

- 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	2
Pilier principal M ScS - psychologie et éducation	Cours: 1 ph	Voir ci-dessous	3
Pilier secondaire B A - psychologie et éducation	Cours: 1 ph	Voir ci-dessous	2
Pilier secondaire M ScS - psychologie et éducation	Cours: 1 ph	Voir ci-dessous	3

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

Période d'enseignement:

- Semestre Printemps

Equipe enseignante:

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

Objectifs:

- 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 their socio-cultural environment and life course.
- That the student can conduct a small empirical study, investigating (dimensions of) a cultural life course. The empirical work can be done in groups of 1 - 3 students.

Contenu:

Why does life course turn out the way it does? Why does it differ from others and yet is alike? What matters as causes for change and maintenance? Which part does the person herself play in the process? How much are one's close ones part of who we are? How does local and global culture take part in the process? What could be considered as crucial points for choices or "no return"? When is it the right time to "make a move"? And how does life-courses affect the environment and the social others the person live with?

At this course we will examine developmental processes within the cultural life course, emphasizing the interdependency between the personal and the collective level of meaning-making which operate to cultivate the life course - generating a ground from where it can be lived and transformed in personally meaningful way. Such study is not restricted to children's development, or any other age-group for that matter. We will draw on classical and new studies cultural developmental psychology, and discuss meaning making, developing engagements and resistance. We will also discuss methodology and empirical methods aimed for investigating such developmental processes.

As part of the course the students will conduct a small concrete empirical investigation which will be supervised by the class, and handed in as a report for evaluation.

The course will be held in English, an excellent opportunity to improve your language skills in a supportive environment.

Forme de l'évaluation:

18.5.2018 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 must be written in English. The evaluation will emphasize the academic content of the report rather than the correctness of the written English.

Deadline for second trial: 18.09.2018.

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 og a psychological phenomenon: The dialogic construction of meaning. *Social Science Information*, vol. 39(1), 115 – 129.

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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:

Dates: The course will consist of 4 x four hours seminars in spring 2018.

23.2.2018 Theories: Cultural Psychology, life course studies and the study of cultural life course.

Requested readings: Hviid (2016) and Josephs & Valsiner (2007)

8.3.2018 More theories: The development of the personal and collective culture.

Requested readings: Hviid & Villadsen (2018) and Hundeide (2005)

9.3.2018 Methodology and methods: planning a small empirical study and group feedback (here the students are supposed to work on their own projects in-between the two seminar classes).

Requested readings: Josephs (2000), Hviid & Villadsen (2018)

Students will, until next seminar, conduct a small scale empirical study.

13.4.2018 Analysis of the case study, short student presentations and group feedback. You will get further instruction on this workshop