

CNR

Centre for Narrative Research, UEL

Web Newsletter 9, April 2006

MA, Diploma, Certificate and Associate Certificate, Narrative Research University of East London, 2006-7

The MA in Narrative Research at UEL 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.

The MA includes two core modules, Narrative Research (also available by distance learning route¹) and Narrative Practice, which provide overviews of narrative theories, methods, and applications; and a Dissertation. Two option modules must also be selected; indicative titles include: Genealogical Research Strategies; Life Course Narratives; Subjects in Culture; Political Narratives; Psychosocial Aspects of Forced Migration; Feminist Postcolonialism: Orientalism, Gender, Sexuality.

The MA runs on Tuesday afternoons (core modules), and Monday afternoons and varying evenings (option modules). It can be studied full-time (within a calendar year) or part-time (one module a semester). It is possible to take four or two non-dissertation modules to obtain a Diploma or Certificate in Narrative Research. Modules may also be taken singly to gain an Associate Certificate.

For further details please contact:

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¹ Subject to approval

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FORTHCOMING CNR EVENTS

**Teacher's Stories Teaching Life Stories,
Margaretta Jolly, University of Exeter, May 8th, 2006**

University of East London, Docklands Campus
1:00 PM, Room LD 1006

Not all academics are happy that life stories are now fashionable inside as well as outside the ivory tower. Whether Boswell's or Beckham's, the writing and reading of other's lives slips easily into hero worship, slurpy gossip and pop psychology. Are intellectuals who like reading autobiography or biography simply sophisticated voyeurs and navel gazers? For the average lecturer in English or even in Cultural Studies, life-writers' truth-pacts challenge the ideologically-tinted formalism that remains the standard in British literary critical training. For sociologists, personal narratives seem to demand endless defences of the value of qualitative evidence and the status of individual experience. Even Creative Writing lecturers tend to see autobiography as a mere springboard for the proper business of making things up. Yet interest in life stories is blossoming in universities. In this seminar I will consider some reasons why this might be so, and suggest that we might learn from teachers in adult education and schools who have been using life story techniques for much longer. Drawing inspiration from Carolyn Steedman's writing about the subject, I compare my experience of teaching Steedman's own highly regarded auto/biography in the Workers' Educational Association and at the Universities of Sussex and Exeter to demonstrate the pedagogical value of life stories. Questions, problems and stories from both teachers and students of personal narrative encouraged!

*Dr. Margaretta Jolly teaches at the School of English at the University of Exeter. She is the editor of *The Encyclopedia of Life Writing* (Fitzroy Dearborn, 2001), *Dear Laughing Motorbyke: Letters from Women Welders of the Second World War* (Scarlet, 1997). She is completing a book about letter writing and email since 1970.*

**"At the Limits of Narrative: How to Talk About 9/11"
Jens Brockmeier, University of Manitoba & Free University Berlin, May 16th, 2006**

Council Room, The Strand, King's College, London

5:30- 7:00 pm; 5:00 refreshments

Centre for Narrative Research, UEL and gift of the gab and discourse and social interaction, king's college

There are many ways to tackle the relationship between narrative and experience. One is to listen to people who have had experiences that they feel escape their words and, often enough, escape words at all. This talk is concerned with such experiences and how people talk about them. It draws on accounts made by eyewitnesses of the events of September 11, 2001, in Manhattan, a couple of days after the catastrophe. Studying these narratives, which were part of the New York-based "National 9/11 Memory Project," meant to me trying to understand the difficulties of the eyewitnesses to find a language for their experiences. But it also meant to understand my own ambivalence in this kind of research. Finally, it raises some fundamental – linguistic, psychological and philosophical – questions. How are we to talk about experiences that seem to go beyond the usual repertoire of language and narrative? How are we to understand the border zone between experience that we can articulate and communicate and experience that we cannot and that might remain ineffable?

Jens Brockmeier is Senior Visiting Research Fellow at the Centre for Narrative Research. He is also a Senior Scientist at the Department of Psychology of Free University of Berlin and a Visiting Professor in the Faculty of Arts of the University of Manitoba at Winnipeg and at the Center for Research on Culture, Development, and Education at New York University.

2005-6 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.

June 6 Nollaig Frost, Birkbeck College, University of London. Room Z129, St Phillips Building.
[Taking the Other out of Mother: The transition to second time motherhood](#)

July 4 Christine Rogers, University of Cambridge Room S067, St. Clement's Building.
[The mother/researcher in blurred boundaries of a reflexive research process](#)

ANNOUNCEMENTS FROM MEMBERS:

NINTH (JUNE 06) INTENSIVE BNIM SHORT COURSE IN THE BIOGRAPHIC-NARRATIVE-INTERPRETIVE METHOD (BNIM)

5 days for 6 people: June 15th and 16th, and 19th-21st 2006 in London

Summary

Designed for PhD students and professional researchers, the course provides a training in doing BNIM biographic narrative interviews, together with 'hands-on experience' of following BNIM interpretation procedures. Students develop a sense of how their own research projects might use such aspects and components. The cost is £650 (£600 for early-birds who pay in full 5 weeks in advance, i.e. by May 1st). Taught by Prue Chamberlayne and Tom Wengraf in North London., the course's small number of students ensures close coaching and support for the intensive work that is needed for you to fully acquire both the understanding of principles and the practical capacity for proceeding with the systematic practices involved in BNIM -- both for BNIM and for other types of narrative interviewing and interpretation.

You will be expected to have looked at (not read!) chapters 6 and 12 of Tom's textbook, *Qualitative research interviewing: biographic narrative and semi-structured method* (2001: Sage Publications), Examples of the use of BNIM can be found in the case-studies from the European Union 7-country SOSTRIS project in our (edited) *Biography and social exclusion in Europe: experiences and life-journeys* (2002: Policy Press) and other items in this *Short Guide to BNIM* . Preliminary and supplementary material will be provided. More recent debates and developments in theory and method are integrated into the programme. *Before the course starts*, you are expected to have studied the most recent version of the *Short Guide to BNIM* which will be sent to your email address.

Programme (subject to revision)

Thursday 15th– Friday 16^h June 2006

We start with a short introduction to the Biographic-narrative-interpretive method, a very brief history of its development in Germany and then in Britain, and an indication of the principles behind its practice. The point and timing of using open-ended biographic narrative interviews rather than (only) the more conventional semi-structured and attitude-and-argument focused ones is clarified. The bulk of the two days is then almost entirely devoted to learning the craft of BNIM interviewing practice. This involves learning to ask narrative-pointed questions (both topic-focused and also open) and not inadvertently interrupting or deflecting the interviewee. Apparently simple, it rapidly becomes clear that such a craft requires repeated and careful practice to be successfully achieved. Pencil-and-paper and repeated practical exercises ensure such success is achieved by the end of the 2nd day.

Monday 19th- Wednesday 21th June 2006

We outline the principles and you engage in the key practices of BNIM interpretive work . We explain the twin-tracks of 'lived life' and 'told story' analysis, and micro-analysis, and how you convert the raw transcript into two series of processed data for each track. You learn the significance of the future-blind chunk-by-chunk approach peculiar to BNIM by practice – by doing parts of a narrative text analysis, a micro-analysis and biographical data analysis. Finally, on the basis of case-presentations, you practice case-comparison and the comparative theorising towards which BNIM work is typically oriented. The course ends with our looking again at how you might best use all or part of the BNIM approach for your individual research projects, and how to defend your choice to use a low-N in-depth sample in arguments with sceptical research and policy audiences.

To get a copy of the 'Short Guide', to ask any questions or to book a place, contact tom@tomwengraf.com. Places tend to go quite fast, so if interested, please don't delay too long! Provided there are still places left, £100 refundable deposit secures your place on the course of your choice.

**Tenth course: (5 day or maybe 9 day 3+3+3) in/from February 2007
PLUS Courses in Sydney (September 2006) and Slovenia (November 2006)**

CRITICAL SEXOLOGY SEMINAR, 21st June 2006 "HETEROSEXUALITIES"

PRACTICAL INFORMATION:

2pm-6pm

Arts Lecture Theatre, Arts Building,

Queen Mary, University of London, Mile End Road, London E1 4NS.

For a map of the Queen Mary Campus and a link to a "virtual tour" showing the location of the Arts Building, please point your browser to: <http://www.qmul.ac.uk/about/campus/mileend/virtual/index.html>

AIMS OF THE SEMINAR:

Same-sex desires, institutions and practices constitute the sexual modality which has received the least amount of analytic and critical attention as a constructed category, given its culturally sanctioned and normative status. This seminar has the following aims:

* to think towards establishing a critical history, or set of histories, of heterosexuality.

* to discuss the role of heterosexuality in current psychological and psychoanalytical clinical practice. To what extent is genital heterosexuality still equated with mental and sexual health in certain branches of theory and clinical practice?

* to explore diversity within heterosexuality (hence the plural of the title). Is the concept still identical with heteronormativity and patriarchy, or are new, multiple heterosexualities emerging which refute or challenge its traditional meanings? And should such configurations really be termed 'heterosexuality'? Does 'heterosexuality' even make sense in the light of recent work theorising trans, intersex and queer identities? In short, what are the implications of queer theory for rethinking desirous relationships between subjects who still identify as 'male' and 'female'?

We are lucky enough to welcome 3 scholars and writers at the forefront of debates on heterosexuality, offering, respectively, queer, feminist, and historical-psychological perspectives.

SPEAKERS:

Seminar to be Chaired by LISA DOWNING

CALVIN THOMAS (Associate Professor of Literary Theory and Cultural Studies, Georgia State University, USA):

"On Being Post-normal: Heterosexuality After Queer Theory"

STEVIE JACKSON (Professor and Director, Centre for Women's Studies, Department of Sociology, University of York):

"Why Question Heterosexuality?"

PETER HEGARTY (Lecturer in Psychology, University of Surrey): "The Psychologization of Marriage and the Heteronormativity of High IQ"

The papers will be followed by a panel discussion with the three speakers chaired by Lisa Downing.

The seminar is free and open to all.

Critical Sexology is co-organised by Lisa Downing, Meg Barker and Lih-Mei Liao.

Information on past and future Critical Sexology seminars and on the ethos and history of the seminar series can be found at:

http://www.qmul.ac.uk/~uglf028/critical_sexology/critsexhome

For further information, please contact me at L.M.Downing@qmul.ac.uk

THE PERFORMATIVE SOCIAL SCIENCE (PERFORMSOCSCI) E-MAIL DISCUSSION LIST:

to join, please go to:

<http://www.jiscmail.ac.uk/cgi-bin/webadmin?SUBED1=performsocsci&A=1>

and follow the instructions.

FULL-TIME PHD IN PERFORMATIVE SOCIAL SCIENCE

The deadline is 31 May for applications!

The Centre for Qualitative Research at Bournemouth University is offering a bursary to begin Sept 2006.

Info on all Centre for Qualitative Research bursaries:

http://www.bournemouth.ac.uk/thegraduateschool/phd_studentships/pdfs/IHCS%20-

"A BIOGRAPHIC RESEARCHER IN PURSUIT OF AN AESTHETIC: THE USE OF ARTS-BASED (RE)PRESENTATIONS IN 'PERFORMATIVE' DISSEMINATION OF LIFE STORIES" BY KIP JONES.

About to be published (end of April)

Soon to be online and available in the Qualitative Sociology Review

http://www.qualitativesociologyreview.org/ENG/index_eng.php

A special issue on biography, edited by Riitta Kyllönen and Brian Roberts.

MOVEMENT, MAPPING AND MOBILITY

20th May 2006

The University of Bristol's Research Group theme performativity | place | space is hosting a day of discussion

9.30-6.15 followed by drinks reception

(9.00am-9.30am registration)

LR1/LT1 3 Woodland Road, University of Bristol

Please register by May 10th by emailing sam.barlow@bristol.ac.uk. Fee for non-Bristol participants is £10, payable on arrival.

[Please note that a fee will be charged for non-attendance if we are not notified of cancellation]

Numbers are limited so please book soon to ensure a place.

KEYNOTE ADDRESS
Nigel Thrift (Oxford)

Turbulent Passions: Understanding Spaces of Political Feeling

SPEAKERS

Ruth Levitas (Bristol) 'Archive of the Feet: Utopia, Social Memory and Place'

Christina Ljungberg (Zurich) 'Urban Movement as Performative Utterance'

John Adams (Bristol) 'Fieldwork: An Audio-Visual Exploration of Boundaries and Spatial Practices on Broadfield Down, North Somerset'

Liam Harte (Manchester) 'Reading the Performative in Irish Migrant Autobiography'

Matthew Brown (Bristol) 'Travel and Adventure in Columbia'

Baz Kershaw (Bristol) 'Becoming in Between: Zoological Performance for the Ecological Era'

Panel 'Thinking space in place: Site-based event at Birdcage Walk'

Groups of 3 20-minute papers are followed by 45-minute discussion sessions to encourage all participants to engage with cross-disciplinary debates.

Speakers come from across (and beyond) the Arts and participants are welcome from any discipline or area that engages with the themes of movement, mapping and mobility.

The performativity | place | space theme is led by Martin White (Drama: Theatre, Film, Television) and convened by Jo Carruthers (English & Theology and Religious Studies) and Angela Piccini (Drama: Theatre, Film, Television).

The symposium is supported by the Bristol Institute for Research in the Humanities and Arts (BIRTHA)

Please contact Samantha Barlow for enquiries

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Sam.Barlow@bristol.ac.uk

<http://www.bris.ac.uk/arts/birtha/>

For up and coming events in the Faculty of Arts don't forget to check <https://www.bris.ac.uk/arts/birtha/events/>

**WORKSHOP-METHODS AND TOOLS TO SUPPORT INTERACTIVE ETHNOGRAPHIC FIELDWORK
CCSR.**

University of Manchester, 30 May 2006

A hands-on workshop led by Michael Fischer, University of Kent, sponsored by the Centre for Social Anthropology and Computing (CSAC) and RMP.

The focus will be on how to use tools and tutorials on, and contribute to, AnthroMethods.net, a research community supported wiki-style portal for ethnographic methods hosted by CSAC.

Because of the hands-on nature of this workshop, only 20 places are available.

Attendance is free.

Please contact Ruth Durrell.

Administrator

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www.ccsr.ac.uk/methods/

WORKSHOP REAL LIFE METHODS (A NODE OF THE NATIONAL CENTRE FOR RESEARCH METHODS)

MIXED METHOD EVALUATION: FROM SYNTHESIS TO POLICY

Friday 5 May 2006, 10am - 4pm

Cabinet Office, London

Workshop content

This workshop will explore issues of theory, method and synthesis in mixed method evaluation through interrogating practical examples. It will also consider the implications of mixed method approaches in understanding policy formation and implementation.

This workshop will use a real-life example, the debates around the provision of anti-retroviral drugs in post Apartheid South Africa, to examine how different evidences are brought to bear on policy development. This hands-on exercise will ask participants to consider the challenges of synthesising diverse evidences to develop policy to address interventions for those with HIV/AIDS in South Africa.

Speakers:

* Prof. Kieran Walshe (University of Manchester)-on synthesis in mixed method evaluation

* Mary Godfrey (University of Leeds)-on the impact of different perspectives in informing the interpretation of mixed method evaluation

* Dr Jo Moran Ellis & Dr Jane Fielding (University of Surrey)-on insider and outsider perspectives in mixed method evaluation and policy formulation

* Dr Susannah Mayhew (London School of Hygiene and Tropical Medicine) & Dr Nick Emmel (University of Leeds) will lead the role play exercise on synthesis of

evidence to develop policy on anti-retroviral drug provision in South Africa

The chair will be Dr Phil Davies Deputy Director of the Government Social Research Unit.

Who is the course for?

This workshop will be of interest to academics and evaluators who have experience in evaluation of policy initiatives and policy makers who commission and use these evaluations. The workshop will benefit from the inputs of both academics primarily concerned with methodological rigour and policy makers seeking answers to what works.

How to register

There is no charge for this course. Places are limited and all participants must register in advance to reserve a place. To register, fill in a booking form, available at www.reallifemethods.ac.uk.

ESRC RESEARCH SEMINAR SERIES ON IDENTITIES AND CONSUMPTION

ESRC Research Seminar Series
on Identities and Consumption: 2006-2007 Provisional Programme

1 Consumption, cyber-identities and new forms of citizenship
Half-day seminar University of Bath: 30th January 2006

* Prof. Jim Gee, University of Wisconsin-Madison, USA

* Prof Andrea Press, University of Illinois, USA

* Jacob Habgood, LSRI, Nottingham uni

* Dr Monica Whitty, Queens University, Belfast

2 Branded identities, marketing and the process of commodification
Half-day seminar University of Birmingham: April 2006

* Prof. Russell Belk, University of Utah, USA

* Yasmin Sekhon, Uni of Birminham

* Prof. Richard Elliott, Business School, University of Warwick

* Prof. Doug Holt, Said Business School, Worcester College Oxford

3 The new consumers: Childhood and youth
Half-day seminar Open University, Milton Keynes: July 2006

* Prof. Kenichi Kawasaki, Komazawa University, Japan

* Dr Liz Moor, Middlesex University

* Dr Christine Griffin/Agnes Nairn/Patricia Gaya, Uni of Bath
Postgrad speaker tba

4 Representation, identities and consumption
Half-day seminar Goldsmiths College, University of London: Nov 2006

* Prof. Karin Ekstrom, University of Gothenberg, Sweden

* Prof. Ann Gray, University of Lincoln
Dr Sean Nixon, University of Essex
Postgrad speaker tba

5 'Money's too tight to mention': Consumption on the margins
Half-day seminar University of Teesside, Middlesboro: February 2007

- * Prof. Elizabeth Chin, Occidental College, LA, USA
- * Prof. Rob MacDonald, University of Teesside
Dr Robert Hollands, University of Newcastle
Postgrad speaker tba

6 Disordered consumption: Health, identities and social policies around
consumption 1.5 day conference University of Bath: July 2007

- * Prof. Sally Casswell, Massey University, Auckland, New Zealand
- * Dr Shane Blackman, Canterbury College
- * Dr Sarah Riley, University of Bath
Don Shenker, Director of Policy + Services, Alcohol Concern (UK Government Alcohol Strategy)
- * Clive Henn, Senior Alcohol Adviser, Department of Health (Adviser on UK Government Alcohol Strategy) Andrew Brown, DG, Advertising Industry Association (Advertising industry perspective on proposed legislation)
- * Dr Sandra Passmore, Birmingham Health Education Unit (Nutrition policies in schools) Postgrad speakers tba

Enquiries to Dr Christine Griffin
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FAX: (0)1225 38 6752

**"FORUM QUALITATIVE SOZIALFORSCHUNG / FORUM: QUALITATIVE SOCIAL RESEARCH" (FQS)
available online.**

The "Special Issue: FQS Reviews IV" is edited by Guenter Mey, Kip Jones & Iain Lang.

FQS is an open-access journal, so all articles are available for free. To access FQS 7(2), use the tables of content at

<http://www.qualitative-research.net/fqs/fqs-e/inhalt2-06-e.htm>
(English), <http://www.qualitative-research.net/fqs/fqs-d/inhalt2-06-d.htm> (German),
<http://www.qualitative-research.net/fqs/fqs-s/inhalt2-06-s.htm>
(Spanish),

or access the respective article by clicking the links provided below.

FQS 7(2) Special Issue: FQS Reviews IV

Guenter Mey, Katja Mruck, Daniel Domínguez Figaredo & Iain Lang: Editorial
<http://www.qualitative-research.net/fqs-texte/2-06/06-2-36-e.htm>
(English) <http://www.qualitative-research.net/fqs-texte/2-06/06-2-36-s.htm>
(Spanish)

Kip Jones (UK): Editorial Note: The Book Review as "Performance" <http://www.qualitative-research.net/fqs-texte/2-06/06-2-27-e.htm>

Guenter Mey (Germany): The Internet as "Scholarly Review Resource". Further Considerations about E-Reviewing on the Occasion of the "Special Issue: FQS Book Reviews IV" <http://www.qualitative-research.net/fqs-texte/2-06/06-2-42-e.htm>

Leen Beyers (USA): Review: Jane Elliot (2005). Using Narrative in Social Research. Qualitative and Quantitative Approaches <http://www.qualitative-research.net/fqs-texte/2-06/06-2-19-e.htm>

Matthias Catón (Germany): Review: Henry E. Brady & David Collier (Eds.) (2004). Rethinking Social Inquiry: Diverse Tools, Shared Standards <http://www.qualitative-research.net/fqs-texte/2-06/06-2-30-e.htm>

Brian Christens & Paul W. Speer (USA): Tyranny/Transformation: Power and Paradox in Participatory Development. Review Essay: Bill Cooke & Uma Kothari (Eds.) (2001). Participation: The New Tyranny? / Samuel Hickey & Giles Mohan (Eds.) (2004). Participation: From Tyranny to Transformation? <http://www.qualitative-research.net/fqs-texte/2-06/06-2-22-e.htm>

Michael Dick (Germany): The Repertory Grid Interview as a Method of Cooperative Research. Review Essay: Martin Fromm (2004). Introduction to the Repertory Grid Interview / Martin Fromm & Andreas Bacher (2003-2004). GridSuite 2.1.0 Software for Conducting and Analysing Repertory Grid Interviews <http://www.qualitative-research.net/fqs-texte/2-06/06-2-6-e.htm>

Una Dirks (Germany): How Critical Discourse Analysis Faces the Challenge of Interpretive Explanations from a Micro- and Macro-theoretical Perspective. Review Essay: Gilbert Weiss & Ruth Wodak (Eds.) (2003). Critical Discourse Analysis. Theory and Interdisciplinarity <http://www.qualitative-research.net/fqs-texte/2-06/06-2-26-e.htm>

Nicola Doering (Germany): Review: Ingrid Miethe, Claudia Kajatin & Jana Pohl (Eds.) (2004). Geschlechterkonstruktionen in Ost und West. Biografische Perspektiven [Gender Constructions in East and West. Biographical Perspectives] <http://www.qualitative-research.net/fqs-texte/2-06/06-2-35-e.htm>

Daniel Domínguez Figaredo (Spain): Educational Ethnography beyond Scholarly Ethnography. Transferring Meanings to Cyberspace. Review Essay: Honorio M. Velasco Maillo, F. Javier García Castaño & Ángel Díaz de Rada (Eds.) (2003). Lecturas de antropología para educadores. El ámbito de la antropología de la educación y de la etnografía escolar [Readings on Anthropology for Educating. The Field of Educational Anthropology and Scholar Ethnography] <http://www.qualitative-research.net/fqs-texte/2-06/06-2-2-e.htm>
(English) <http://www.qualitative-research.net/fqs-texte/2-06/06-2-2-s.htm>
(Spanish)

Dirk Ducar (Germany): Review: Gerrit Herlyn & Thomas Overdick (Eds.) (2003). Kassettengeschichten. Von Menschen und ihren Mixtapes [Cassette Stories. Men and Their Mix Tapes] <http://www.qualitative-research.net/fqs-texte/2-06/06-2-14-e.htm>

Megan K. Foley (USA): Dialogue and Power in Parent-Child Communication. Review Essay: Michelle A. Miller-Day (2004). Communication among Grandmothers, Mothers, and Adult Daughters: A Qualitative Study of Maternal Relationships <http://www.qualitative-research.net/fqs-texte/2-06/06-2-12-e.htm>

Mary Gergen (USA): Review: Lesa Lockford (2004). Performing Femininity: Rewriting Gender Identity <http://www.qualitative-research.net/fqs-texte/2-06/06-2-13-e.htm>

Stefanie Grosse (Germany): Review: Bruno Hildenbrand (2005). Fallrekonstruktive Familienforschung. Anleitungen fuer die Praxis [Case Reconstruction in Family Research. Guidance for Practice] <http://www.qualitative-research.net/fqs-texte/2-06/06-2-9-e.htm>

Paul ten Have (The Netherlands): Conversation Analysis Versus Other Approaches to Discourse. Review Essay: Robin Wooffitt (2005). Conversation Analysis and Discourse Analysis: A Comparative and Critical Introduction <http://www.qualitative-research.net/fqs-texte/2-06/06-2-3-e.htm>

Christine Holmberg (USA): Review: Judith Green & Nicki Thorogood (2004). Qualitative Methods for Health Research <http://www.qualitative-research.net/fqs-texte/2-06/06-2-7-e.htm>

Anne Klein (Germany): Review: Walburga Freitag (2005). Contergan. Eine genealogische Studie des Zusammenhangs wissenschaftlicher Diskurse und biographischer Erfahrungen [Contergan. A Genealogical Study on Scientific Discourse and Biography] <http://www.qualitative-research.net/fqs-texte/2-06/06-2-15-e.htm>

Katja Koch (Germany): Appendix II, Review: Norbert Dittmar (2004). Transkription. Ein Leitfaden mit Aufgaben fuer Studenten, Forscher und Laien [Transcription-A Guide for Students, Researchers and Laymen] <http://www.qualitative-research.net/fqs-texte/2-06/06-2-33-d.htm>

Iain Lang (UK): Review: Melissa Hardy & Alan Bryman (Eds.) (2004). Handbook of Data Analysis <http://www.qualitative-research.net/fqs-texte/2-06/06-2-20-e.htm>

Heiner Legewie (Germany): Review: Joerg Struebing (2004). Grounded Theory. Zur sozialtheoretischen und epistemologischen Fundierung des Verfahrens der empirisch begruendeten Theoriebildung [Grounded Theory: Its Social-theoretical and Epistemological Foundation] <http://www.qualitative-research.net/fqs-texte/2-06/06-2-1-e.htm>

Mary H. Maguire (Canada): Autoethnography: Answerability/Responsibility in Authoring Self and Others in the Social Sciences/Humanities. Review Essay: Carolyn Ellis (2004). The Ethnographic I: A Methodological Novel about Autoethnography <http://www.qualitative-research.net/fqs-texte/2-06/06-2-16-e.htm>

Robert L. Miller (UK): Review: Lyn Richards (2005). Handling Qualitative Data: A Practical Guide. <http://www.qualitative-research.net/fqs-texte/2-06/06-2-24-e.htm>

Albert K. Petersheim (Germany): Review: Patricia Arnold (2003). Kooperatives telematisches Lernen aus der Perspektive der Lernenden - Qualitative Analyse einer Community of Practice im Fernstudium [Cooperative Telematic Learning from the

Perspective of the Learner: Qualitative Analysis of a Community of Practice in Distance Learning] <http://www.qualitative-research.net/fqs-texte/2-06/06-2-32-e.htm>

Constantinos N. Phellas (Cyprus): Review: Keith F. Punch (2005). Introduction to Social Research-Quantitative & Qualitative Approaches <http://www.qualitative-research.net/fqs-texte/2-06/06-2-4-e.htm>

Rudolf Schmitt (Germany): Review: Irit Kupferberg & David Green (2005). Troubled Talk. Metaphorical Negotiation in Problem Discourse <http://www.qualitative-research.net/fqs-texte/2-06/06-2-5-e.htm>

Gerold Scholz (Germany): Learning through Researching in Teacher Training. Review Essay: Arbeitskreis Interpretationswerkstatt PH Freiburg (Ed.) (2004). Studieren und Forschen. Qualitative Methoden in der LehrerInnenbildung [Interpretation Workshop at Freiburg Teacher Training College (Eds.). Studying and Researching: Qualitative Methods of Teacher-Training] <http://www.qualitative-research.net/fqs-texte/2-06/06-2-31-e.htm>

Wilhelm Schwendemann (Germany): Review: Cornelia Schweppe (Ed.) (2003). Qualitative Forschung in der Sozialpaedagogik [Qualitative Research in Social Pedagogy] <http://www.qualitative-research.net/fqs-texte/2-06/06-2-8-e.htm>

Andrea Stoeckl (UK): Ethnography, Travel Writing and the Self: Reflections on Socially Robust Knowledge and the Authorial Ego. Review Essay: Laurel Richardson & Ernest Lockridge (2004). Travels with Ernest: Crossing the Literary/Sociological Divide <http://www.qualitative-research.net/fqs-texte/2-06/06-2-11-e.htm>

Kara M. Strobel (Canada): Portrait of an Ethnographic Artist. Review Essay: Harry F. Wolcott (2005). The Art of Fieldwork <http://www.qualitative-research.net/fqs-texte/2-06/06-2-43-e.htm>

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Hella von Unger (Germany): Working With and Against the Concepts of "Race" and "Ethnicity": Research Dilemmas and Tools. Review Essay: Yasmin Gunaratnam (2003). Researching "Race" and Ethnicity: Methods, Knowledge and Power <http://www.qualitative-research.net/fqs-texte/2-06/06-2-21-e.htm>

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Till Westermayer (Germany): Review: Karl H. Hoerning & Julia Reuter (Eds.) (2004). Doing Culture. Neue Positionen zum Verhaeltnis von Kultur und sozialer Praxis [Doing Culture. New Positions On the Culture-Practice Relation] <http://www.qualitative-research.net/fqs-texte/2-06/06-2-10-e.htm>

Single Contributions

Amrei C. Joerchel (Austria): A Qualitative Study of Multicultural Identities: Three Cases of London's Inner-City Children <http://www.qualitative-research.net/fqs-texte/2-06/06-2-18-e.htm>

FQS Debate: "Qualitative Research and Ethics"

Wolff-Michael Roth (Canada): Editorial: Responsibility, Solidarity, and Ethics in Cogenerative Dialogue as Research Methods <http://www.qualitative-research.net/fqs-texte/2-06/06-2-45-e.htm>

Wolff-Michael Roth (Canada): Collective Responsibility and Solidarity: Toward a Body-Centered Ethics <http://www.qualitative-research.net/fqs-texte/2-06/06-2-37-e.htm>

Ian Stith & Wolff-Michael Roth (Canada): Who Gets to Ask the Questions: The Ethics in/of Cogenerative Dialogue Praxis <http://www.qualitative-research.net/fqs-texte/2-06/06-2-38-e.htm>

Christopher Emdin & Ed Lehner (USA): Situating Cogenerative Dialogue in a Cosmopolitan Ethic <http://www.qualitative-research.net/fqs-texte/2-06/06-2-39-e.htm>

Kathryn Scantlebury & Sarah-Kate LaVan (USA): Re-visioning Cogenerative Dialogues as Feminist Pedagogy | Research <http://www.qualitative-research.net/fqs-texte/2-06/06-2-41-e.htm>

Mijung Kim (Canada): Enactive and Collective Ethics through Cogenerative Dialogue <http://www.qualitative-research.net/fqs-texte/2-06/06-2-40-e.htm>

Ian Stith (Canada), Kathryn Scantlebury, Sarah-Kate LaVan, Christopher Emdin, Ed Lehner (USA) & Mijung Kim (Canada): The Ethics of Cogenerative Dialogue: A Cogenerative Dialogue <http://www.qualitative-research.net/fqs-texte/2-06/06-2-44-e.htm>

Sabi Redwood & Les Todres (UK): Exploring the Ethical Imagination: Conversation as Practice Versus Committee as Gatekeeper <http://www.qualitative-research.net/fqs-texte/2-06/06-2-34-e.htm>

FQS Interviews

Juergen van Oorschot & Lars Allolio-Naecke (Germany): Against the Luxury of Misunderstanding. Revisiting the Debate between Carl Ratner and Barbara Zielke on an Interview with Kenneth J. Gergen and his Theory of Social Constructionism <http://www.qualitative-research.net/fqs-texte/2-06/06-2-17-e.htm>

FQS Conferences

Holger von der Lippe (Germany): On Snowflakes and Gardens: Multiple Methods in the Field of Psychological Research on Identity Development. Conference Essay <http://www.qualitative-research.net/fqs-texte/2-06/06-2-46-e.htm>

CONFERENCES:

NARRATIVE AS RESEARCH

A Symposium and Workshop Series

Victoria University

26th-29th April 2006-04-28 Williamstown, Melbourne

Victoria University welcomes you to a symposium and workshop series on 'Narrative as research' lead by Dr Maria Tamboukou from the Centre for Narrative Research in the Social Sciences, London

This event is a rare opportunity for researchers and research students to come together to debate and discuss significant issues in narrative research in both formal settings and informal gatherings. It will bring together researchers who are exploring narrative methods in the humanities, the social and behavioural sciences, and the health sciences. It has been designed to foster the vigorous exchange of ideas and experiences, possibilities and challenges.

Key themes will address issues of theory, methodology and validity, and will include the use of case studies as exemplars. The first two days of workshops will explore the range of approaches to narrative research being used across disciplines, and some of the ways these key issues are being addressed. This will be followed by a day symposium to which both researchers and research students are invited to submit papers that highlight their narrative research work.

Please follow the link for details http://www.vu.edu.au/Research/Office_for_Postgraduate_Research/Training_and_Special_Events/Narrative_as_Research_Symposium/

RESEARCHING LIVES: MULTI-DISCIPLINARY APPROACHES IN LIFE HISTORY RESEARCH, AUTO/BIOGRAPHY AND NARRATIVE RESEARCH

Saturday 10 June 2006, at the University of Sussex in Brighton

'Researching Lives' is a research in progress day for research students, community researchers and academic staff conducting research using life stories.

'Researching Lives' is jointly organised by the Centre for Life History Research (University of Sussex), Centre for German-Jewish Studies (University of Sussex), Centre for Narrative Research (University of East London), Centre for Biography and Education (Southampton

University) and Centre for International Studies in Diversity & Participation (Canterbury Christ Church University). One intended outcome of the day will be the creation of a south-east network for researchers working with life stories.

To obtain a draft programme, a draft booklet of the abstracts, and a registration form, visit www.sussex.ac.uk/clhr

SPECIAL SESSION: PERFORMANCE-RELATED PRESENTATIONS OF QUALITATIVE DATA 6TH QUALITATIVE RESEARCH CONFERENCE IN HEALTH AND SOCIAL CARE 2006

<http://www.bournemouth.ac.uk/ihcs/qrc06.html>

Bournemouth University 4th - 6th September 2006

To submit an abstract, please use the online submission form <http://www.bournemouth.ac.uk/ihcs/qrc06absub.html>

The deadline for abstracts has been extended to 31 May.

CONFERENCE REPORTS

Symposium: Textual dissensions and political dissidence: Dissent in racial, sexual, gender-related and national identity formations'

23-25 March 2006

A symposium at the Universite Paris 7 – Denis Diderot, France

Henrietta Gunkel, University of East London

The topic of the symposium could not have been chosen at a more appropriate point in time. The conference on political dissidence took place in Paris at a moment when political dissidence was taken onto the streets, initiated predominantly by students who demonstrated against the new youth unemployment law. The majority of universities were on strike - and so was the Universite Paris7-Denis Diderot. The conference could go ahead nevertheless. Due to the topic there was the possibility to introduce the content of the protest into the symposium and a delegation of students used this opportunity.

The focus of the symposium was to highlight and discuss the intersectionality of race, sexuality, nation and gender in the context of political dissent examined in texts and within socio-political movements. It concentrated on the divide between the text and the socio-political transformation and the translation of dissenting theoretical elaborations into individual and collective praxes.

The first day focused on the links between sexual dissidence, race and gender from different regional perspectives, particularly in the African, European and North American contexts. The first keynote was given by Rozena Maart from the Biko Institute, Canada, who contextualized her own experience of growing up in District Six in South Africa and the effects the forced removals had on her family and community. She gave floor to a smooth transition to my own paper in which I highlighted the relationship of sexuality and post/colonialism in contemporary South Africa.

In the evening the organizer of the conference, Jean-Paul Rocchi, together with Rozena Maart presented a selection of short stories, poetry and films that approached the issues discussed during the day from a non-academic and more activist perspective.

The keynote speaker at the second day was Lewis R. Gordon from Temple University, USA, who focused on 'Racism and Decadence in the Geography of Reason'. It was the day on which the intersecting moments were filled with examples of political activism, on the local level such as queer activism in Paris presented by Stephanie Kunert from the Universite Paris IV-Sorbonne and on the global level as Antje Schuhmann from the University Munich, Germany, explored in relation to border management and its effects in terms of race, class and sexuality.

The last day then focussed on black dissent, particularly within the African Diaspora. Michelle Wright from the University of Minnesota, USA criticized the African American normative and shifted the focus on the African Diaspora in Europe.

The symposium was small and intimate. The different papers related to each other and several panellists were able to pick up on issues of the previous papers. In that sense lively discussions led to inspiring feedback – something that is often lacking at conferences. The symposium was remarkable in its focus on political activism – both inside and outside the university. A book publication is planned.

BPS - History and Philosophy of Psychology Section 20th Annual Conference

11th – 13th April 2006, York St John College, York

Toni Brennan, University of Surrey

Given that History – from the Latin word for story, *historia*, is a narrative, arguably *the* Narrative by definition, this conference was of potential interest to this Newsletter's readership. Not only "history" but "philosophy" as well, and of a particular discipline, psychology... all this a reminder of the often overlooked issue that intellectual production is historically located and seeks to instantiate a project, has a philosophy, a "slant".

Professor Liz Valentine (Royal Holloway) presented a paper that charts the changes of psychology as a taught discipline and is based on analysis of examination questions set by the University of London between 1902, when the course commenced, and the 1970s when the unit system was introduced. This fascinating time tunnel takes us to times when psychology was not so specialised and a high level of "general knowledge" was both an assumption and an outcome for candidates – one wonders what students would make today of the passage to translate from German that was compulsory in 1905! Until the 1950s, the names of the examiners were given at the top of the exam paper, arguably naming authoritative voices into being and giving a clear message to student as to whose work represented/constituted "psychology". The frequency of citations (Hebb seemed to be particularly popular) and the waxing and waning of various topics shed light on the narratives woven by psychology as taught at university and reflecting the wider cultural mandate of a particular *Zeitgeist*.

As expected, many interesting papers focused on key figures in the History of Psychology, like Frederic Bartlett - the present chair of the Section, Alan Collins, gave a reading of

Bartlett's work as constantly engaging with the preservation of order and the adjustment to change - and Ronald Fairbairn, whose contribution not just to psychoanalysis but to psychology in general is likened to a revolution in a paper by Arthur Still, who was an invited speaker. The work of Lewis Terman, another key figure - his research on sex, gender and intelligence/giftedness, was deconstructed by Peter Hegarty, who traced Terman's normalising project in selectively instantiating normativity as "averageness" for sexuality/sexual orientation but as idealness/rarity in the case of genius. In other words, to be non-heterosexual and to be a genius may both fall in the tails of the normal curve, but why are they not constructed in similar terms? This question resonates beyond a critique of Terman's work and calls for reflection on narratives of "minority/ies" as narratives of "numbers" - very significant these days and further proof that history has a dynamic relationship with the present. Hegarty's paper was part of a minisymposium on "queering the history of psychology" which also featured a reappraisal of Magnus Hirschfeld's work in the light of recent developments both in queer theory and in the psychobiology of sexual orientation. Needless to say, the third paper of this symposium, on Paul Bindrim and nude psychotherapy, was sadly missed by all as it was cancelled due to last minute illness.

Some papers with the common theme of schizophrenia may be of interest to many CNR members. Although the existence of schizophrenia is not challenged, and, for example, terms such as "aetiology" and "syndrome" feature in Paul Ziolo's paper, the argument put forward is that the concept of schizophrenia is culturally and historically located, and many behaviours that now would be recognised as falling under the umbrella of "schizophrenia" and calling for medical intervention, in other times might have been seen as, say, part of mystical experience (as was the case in the Middle Ages).

It is not possible to do justice to the variety and boldness of the ideas aired at this conference - for example Graham Richard's flamboyant argument for an exopsychology took the conference to outer space (!), "The Existential Synapse", by Simon King-Spooner brought together (kicking and screaming) reductionism and Heidegger, and Trevor Butt's paper on Personal Construct Theory considered how the phenomenological understanding of "darker" emotions such as anxiety, guilt and destructiveness provides a valid alternative to psychodynamic accounts of the "unconscious" in that the individual is seen, not as being at the mercy of obscure drives, but as captain of their own ship, the weaver of their own narratives.

"Preserving the past and securing the future" was not only the grouping title of the closing sessions, but arguably the red thread (the main narrative?) that ran through the conference as a whole - how the past is intertwined with the present and, through the present, provides the bases for the future.

