

CNR

Centre for Narrative Research, UEL

Centre for Narrative Research Web Newsletter 7, April 2005

Welcome to the CNR spring 2005 newsletter. This resource exists to distribute news of members', associates' and interested others' relevant research and writings, and also for short reviews of conferences, papers and books, and announcements of future plans.

Please email us if you would like to contribute something about your work, or some other writing, to the next issue.

E-COPY DATE FOR ISSUE 6: September 15, 2005

Send to:

Molly Andrews, Corinne Squire and Maria Tamboukou (codirectors)

m.andrews@uel.ac.uk, c.squire@uel.ac.uk, m.tamboukou@uel.ac.uk

➤ *CNR Research Events*

Professor Suzanne L. Bunkers, University Lecture

Living to tell the tale: Women's narratives of survival

13th April 2005, University of East London, Docklands Campus

Many contemporary memoirs emphasize the multiple perspectives from which personal and historical stories unfold. Their stories can embody divergent interpretations of historical events and different understanding of what is meant by the term "facts." Often, life writers shape their autobiographical narratives in specific ways that help readers appreciate how memory and imagination interact as the author reconstructs and represents historical settings, events, characters, and memories. Sometimes the reader can "see" the author at work as he/she writes and interprets what he/she has experienced. Sometimes the writer actually steps outside the text to comment directly on what he/she has just written, and this self-consciousness of the writing process (often referred to as self-reflexivity) might lead readers to ponder not only the writer's memories but also their own. Not only do such memoirists reflect upon the past by recounting specific memories; they comment on the interaction of memory and imagination, thereby creative multiple historical worlds as well as multiple textual worlds. This paper examines the complex worlds in which several survivors live and write.

Focussing on three memoirs, this paper explores the ways in which diverse women readers interpret and respond to survivors' narratives by other women. As today's readers of survivors' memoirs are learning, an author's story does not equal an author's life. The transformation of experience into

CNR Web Newsletter 7, April 2005

memoir requires more than literal survival; it necessitates the author's ability to live in multiple worlds and convey those worlds to the readers. Similarly, we readers play a central role because our expectations, experiences, and representations intersect with the "multiple worlds" of the writer. Not only do we bring to our process of reading our own understandings of how an autobiographical narrative works; each of us also brings our own expectations concerning the "autobiographical pact" between ourselves and the writer. These expectations, as disparate as our own experiences, inevitably influence our judgments concerning the validity and reliability of the text as well as the representation of experience therein.

Suzanne L. Bunkers is Professor of English at Minnesota State University. She is the author of *In Search of Susanna: an Auto/biography* (U Iowa P, 1996) and the editor of *Diaries of Girls and Women: a Midwestern American Sampler* (U Wisconsin P, 2001), *"All Will Yet Be Well": the Diary of Sarah Gillespie Huftalen, 1873-1952* (U Iowa P, 1993), and *The Diary of Caroline Seabury, 1854-1863* (U Wisconsin P, 1991). Along with Cynthia Huff, Suzanne Bunkers co-edited the collection, *Inscribing the Daily: Critical Essays on Women's Diaries* (U Massachusetts P, 1996). While on sabbatical during the 2004-2005 academic year, she is doing archival research on narratives by European survivors of World War II. During spring semester 2005, she will be a visiting professor at the University of East London's Centre for Narrative Research.

➤ *Remaining CNR Seminars in current academic year*

RESEARCH SEMINAR PROGRAMME 2004-2005

1:00-2:00 pm, Room 1006

University of East London, Docklands Campus

May 16th, 2005, Barbara Harrison, University of East London,
Photographs, community, networks and relationships in everyday life

GRADUATE SEMINARS IN NARRATIVE AND BIOGRAPHICAL RESEARCH

**The Centre for Narrative Research, UEL
and
The Gender Institute, London School of Economics**

All seminars take place on Tuesday evenings, 5.00-6.30, at the London School of Economics. Rooms to be announced in autumn through the CNR elist and GI website

All welcome, especially graduate students. For further details contact Corinne Squire (c.squire@uel.ac.uk), Ros Gill (r.c.gill@lse.ac.uk) or Hazel Johnstone (h.johnstone@lse.ac.uk). Details are also on the CNR website: <http://www.uel.ac.uk/cnr/home.htm>, and the Gender Institute website: <http://www.lse.ac.uk/depts/gender/narrative.htm>

May 4: JongMi Kim, Coventry University

Imagining the West: Burberry and consuming femininity in South Korea

CNR Web Newsletter 7, April 2005

June 7: Lucy Simons, Southampton University

Community mental health nurses' narratives of treating people with common mental health problems

July 5: Stefanie Buckner, University of Central Lancashire

'Pulling it all together': from individual biographical-narrative interviews to the final report in a multi-method evaluation study

to think is to experiment

Friday, 22nd April, 2005, Docklands Campus, Room:1335c

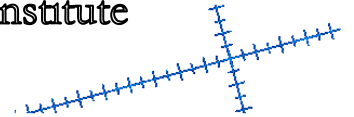
Research Day Programme

9.30-10.00	Coffee- Registration
10.00-10.15	Welcome and Introduction
10.15-10.50	The Impossibility of Thinking or To Think The Impossible Chrysanthi Nigianni, University of East London
10.50-11.25	Knowing Me, Knowing New Ruth Silver, University of East London
11.25-11.45	Tea-Coffee
11.45-12.20	To Think About Space is To Experiment: Reconstructing The City Through Subjectivity Betty Nigianni, University of East London
12.20-12.55	Self-Made Men Revisited: The Production of The Subject on Gay Websites. <i>Toni Brennan and Peter Hegarty, University of Surrey</i>
12.55-14.00	Lunch
14.00- 14.35	Perceptions of Success within Services For Sexually Exploited Youth: Recurring Storylines H. Kathleen Manion, University of East London
14.35-15.10	Tracing Political Discourses in Sexuality Narratives by Two Generations of Women in Turkey Cigdem Esin, University of East London
15.10-15.30	<i>Tea-Coffee</i>
15.30-16.05	ICTs, Empowerment and Women in Rural Uganda: A SCOT Perspective Patricia K. Litho, University of East London
16.05-16.40	Reflections On Radical Democracy on The Internet: Analysing The Discourse of The Official And Unofficial ESF 2004 Websites Irem Inceoglu, Roehampton University
16.40-17.00	General Discussion
17.00	Reception and discussion

- √ Alongside the London East Research Institute at UEL, the Centre for Narrative Research is running the final event of the 'Methods in Dialogue,' ESRC funded seminar series on May 18th-20th 2005 as a residential conference in Cambridge. Speakers and themes:



LONDON EAST
Research Institute



Methods in Dialogue

Residential Event, Hemingford Grey House
18-20 May 2005

Wednesday, 18th May

4:00- 6:00 - Arrival/registration
7:00 – Dinner
8:30 – Welcome
8.45- 9.30 The Hidden Muse: Poetry in dialogue with the Human Sciences
Introduced by Phil Cohen Readers: Diane Gittings and Carole Satyamurti

Thursday, 19th May

8:00 – Breakfast
9:30 – ‘Politics, Theory, Method’
Speaker: Marilyn Strathern
Discussants: Mike Rustin; Liz Stanley
Chair: Phil Cohen
12:30 – 1:30 Lunch
2:00 - ‘Intersectionality’
Speaker: Margie Wetherell
Discussants: Nira Yuval-Davis; Erika Apfelbaum
Chair: Corinne Squire
7:00 – Barbecue dinner

Friday, 20th May

8:00 - Breakfast
9:30 – – ‘Inter- and trans-disciplinarity’
Speaker: Trish Greenhalgh
Discussants: Matti Hyvarinen; Karen Henwood
Chair: Maria Tamboukou
12:30- 1:30 Lunch
2:00 – ‘Unsettled Accounts’
Speaker: Mark Freeman
Discussants: Jens Brockmeier; Wendy Patterson
Chair: Molly Andrews
5:00 - Departure

➤ *Member activities and publications*

✓ **BSA AUTO/BIOGRAPHY STUDY GROUP**

Centre for Biography and Education

XIVth AUTO/BIOGRAPHY SUMMER CONFERENCE 2005

London Institute of Education - Thursday 14 and Friday 15 July

Conference Theme: Defining Identities

The Keynote Lecture this year will be given by Shelley Day Sclater
on the topic:

Something Nasty in the Woodshed: the cold comforts of auto/biography.

Conference organisers: Stevie Mayhook, Michael Erben, Gill Clarke

Members of the Study Group are urged to recommend that their University/College/Public Library take out a subscription to *Auto/Biography*. Full details can be found at:

www.autobiographyjournal.com

any study group member who arranges for an institution to subscribe to *Auto/Biography* will receive

a free place at the Christmas Conference of 2005 and the Summer Conference of 2006.

✓ **the Northern Narratives Network**

Meetings of the Northern Narratives Network:

Room: The Library Seminar Room, 5th Floor Claremont Bridge Building.

Other information: All three meetings start at 1pm and finish at around 4pm.

Friday 13 May:

Journals review: During this meeting, the group will discuss the contents of the most recent issues of *Auto/Biography* and of *Biography*. Liz Stanley will circulate information about volume numbers etc closer to the time. A condition of attending is that participants should have read at least something from one of these journals.

Friday 3 June:

Papers: Offers of papers on any aspect of narrative and the documents of life more generally will be gratefully received.

✓ **Going with the contraflow?**

A series of seminar workshops exploring new directions in Urban and Community Studies in the context of London's Eastwards turn

ALL SESSIONS START AT 5PM AT THE YOUNG FOUNDATION

CNR Web Newsletter 7, April 2005

UNLESS OTHERWISE STATED

May 18

There goes the Neighbourhood :
Public deliberation and community planning in the age of the Internet
Panel: Dena Attar, Rosario Gracia - Luque and Richard Stubbs

June 27

AT THE MUSEUM IN DOCKLANDS

2- 5pm

Urban Renaissance or Mega-Planning Blues :
Mapping Thames Gateway Futures
Keynotes : Anne Power, Geoff Mulgan, Drew Stevenson, and Mike Rustin

This will be followed at 6pm by the second Docklands Public lecture which will be given by Professor Han Meyer on

The New Corridors of Power :
The development of London's Docklands
in International Perspective

September 28

Living In the Fast Lane ?
Transport, Mobility and Locational Choice
Panel: Eamonn Carrabine , Kerry Hamilton and John Urry

October 26

Family and Kinship before and after Bethnal Green
Pam Cox and Jim Ogg

November 23

My kind of Town ?
The Chicago School and London's changing geographies of gentrification
Tim Butler, Chris Hamnett and Martin Phillips

December 14

London's Eastward's turn:
The implications for governance
Tony Travers and Michael Hebbert (tbc)

✓ DISCOURSE UNIT DIARY April-July 2005

Discourse Unit:

The Discourse Unit (Centre for Qualitative and Theoretical Research on the Reproduction and Transformation of Language, Subjectivity and Practice) is an international transinstitutional group of researchers based primarily at Manchester Metropolitan University, where members participate in the Feminist Research and Reading Group (FRRG), the Qualitative Research, Subjectivity and Critical Theory (QRSCT) centre, and the Research Institute for Health and Social Change (RIHSC). To be added to (or removed from) the email circulation list for the Discourse Unit diary contact I.A.Parker@mmu.ac.uk

SEMINARS

CNR Web Newsletter 7, April 2005

The racial stereotype as fetish:

QRSCT Psychology and Social Change seminar, 4.00-5.30, Tuesday 3 May 2005, in the New Lecture Theatre (NLT) at Elisabeth Gaskell Campus, with **Derek Hook** (London School of Economics) on '*The racial stereotype as fetish: Homi Bhabha and (post)colonial otherness*'. Derek Hook is a lecturer in social psychology at the London School of Economics and Political Science. He is the editor of *Critical Psychology* (University of Cape Town Press, 2004). Location and update details from M.Barnett@mmu.ac.uk

Untimely conspiracies:

QRSCT Psychology and Social Change seminar, 4.00-5.30, Monday 9 May 2005, in the New Lecture Theatre (NLT) at Elisabeth Gaskell Campus, with **Johanna Motzkau** and **Steve Brown** (Loughborough University) on '*Untimely conspiracies: Deleuze and psychology*'. Johanna Motzkau and Steve Brown are based in the Department of Human Sciences at Loughborough University: <http://www.lboro.ac.uk/departments/hu/research.html>. Location and update details from M.Barnett@mmu.ac.uk

CONFERENCES

XIVth International Oral History Conference, Sydney, Australia, 12-16 July 2006

Papers are invited from around the world for contributions to the XIVth International Oral History Conference hosted by the International Oral History Association in collaboration with the Oral History Association of Australia, State Library of New South Wales, University of Technology Sydney, and University of New England.

Conference theme :

'Dancing with memory: oral history and its audiences'.

Sub-themes:•

archiving memory; fire and water ;healing memories; island stories;.memory and community; memory and trauma; places and building; pleasures of memory; political pasts; remembering the land; sharing/passing on beliefs; stories in translation; talking to ourselves teaching and learning

Proposals are invited for individual papers, thematic panels, workshops, performances and special interest groups. There will also be some oral history master classes before the conference led by internationally recognized oral history scholars and practitioners.

DEADLINE FOR PROPOSALS: 30 MAY 2005

For further details visit the website of the International Oral History Association at:

<http://www.ioha.fgv.br/>

Email enquiries:

IOHA@uts.edu.au

Mail enquiries:

Paula Hamilton, Faculty of Humanities, University of Technology Sydney,
PO Box 123, Broadway NSW 2007, Australia .

Research Ethics Training in Higher Education

One day training course 'Introduction to Research Ethics in a Higher Education Context' course at Keele University, to be run on Tuesday 10th May 2005. This course has run previously on the 19th January and the 20th September 2004, though with a slightly different timetable.

This course is intended for anyone with a professional interest in issues related to research ethics in universities, including committee members, research office administrators and managers, and academics. The course covers the types of ethical issues that arise during research and ethical issues in different types of research (e.g. qualitative methods) with a particular focus on student projects. As on all of our courses, sessions will be lively and interactive and make extensive use of case studies and small group discussions.

Attendees should acquire the following over the course of the day:

- (i) An appreciation of the kinds of ethical issues that arise in research conducted in the higher education sector;
- (ii) An understanding of the role that an University Ethics Committee might have in deciding about these matters;
- (iii) An ability to identify and analyse a range of the ethical issues which University Ethics Committees face on a regular basis.

The timetable and booking form are now available at

<http://www.keele.ac.uk/depts/ep/peak/ret.html>

Fees are 185 (day only) or 225 (with B&B accommodation for the night before). Fees include lunch, refreshments, and course materials /handouts.

We also provide in-house training in research ethics. For further information or for notification about future courses at Keele, please email ethics@keele.ac.uk or phone 01782 584 084.

Web: <http://www.keele.ac.uk/ethics>

ANALYSING QUALITATIVE INTERVIEWS TRAINING COURSE 2005

Department of Primary Health Care, Oxford
20th and 21st July 2005

AIMS OF THE COURSE

To introduce the principles of qualitative data analysis

To demonstrate, with practical exercises, how to develop themes and codes from interview transcripts To show how qualitative data can be written up for peer reviewed publications

Who should attend?

Those planning to undertake or manage qualitative research using in-depth or semi-structured interviews Those who have already collected qualitative data that they are unsure how to analyse

What will the course consist of?

There will be two full-time taught days (20th and 21st July 2005), with the option of taking a couple of hours practical work home on the first afternoon

CNR Web Newsletter 7, April 2005

Participation in both taught days is required

WHAT WILL THE COURSE COST?

The course costs £200.00. This includes: tuition, lunch, tea, coffee and teaching packs. There are a few student (full time, unpaid) places for £100.

FOR AN APPLICATION FORM, CONTACT:

Francie Smee: dipexadmin@dphpc.ox.ac.uk

Department of Primary Health Care, University of Oxford, Old Road Campus, Headington, Oxford OX3 7LF

Tel: 01865 226672 Fax: 01865 227036

International Society for Theoretical Psychology

The 2005 ISTP Conference will be held in Cape Town, South Africa from 20th-24th June. Since its inception, the ISTP conference has evolved into a vibrant meeting place for psychologists and scholars from other disciplines to debate emergent themes in contemporary theory and practice. The 2005 conference venue provides a powerful metaphor for the conference, namely new possibilities beyond the constraints of past theory and practice. The building that now hosts conferences in Cape Town's famous waterfront district was a prison in the 19th century, and within sight of the mainland lies Robben Island where Nelson Mandela spent many years in captivity. Transformational freedom is a distinct theme that runs through these places and buildings, and the people who were once imprisoned there, and this theme is sure to be reflected in many of the discussions at the conference. Deadline for abstracts is 20th January. Details at <http://www.istp2005.org/>

Critical Psychology: Beyond the pale:

The 2005 International Critical Psychology Conference will be in Durban, South Africa from 28 June - 1 July, focusing 'beyond the pale', on the psychology of the excluded and marginalised, both those who are socially displaced and those whose work and thought remain unacceptable to mainstream psychology. The phrase 'beyond the pale' also hints at another mischievous meaning: beyond the white world - the overdeveloped West with its intellectual imperialism and monopoly on academic resources. Even Critical Psychology has been guilty of lapsing into elite conversations between those who from a global perspective are in fact highly privileged, narrow in their domestic concerns, and almost as restricted in their theories and methods as those they so righteously denounce. Deadline for abstracts is 7th January. Details at <http://www.ukzn.ac.za/critpsy/>

Sixth European Social Science History Conference

22-25 March 2006, Amsterdam:

Oral History and Life Stories Network

Call for Papers:
Narrating Memory

The European Social Science History Conference has been held biannually since 1996. The Oral History and Life Stories network has met at each conference since 1998, and interest in it has been steadily rising. In 2004, some seventy participants gathered at the network sessions. With the International Oral History Association conference now meeting every other time outside Europe (Rio in 1998, Turkey in 2000, South Africa in 2002,

CNR Web Newsletter 7, April 2005

Rome in 2004, Australia in 2006), the Network has become the major regular international forum for European oral history and life story researchers.

We invite proposals for the Amsterdam conference on 22-25 March 2006 both for individual papers and for entire sessions. Sessions can have various formats: panels, round table discussions, presentations in other media followed by discussion.

We wish to encourage reflection and discussions on the ways memory works and the ways it is used; on how we communicate, listen to and interpret narrated memories; on the interplay of public narratives and private narrations, official and oppositional memories. We invite contributions discussing conceptual and methodological issues related to memory, employing different concepts of memory based on oral sources and/or personal accounts.

We would welcome proposals addressing the following issues:

- * Repressed memory and memory of repression: official, public, and private narratives;
- * Memory and testimony: claiming the right to memory;
- * Communicating memories: how group memories structure personal accounts;
- * Constructing the body: public image versus private memory;
- * Constructing the self: memory, subjectivity, identity.

Please send your proposals to both Nanci Adler (N.Adler@niod.nl) and Daniela Koleva (daniela@sclg.uni-sofia.bg). Upon submission, you also have to pre-register on the conference website <http://www.iisg.nl/esshc> where more general conference information is available.

The deadline for sending your abstract is 30 April 2005.

Biographical Perspectives on European Societies (Eurobio)

7th ESA Conference, Torun, 2005

The next conference of the ESA will take place from 9 to 13 September, 2005, at Nicholas Copernicus University, in Torun, Poland. [For more information, visit the conference website.](#)

Research networks that will organize sessions at the conference call for submission of abstracts. Please consult the [websites of the research networks](#) to read the calls for papers. <http://www.valt.helsinki.fi/staff/jproos/esabio.htm>

In addition, thematic sessions will be organized for a number of research streams:

- [Sociology of racism](#)
- [Culture, Collective Memory, and Public Discourse](#)
- ['BEHIND THE SCENES' ASPECTS OF SOCIAL TRANSFORMATIONS: HIDDEN ACTORS AND FACTORS](#)
- [Sociology of Religion](#)

1. THE PROBLEM OF GENERALIZING FROM BIOGRAPHICAL DATA

Feiwei Kupferberg

The Danish University of Education, Copenhagen, Denmark: feiwel@dpu.dk

2. DOING BIOGRAPHICAL RESEARCH IN POST-SOVIET SOCIETIES

Aili Aarelaid-Tart

Tallinn Pedagogical University, Estonia: rotnnipsi@yahoo.com

Janusz Mucha
Nicolaus Copernicus University, Poland: [jmucha@post.home.pl](mailto:jmuch@post.home.pl)

3. **BIOGRAPHY, MEMORY AND TIME**
Brian Roberts
Huddersfield University, UK: glentrob@btinternet.com
4. **HEALTH, ILLNESS AND BIOGRAPHY**
Jens Zinn
University of Kent, UK: j.zinn@kent.ac.uk
5. **A BIOGRAPHICAL APPROACH TO INTERGENERATIONAL RELATIONSHIPS**
Rachel Thomson, Mary Jane Kehily, Julia Brannen, and Harriet Bjerrum Nieleen
The Open University, UK: m.j.kehily@open.ac.uk
6. **THE USE OF VISUAL MATERIAL IN BIOGRAPHICAL RESEARCH**
Robert Miller
Queen's University, Belfast: r.miller@qub.ac.uk
7. **BIOGRAPHY AND LIFE POLITICS**
JP Roos
University of Helsinki: j.p.roos@helsinki.fi
8. **BIOGRAPHY AND RELIGION**
Irena Borowik
Jagiellonian University, Poland: uzborowi@cyf-kr.edu.pl
9. **BIOGRAPHICAL (UN-) CERTAINTIES AND SOCIAL INEQUALITIES**
Jens Zinn
University of Kent, UK: j.zinn@kent.ac.uk
10. **THE PROBLEMS OF DEALING WITH CONCEPTS IN BIOGRAPHIES**
Wiebke Lohfeld
Bates College, Marine, USA: wlohfeld@bates.edu

Imaan 3rd London Conference for LGBT Muslims, their friends, family and supporters

London 29th April – 2nd May 2005

General Information

General Information: Imaan will be hosting the 3rd London LGBT Muslim Conference. It will be from 29th April to 2nd May 2005 and is open to Muslim lesbians, gays, bisexuals, and trans (LGBT) people and their family, friends, and supporters. Imaan works towards the Islamic notion of social justice, peace and tolerance to bring together a world that is free from discrimination, injustice and prejudice. We will work with other like minded groups to achieve this.

Program of Events:

Day	Time	Event
Friday April 29th	18:00 - 21:00	Welcome Dinner Buffet (South Asian and Middle Eastern) *Subject to change Introduction. Participants are given invitation packs and name badges
Saturday April 30th	10:00 - 11:45	Welcome and morning discussion session: Islamophobia and its impact on the Muslim gay community
	11:45 - 12:00	Morning Tea break
	12:00 - 13:15	Afternoon Session: Coming out stories: Individual journeys
	13:15 - 14:15	Lunch and Zohr Namaz/Salaat
	14:30 - 15:30	Workshop: Being gay and the impact on family relationships

	15:30 - 15:45	Afternoon tea break
	15:45 - 16:45	Two workshops: 1) Women's only session: Gender, Sexuality and Islam 2) Men's only session: Coming out and family issues
	16:45 - 17:00	Break/ Asr Namaz/Salaat
	17:15 - 18:15	Two workshops 1) Women's only session: Personal development for Women 2) Old and young LGBT Muslims
	18:30 - 19:30	Discussion and round up
	21:00	Club Night (Bhangra, Fusion, Desi and Middle East beats)
Sunday May 1st	10:00 - 11:45	Welcome and morning discussion session: Islam, and what it says about sexuality
	11:45 - 12:00	Morning tea break
	12:00 - 13:15	Afternoon discussion session: Building bridges – finding common ground with other muslims
	13:15 - 14:15	Lunch and Zohr Namaz/Salaat
	14:30 - 15:30	Afternoon workshop: Having a non-Muslim partner and its impact on relationships
	15:30 - 15:45	Afternoon tea break
	15:45 - 16:45	Afternoon workshops: 1) Women's only session (Coming out and family issues) 2) Working with the Trans community and Trans Muslims
	16:45 - 17:00	Break/ Asr Namaz/Salaat
	17:15 - 18:15	Two workshops 1) Women's only session (Coming out - continued) 1) Men's only session: Sexual health/ HIV Aids and Islam
	18:30 - 19:15	Feedback from women's and men's sessions
	20:00	Comedy Night (Asian/Muslim Stand Up Comedy)
Monday May 2nd	12:00 - 14:00	Group Lunch – Possible additional sessions.

PUBLICATIONS

Considering Counter-narratives: Narrating, resisting, making sense

Edited by Michael Bamberg and Molly Andrews, John Benjamins Publishing Co. Studies in Narrative Series

Counter-narratives only make sense in relation to something else, that which they are countering. They very name identifies it as a positional category, in tension with another category. But what is dominant and what is resistant are not, of course, static questions, but rather are forever shifting placements. The discussion of counter-narratives is ultimately a consideration of multiple layers of positioning. The fluidity of these relational categories is what lies at the center for the chapters and commentaries collected in this book. The book comprises six target chapters by leading scholars in the field. Twenty-two commentators discuss these chapters from a number of diverse vantage points, followed by responses from the six original authors. The book concludes with a final chapter by one of the editors.

Wwwdiscourseunitdotcom:

A new website www.discourseunit.com contains complete texts of out-of-print books produced by Erica Burman and Ian Parker, co-founders of the Discourse Unit. You can access and download these texts: *The Crisis in Modern Social Psychology, and how to end it*, *Feminists and Psychological Practice*, *Deconstructing Social Psychology*, *Discourse Dynamics: Critical Analyses for Social and Individual Psychology* and *Discourse Analytic Research: Repertoires and Readings of Texts in Action*. There are also details of other Discourse Unit publications at www.discourseunit.com

Qualitative Psychology: Introducing Radical Research:

A new book by Ian Parker, *Qualitative Psychology: Introducing Radical Research*, has just been published by Open University Press, and has already attracted very favourable responses from leading researchers around the world. The book is designed as a practical guide for students that is also grounded in the latest developments in theory in psychology. Readers are introduced to theoretical approaches to ethnography, interviewing, narrative, discourse and psychoanalysis, with each chapter on these approaches including worked examples clearly structured around methodological stages. A case is made for new practical procedures that encourage students to question the limits of mainstream psychological research methods: <http://www.mcgraw-hill.co.uk/html/0335213499.html>

Asylum: Women at the Margins:

The latest issue of *Asylum: The Magazine for Democratic Psychiatry (incorporating the newsletter of Psychology Politics Resistance)* (volume 14, number 3) is now out. It is a 'Women at the Margins' special issue on *Women and Personality Disorder*. The issue has been put together by a campaigning group of women survivors and mental health workers, and the collection of articles will be an important reference point for critical researchers and activists. For subscription details see <http://www.asylumonline.net/>

NETWORKS

European Association for Democratic Psychiatry:

This European Association for Democratic Psychiatry (EAPD), which is part of the World Congress for Democratic Psychiatry, has just been launched. The Association is not an organisation of psychiatrists, psychologists and other mental health workers. It is not another 'user' movement or organisation of carers. The EAPD continues the development of *Asylum* the magazine for democratic psychiatry. After nearly 20 years of publication, *Asylum* stands alone against the global power of Big Pharma and calls for a revolution in mental health. For details about how to become a founding member, email eadp@asylumonline.net

Critical Psychology International:

A website is being developed to facilitate the work of 'Critical Psychology International' (CPI). This website will provide a place to publish articles and reports of all kinds, a forum for discussions across the network, and an email list. The CPI will be an international network of relationships and connections based on affinity (which should not be confused with uniformity, as the positive values of discrepancy, divergence and disparity are assumed), whose main aim is to promote the development of critical work within and beyond psychology. It will be multilingual and is available to all who wish to belong, no matter what their language of use. The CPI will be formed as a network of nodes (with nodes being made up of individuals, research groups, departments, collectives, teams, etc), with no hierarchy or management structure, but a collective guided by objectives proposed and developed by its members. It will aim to connect people and groups to do research or other activities, and develop and maintain exchange of knowledge, information and experience, promoting and strengthening trans-disciplinary and co-operative research. For details as to how to register yourself, department, research or project group as nodes of the network, join the email list, and submit documents of all kinds such as conference papers and other grey literature, work in progress, and suggestions for the
CNR Web Newsletter 7, April 2005

form the network should take, please direct all contributions, and statements of interest in becoming part of the network to Louise Madden at Maddenl@cardiff.ac.uk

➤ *Conference News*

Relating narratives, narratable selves

**CNR symposium for the BSA Annual Conference,
University of York, 21-23 March 2005**

The symposium theme

Narration is a discursive milieu within which the crucial question of who one is gets registered and deployed in unforeseen directions. In storying our lives and listening to the stories of others, the self emerges as narratable: it is constitutive of the very desire of listening to the story being narrated by oneself as well as by others. This narrative constitution however does not end up in pinning down the self within prescribed spaces, places, roles and identities. It does not produce an essence, neither does it require one. Narratability is not about intelligibility, but about familiarity with the 'spontaneous narrating structure of memory' (Cavarero, 2000). Lives and stories meet in a matrix of power and desire producing realities and saturating bodies. In this symposium we will explore various trajectories and lines of flight that the self as a narratable entity can follow. In following the proposition that narrative relations open up political spaces wherein storied selves are being exposed, transformed, ultimately deterritorialized, we want to focus on narrative moments of this process of becoming other, across the life course and life identities, but also between lives, while always remaining unique and unrepeatable.

Trauma, voice and the myth of the 'empowerment narrative', Molly Andrews, UEL

There has been much emphasis on the importance of victims and perpetrators of injustices telling their story as a means of working through the past. This story telling has occurred not only in the context of truth commissions, but in research on those who participated in such institutions, amongst others. As 'excavators of truth' many researchers see their job as documenting those stories. But what are the responsibilities of being an audience to tales of suffering? Oftentimes, researchers working with in-depth interviews tell themselves that through their work they are 'giving a voice to' their informants. However, the closer one looks, the more apparent become the cracks in the 'empowerment narrative'. This paper will explore the potential for 'othering' to become an implicit, though rarely analysed, aspect of research of this kind, and will consider the ethical boundaries of our responsibilities as listeners, and readers of traumatic stories.

Practicing ethics: a narrative about narrative research in South India, Catherine Kohler Riessman, Boston College

There is a growing movement calling for practicing ethics-in-context, realized in the give and take of research relationships on the ground, rather than in abstract principles. I look back on complex ethical conflicts faced during field research in South India when I was studying the meaning and management of infertility. Rather than writing in the propositional voice of mainstream scholarship, I develop a narrative composed of two linked episodes about ruptured understandings with a village family, and difficult experiences in an infertility clinic. At the micro level, there were failures in communication and at the macro level gender relations fraught with inequality. Storytelling makes the moral backstage visible, specifically dialogic field relations and emotions. The narrative form creates space for many voices and subjectivities. The paper adds to current debates about practicing ethics in health research in the developing world by problematizing informed consent, confidentiality, and other abstract technical solutions.

CNR Web Newsletter 7, April 2005

Narrating lives with HIV: The many epidemics of signification, Corinne Squire, UEL

This paper analyses a group of interviews performed over 12 years with people living with HIV in the UK. It tracks the formations of identity constructed at different moments and from different positions in the epidemic; the discourses against and within which these formations range themselves; and the genres of signification they deploy. This variability of these identity formations qualifies, without undoing, the determining power of HIV. Across 12 years, participants become 'different people,' and the virus's epidemiological and medical meanings also transmute. At the same time, the narratives generate chains of meaning between them, as well as breaks in the chains, where meaning fails.

Spatial stories/narratable selves: rethinking the private-privacy contour, Maria Tamboukou, UEL

Narratives of space have been a medium through which women's lived spaces have both been represented and interrogated. In this paper I am exploring spatial themes in the epistolary and visual narratives of Gwen John, a British woman artist who lived and worked in France in the beginning of the twentieth century. In following trails of John's 'desire for an interior life', what I am mostly interested in, is to explore how her *spatial narratives* are structured along the discursive constraints of the private/public dichotomy, but also—and perhaps most importantly—how the latter is being renegotiated in her narratives, opening up possibilities for the deployment of the private-privacy connection. In John's both visual and written narratives, speech is portrayed as a hindrance rather than a medium of communication. Writing on the other hand is a solitary experience par excellence—it requires the ambience of an interior life as a sine-qua-non condition of its own possibility. However, it is by leading and indeed painting an interior life that Gwen can actually communicate with people without being crashed by their material presence. Paradoxical as it seems, solitude becomes a condition of possibility for her self to be constituted as relational and narratable.

Roundtable Discussion: Themes in Narrative Inquiry, Barbara Harrison UEL

In considering the range of papers in this round table, it is evident that the domain of narrative inquiry, if this is the right term for it, contains at one and the same time, some thematic concerns which may be found across the various kinds of research which investigators are undertaking, and a diversity in what is chosen as the particular focus of study. We should not be surprised by this of course since narratives of numerous kinds are both commonplace in our everyday world, and because they have become an important means by which sociologists and other social scientists have gained their data.

In this respect, I find myself returning again to a distinction found originally in ethnomethodologists concerns with language as constitutive of the social world: that between topic and resource. In this sense it is evident from the presentations that we have heard, that researchers use narrative as a resource: that is as a means for studying their particular topic of interest. This operates in two main ways: narratives existing or elicited are the data- existing as in the South African Truth Commission and in the writing and painting of Gwen John, and elicited as in narrative of those living with HIV. Narrative is also a way researchers have chosen to 'tell us stories' of their own research, as in this case ethical dilemmas of fieldwork and ethical issues in a particular social and cultural context. It is now not uncommon to find research texts adopting something of the narrative form. In other research particular attention is given to the narrative itself- that is the text itself becomes the focus

of analysis. Again I suggest this can happen in two main ways: Not unlike ethnomethodological concerns or those of discourse analysts, the narrative is analysed for how it does the work of 'telling the story'; what are its principle forms and means by which it structures a particular version of the experiences and meanings of things provided by the teller? Second, such narrative constructions are seen to perform important work for the writer/teller/ painter which while serving as a resource, are perhaps more often analysed for 'the doing'.

The four papers presented in this symposium suggest important issues for all researchers, not only those interested in narrative: First there are ethical issues. As with other forms of highly personal data production, it has been thought that narratives may present more difficult issues albeit within the framework of 'western' professionally and institutionally based ethical frameworks. Many narratives involve numerous actors other than the respondent or producer of the story. But it because much narrative research is essentially dialogic, it is produced relationally that many of these issues arise. For example, who is in control of the process of production? Many narratives are about or produced out of contexts of trauma and pain. As important as these issues are the potential for narratives to traumatise, and to harm as a consequence seems paramount for us to consider. As relational productions narratives are involved in communication, but all the papers suggest that interpreting this forms of communication does require some understanding of social and cultural context, and resources the lived lives provide for narrating. This is often a more complex process than we as researchers often assume. Finally, these papers deal with concerns with private space and public testimony and although these arise from different interests they suggest that private pain does become the matter of public consumption, and that the interface between the public and private domains often requires its own narrative construction as an arena for preserving an autonomous self.

➤ *Research news from CNR members*

✓ **Dave Harper, University of East London**

Since the last newsletter Dave and John Cromby presented a paper on paranoia and social inequality at the 'Challenging inequalities: what can community psychologists do?' conference in Exeter last October. A version of the paper has been submitted for a special issue of *Clinical Psychology* on community psychology. Dave presented a paper on 'Psychology and the War on Terror' at a seminar on the Psychology of Peace & Conflict at Goldsmiths College in February. He will also be presenting a paper ('Mental health legislation and human rights') at the British Psychological Society conference 'Psychology & Human Rights' at the University of Manchester in March and another ('Deconstructing paranoia') at the International conference of Critical Psychology in Durban, South Africa in the Summer.

➤ *MA in Narrative Research, UEL*

We have just received the news that our MA in Narrative Research has been validated by the University of East London, and we will begin running it in the next academic year. This MA builds on the M level short courses we have been running over the past several years. Below are details of the programme. Individuals can enrol either as full-time or part-time students, and it is also possible to enrol for a single module. We hope you will pass this information on to anyone who you think might be interested.

MA Narrative Research, September 2005 **University of East London**

The MA in Narrative Research is a unique interdisciplinary programme, drawing on social sciences and the humanities to provide graduate-level education in narrative theories and methods. The programme gives students experience in the application of narrative concepts and analysis to particular fields. It guides them through the planning and performance of a piece of advanced and original narrative research. In addition, the MA develops more general skills of review, criticism, and team and individual research, all within the context of narrative research.

Programme aims

- to familiarize students with narrative theories
- to train students in a range of narrative research methodologies
- to give students experience in applying their theoretical and methodological skills in narrative to concrete research issues
- to enable students to conduct an original and substantial piece of independent research in the MA thesis
- to teach a high level of transferable research skills including theoretical and empirical review; comparison and criticism; the planning, implementation and analysis of research; and individual and team research working

Programme structure

The course is structured on a semester basis. Each semester has 12 teaching weeks

Semester One: end of September - end December (assignment submission mid-January)

Semester Two: end of February - beginning of June (assignment submission mid-June)

Each module of study takes one semester and a completed module is awarded 30 credits. Students normally start the programme in Semester One, September, but it is possible to start the part-time programme in Semester Two, February.

MA Narrative Research

1 year full-time or 2-4 years part-time: 4 modules including 2 cores & dissertation (180 credits)

Postgraduate Diploma in Narrative Research: 4 modules including 2 cores (120 credits)

Postgraduate Certificate in Narrative Research: 2 core modules (60 credits)

Prior learning

Admission with advanced standing for Accredited Prior Learning (APL) is permissible subject to the discretion of the Assessment Board. Accredited study at M level from another institution will be considered providing the subject is appropriate to the named pathway. A maximum of two modules will be considered (60 M level credits), unless you have completed a UEL- accredited course

Postgraduate Diploma

A Postgraduate Certificate (PgCert) and Postgraduate Diploma (PgDip) option is available. Although students may enrol to undertake either a Postgraduate Certificate or the Postgraduate

Diploma, it is also used as an exit award for students who are unable to complete the full Masters programme. The award of Postgraduate Certificate is given for successful completion of two modules and the award of Postgraduate Diploma is given for successful completion of four modules (both including the two core modules)

One-off modules

Some modules are available as 'one-off' modules for students who do not wish to follow the full Masters programme. 30 Mlevel credits are awarded for successful completion of the assignments on these modules.

Outline of Modules

Core modules

Narrative Research

Co-ordinating tutors: Molly Andrews, Corinne Squire, Maria Tamboukou

In this core introductory module, we will provide students with an overview of the range of narrative research methodologies. Beginning with an exploration of the meaning of narrative, we will next outline Labovian methods, CNR Web Newsletter 7, April 2005

biographical methods and discourse-analytic methods. We will then consider three key fields of narrative research: oral, personal narratives; written narratives (including autobiographies and letters); and visual narratives

Assignment: comparative essay

Narrative Practice

Co-ordinating tutors: Molly Andrews, Corinne Squire, Maria Tamboukou

The aim of this core module is to explore a range of applications of narrative research. The module will provide an overview of some of the key areas of contemporary narrative research application, including: Feminist approaches to narrative; literary and media texts; health/medicine; post-colonial narratives; Foucauldian models; secondary data analysis; counter-narratives; sexual narratives; political narratives

Assignment: presentation; project

Dissertation

Co-ordinating tutors: Molly Andrews, Corinne Squire, Maria Tamboukou

The module aims to consolidate knowledge acquired and skills developed in earlier modules through a piece of independent and original work. The main topic of study is an empirical issue or theoretical area of direct relevance to the topic of narrative research as chosen by the student and agreed with their supervisor.

Assignment: 15,000 word thesis

Indicative option modules

Genealogical Research Strategies

Co-ordinating tutor: Maria Tamboukou

The module's aim is to examine, discuss, critically evaluate and apply Foucault's genealogical strategies in contemporary research in the social sciences. The module topics include the biographical, historical and philosophical contexts framing Foucauldian analytics; the archaeological method in focus; making sense of the genealogical turn; power/knowledge; the spatialization of power: discipline and bodies; technologies of the self; methodological encounters with feminism, ethnography and life narratives.

Assignment: Verbal presentation; research proposal; essay

Life course narratives

Co-ordinating tutor: Molly Andrews

The module aims to explore the meaning of 'biographical aging' across the life-span. The module will explore the relationship between life course narratives, and social structure. A critical focus throughout the module will be on the narrative dimensions of aging, both at an individual and a social level. We will explore the similarities and differences between life review and reminiscence, and will examine the potential of the former to occur intermittently throughout the life course, functioning as a mechanism for reintegrating a new narrative self into a continuously evolving identity. From a theoretical perspective, we will examine the critical importance of Mannheim's early work on generations, and explore what Laslett has described as 'conversations between generations'.

Assessment: intellectual journal

Subjects in Culture

Co-ordinating tutor: Corinne Squire

This module explores how culture and subjectivity intersect. It deploys a range of social, cultural and psychoanalytic theories to understand this intersection in specific cases. Module topics will include: Subjectivity as cultural performance and masquerade; the 'storied,' linguistic nature of culture and subjectivity; the gendered and racialised nature of cultural subjectivities; media and other popular representations' 'culturing' of subjectivity; culture, the emotions, and science- the argument between evolutionary psychology and socially oriented theories of culture; Multiple Personality Disorder; transgender; subjectivities on television and in electronic media; subjectivities in the visual arts; representations of people living with HIV and AIDS

CNR Web Newsletter 7, April 2005

Assignment: paper synopsis and criticism;research paper

Political Narratives

Coordinating tutor: Molly Andrews

The main aim of this module is to examine the relationship between the stories people tell about their lives, and the political framework which forms the context for those stories, otherwise conceptualised as the relationship between micro and macro political narratives. Do the tales people tell about their lives and the societies in which they live reflect an underlying construction of the political world and their place within it? Do these stories mirror and/or resist stories which are generally accessible in the society in which an individual lives? How do speakers position themselves in relation to the political constructions which they articulate? How does the positioning of the researcher effect what s/he is able to hear, and how does this location get written into the research?

Assignment: essay

Psychosocial Aspects of Forced Migration

Coordinating tutor: Giorgia Dona

The module aims to explore refugees' psychological, social and cultural experiences, and needs and the relevance of psychological concepts and psycho-social interventions. It examines the cultural and psychological experiences of the internally displaced, refugees in camps, forced migrants in host societies, and returnees. It investigates the contribution of psychological concepts to the understanding of violence, repression, reconciliation and social integration. The module explores psycho-social needs, coping strategies and well-being of refugees in general and those of "special groups" It assesses acculturation strategies, cross-cultural interactions and adjustment to host societies, and the cross-cultural relevance of psychological concepts such as trauma and mental health in non-western settings. It also examines psycho-social interventions in their historical, social and cultural context.

Assessment: Essay, seminar presentation

Feminist Postcolonialism: Orientalism, Gender, Sexuality

Co-ordinating tutor: Reina Lewis

This unit aims to introduce students to current debates in the field of postcolonialism concerning gender and sexuality. It will explore feminist critiques of postcolonial theory through a study of key exponents in the field and as applied through a series of case studies. Arguing that sexual identities are racialised and that racial identities are sexual and gendered, the unit aims to provide students with an opportunity to explore areas of particular interest. Accordingly, the case studies provide a historicised analysis of contemporary and past events, offering a range of geographical foci.

Assignment:Seminar presentation and report; essay

Information for Applicants

Applicants must normally have a first degree (2:1 or above) in a relevant subject area. Applicants with other relevant experience, qualifications and interests will however be considered.

Overseas candidates must also have a qualification assessed as equivalent to a British BA Hons degree and evidence of proficiency in written and spoken English.

Candidates may be invited to attend for interview or to undertake a written assignment.

Those candidates who do not enter with a first degree may be required to submit a written justification of their suitability to enter the programme.

Enquiries to:

Carol Moore

Graduate Administrator

School of Social Sciences Media and Cultural Studies

University of East London

4-6 University Way

London E16 2RD

Tel: 0208 223 7631

Email: Moore@UEL-Exchange.uel.ac.uk

Or

CNR Web Newsletter 7, April 2005

Dr. Corinne Squire
Centre for Narrative Research
School of Social Sciences Media and Cultural Studies
University of East London
4-6University Way
London E16 2RD
Tel: 0208 223 2686
Email: c.squire@uel.ac.uk