

- Faculté des lettres et sciences humaines
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## Narrative and Identity: Diaries, Autobiographies, and the reconstruction of the self (2PS2161)

| Filières concernées                                       | Nombre d'heures        | Validation      | Crédits ECTS |
|---|------------------------|-----------------|--------------|
| <b>Pilier principal M ScS - psychologie et éducation</b>  | <b>Séminaire: 1 ph</b> | Voir ci-dessous | 5            |
| <b>Pilier secondaire M ScS - psychologie et éducation</b> | <b>Séminaire: 1 ph</b> | Voir ci-dessous | 5            |

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

### Période d'enseignement:

- Semestre Printemps

### Contenu

"We story ourselves and we are our stories" Does the reader agree with this statement? Are we those stories or do we become those stories? Are we the stories we tell about ourselves? So say the narrativists. In the last decades, there has been a remarkably robust consensus about this claim (standardly linked with the idea that self-narration is a good thing, necessary for a full human life) not only in the Humanities and Social Sciences but also in Psychotherapy. On the contrary, does the reader of these lines feel that life is not reducible to a narrative, that there is something else in our experience that falls outside the narrative and cannot be condensed or expressed in a story? Therefore, could the reader say something like "I am not a story"? In this course, we will consider Narrative Psychology as a fundamental tool to understand how people interpret or make sense of their ever-changing worlds. The first session will outline some theoretical foundations of the narrative approach to human experience in Psychology. However, we will also try to address the problems or possible limitations of asserting that all dimensions of human experience necessarily fall within the narrative competence. After the first session, students will be required to carry out a small research project related to the themes and issues addressed in the first session, the results of which will be discussed in the second session where presentations will take place.

### Forme de l'évaluation

After the first session (Friday 4th March), students will be required to carry out a small research project of no more than 4000 words, excluding references (format must be font size Times New Roman, 12, 1,5 spacing). Deadline for the deposit of this small research project will be Friday 6th May 2022. The research project will be related to the themes and issues addressed in the first session, and also, of course, it will have to do with those topics that concern the student or are more relevant to her/him from a biographical or personal point of view. The results of these projects will be discussed in the second session (Friday 13th May) where presentations will take place.

### Documentation

Bhatia, S. (2002). Acculturation, dialogical voices and the construction of the diasporic self. *Theory & Psychology*, 12(1), 55-77.

Bhatia, S. (2007). *American Karma: Race, Culture, and Identity in the Indian diaspora*. New York: New York University Press.

Bhatia, S. y Ram, A. (2001). Locating the Dialogical Self in the Age of Transnational Migrations, Border Crossings and Diasporas. *Culture & Psychology*, 7(3), 297-309

Bruner, J.S. (1990). *Acts of meaning*. Cambridge: Harvard University Press.

Bruner, J.S. (2003). *Making stories: Law, literature, life*. Harvard University Press.

Boesch, E. E. (1992/2007). Culture-individual-culture: The Cycle of Knowledge. En W. J. Lonner y S. A. Hayes (eds.), (2007) *Discovering cultural psychology: A profile and selected readings of Ernest E. Boesch* (pp. 201-212). Charlotte, North Carolina: Information Age Publishing

Eakin, P.J. (1999). *How Our Lives Become Stories: Making Selves*. Ithaca, New York: Cornell University Press.

Freeman, M. (2011). Narrative foreclosure in later life: Possibilities and limits. In G. Kenyon, E. Bohlmeijer, & W. L. Randall (Eds.), *Storying later life: Issues, investigations, and interventions in narrative gerontology* (pp. 3-19). Oxford, England: Oxford University Press.

Ingold, T. (2003). Three in one: how an ecological approach can obviate the distinctions between body, mind and culture. In A. Roepstorff, & N. Bub (Eds.), *Imagining nature: practices of cosmology and identity* (pp. 40-55).

Lorca, F. G. (1933/2007). *Theory and Play of the Duende* (A. S. Kline, Trans.). Retrieved from <http://poetryintranslation.com/PITBR/Spanish/LorcaDuende.htm>

Olney, J. (1998). *Memory and Narrative: The Weave of Life-Writing*. Chicago: University of Chicago Press.

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Strawson, G. (2015). "I am not a story" The unstoried life. In Zachary Leader (Ed.). *On Life-Writing*, (pp. 284-302). Oxford: Oxford University Press.

Zavereshneva, E., & van der Veer, R. (2018). *Vygotsky's notebooks. A selection*. Singapore: Springer.

Zittoun, T., Cornish, F., Gillespie, A., & Aveling, E.-L. (2008). Using social knowledge: A case study of a diarist's meaning making during World War II. In W. Wagner, T. Sugiman, & K. Gergen (Eds.), *Meaning in Action: Constructions, Narratives and Representations* (pp. 163–179). New York: Springe

Zittoun, T., & Gillespie, A. (2012). Using diaries and self-writings as data in psychological research. In E. Abbey & S. E. Surgan (Eds.), *Emerging Methods in Psychology* (pp. 1–26). New Brunswick, NJ/London, UK: Transaction Publishers

Zittoun, T. & Gillespie, A. (2021). A sociocultural approach to identity through diary studies. In Michael Bamberg, Carolin Demuth, Meike Watzlawik (Eds.). (2021). *Cambridge Handbook of Identity. Part III: Methodological Approaches*. Cambridge University Press.

#### **Objectifs d'apprentissage**

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

- Discuss Debate or reflect on different points of view
- Explore Explore different alternatives or perspectives, stimulating the student's ability to search for new questions
- Synthesise Synthesize approaches and points of view
- Integrate Integrate the different aspects of narrative and identity that have been discussed in class, establishing relationships between them

#### **Compétences transférables**

- Organise Organize the work material, based on the issues that have been discussed in class
- Question Question and propose points of view that the student feels are relevant
- Synthesise Synthesize the content of the topics covered
- Integrate Integrate the different searches or personal investigations in the human themes that are relevant to the student