we structure and give meaning to our lives and societies – it is a dynamic and constitutive part of the social world. On the societal level, imaginations of climate catastrophe lead Greta Thunberg to criticise the fables of internal growth on a finite planet and accuse politicians of “stealing her future” and imaginations of (and hope for) a fairer redistribution system leads people to vote left. On a personal level, imaginations of a safer or more prosperous future lead people to move or remain still in space. This course specifically explores how imaginations of the future relate to people’s mobility and immobility, emphasising the socio-material context and power relations. Some of the questions addressed in this course will be: Why are imaginations of important tools for understanding life trajectories? What forces impinge on the process of imagination? What is people’s margin of manoeuvre? What inequalities exist in terms of who can imagine what?

The seminar offers an eclectic overview of anthropological and sociocultural psychological theories of the imagination and introduces the ‘new mobilities paradigm’. Students will learn to apply these perspectives to analyse the role of imagination in people’s life courses, with emphasis on their im/mobility, and to discuss some of the methodological conundrums and ethics associated with studying the imagination longitudinally. The seminar revolves around a small research project students are expected to conduct – either individually or as a group – all throughout the semester, working on already collected diaries that have been written for over 20 years or something similar. We will therefore also discuss the practical aspects of doing research. They are also expected to present their work creatively at the end of the semester to receive feedback for the final analysis.

The course will be taught in English.

Forme de l'évaluation

Students are expected to submit a written 3000-word essay (in English) analysing longitudinal data – fictional or real – using the theoretical approaches presented in class during the semester. This assignment can be completed either individually or in groups (1000 words are added to the final essay per person). The essay accounts for 80% of the grade.

Students are also expected to present their analysis (as a PowerPoint, video, poster, podcast etc.) at end of the term to receive feedback for the final analysis. This presentation accounts for 20% of the grade.

Students are also required to participate actively in class discussions, prepare questions, and conduct their research projects.

Details of the written assignment will be presented during the first session on Monday, February 20th, 2023.

First deadline: June 19th

Second deadline: August 21th

Pré-requis

The ability to follow the course and engage with reading material in English. The course will present a supportive environment for learning and expressing ideas in English.

Forme de l'enseignement

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The seminars will be interactive and research-oriented. Students are introduced and given access to the diaries that could serve as the basis for their analysis on the first session. Then, the first 3 sessions will begin with a brief presentation of some of the key concepts to establish a shared foundation, followed by a discussion of the required readings. Afterwards, the sessions will largely be discussion-based focusing on 1 or 2 texts concerned with a specific topic (e.g. the role of power or material environment on people's imagination). These texts will be related to students ongoing research projects.

The list of required readings will be available on Moodle. Lastly, a couple of sessions are dedicated to discussing the research process and any emerging concerns, tailored according to the students needs.

Objectifs d'apprentissage

Au terme de la formation l'étudiant-e doit être capable de :

- Apply different conceptual frameworks to understand people's life-trajectories and im/mobilities
- Communicate an academic analysis in a concise and engaging manner
- Develop a critical reflection on the seminar's content, the research process, and the role as a researcher
- Design and conduct a longitudinal analysis
- Discuss texts, identify key issues, and defend a position
- Review and evaluate relevant literature
- Outline different ethical conundrums and positions in the texts and in the research process

Compétences transférables

- Carry out critical and longitudinal analysis
- Present a coherent and engaging analysis
- Communicate in a second language
- Review ethical conundrums and positions
- Apply theories to explain phenomena that transform over time