

CNR Newsletter 22, October 2012

Welcome to the CNR fall 2012 newsletter. The 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, ISSUE 21: March 15, 2013. Send to: Molly Andrews:
m.andrews@uel.ac.uk

Newsletter sections:

- I. CNR Seminar series and conferences
- II. Recent publications by and news from CNR members, advisors and associates
- III. Upcoming narrative events
- IV. CNR graduate programmes for 2012-3
- V. Reports of recent events

I. CNR Seminar series and conferences

University of East London, Docklands, East Building
Tuesdays, 12:00 - 1:00 pm

9 October 2012

Mike Rustin, CNR, UEL and the Tavistock Centre, *The Seven-Up Series: Biographical Narratives for Television 1964-2012*, Room: EB.1.44

13 November 2012

Hanna Hallgren, Sodertorn University and CNR, UEL, *Writing as a method: The transversal language*, Room: EB.1.44

4 December 2012

Terri Kim, Brunel University, *A biographic narrative approach to mobile academics crossing boundaries - rethinking the relationship between creative knowledge and positional knowledge*, Room: EB.1.44

12 February 2013

Olga Marti-Ortega, UEL, *The memory of the grandchildren: impunity and justice in Spain*, Room: EB.1.45

12 March 2013

Ann Phoenix, Institute of Education, *Narrative transformations over time: Adult reconceptualization of non-normative childhood*, Room: EB.1.45

16 April 2013

Robert Ahearne, UEL, *We Would Rather Be Exploited Than Ignored: Life Narratives of Intervention in southern Tanzania*
Room: EB.1.45

GRADUATE SEMINARS, 2012-13

The Centre for Narrative Research And NOVELLA (ESRC Research Methods Node)

Tuesdays, 5.00 – 6.30 pm

Thomas Coram Research Unit, 27-8 Woburn Square, London WC1H 0AA
Room: Thomas Coram Research Unit Library, NOVELLA, Institute of Education

9 October 2012

Elis Chasan, CNR, UEL, *Women's narratives of love*

13 November 2012

Aylish O'Driscoll, City University, *Exploring narratives of youth violence and antisocial behaviour*

27 November 2012

Catherine Walker, NOVELLA/ Institute of Education, *Revisiting Young Lives interview data with a narrative lens: what insights does a narrative analytic approach offer to children's talk about everyday life and growing up in Andhra Pradesh, India.*

15 January 2013

Emma Sweeney, The Open University
If I could read your mind: Bringing the personal into the critical

12 February 2013

Tracy Part, Manchester Metropolitan University, *Narratives of adult mathematics learners*

12 March 2013

Stephanie Baum, NOVELLA/Institute of Education, *Men's domestic cooking careers over the life course*

16 April 2013

Joe Winter, NOVELLA/Institute of Education, *Narratives of 'parenting' in online forums*

4 June 2013

Bahar Taseli, CNR, UEL, *Narratives of Self and other in the Turkish Cypriot print media*

OTHER CNR EVENTS

11 October 2012

CNR is a partner in the ESRC NOVELLA (Narratives of Everyday Lives and Linked Approaches) Research Methods Mode. Gerrit Loots and Jasmina Sermijn, Free University of Brussels, Deleuzian Narrative workshop, a one-day event, 1-5pm, at Thomas Coram Research Unit, 27-8 Woburn Square, for information please visit: <http://www.ioe.ac.uk/research/58431.html> or contact Rowena Lamb: r.lamb@ioe.ac.uk

16 October 2012

Elizabeth Shove, Lancaster University The Dynamics of Social Practice, 1-2 pm, NOVELLA, Institute of Education, please visit: http://store.ioe.ac.uk/browse/extra_info.asp?compid=1&modid=2&prodid=105&deptid=112&catid=42

23 October 2012

Russell Hitchings, University College London, People can talk about their practices, 2-3 pm, NOVELLA, Institute of Education, please visit: http://store.ioe.ac.uk/browse/extra_info.asp?compid=1&modid=2&prodid=105&deptid=112&catid=42

19 November 2012

Tales from the archive: How do food researchers from different disciplines use archive?
http://store.ioe.ac.uk/browse/extra_info.asp?compid=1&modid=2&prodid=122&deptid=112&catid=42

1 May 2013

To think is to Experiment
Post-Graduate Research Day
Detailed programme: tba
Room: EB.G.10

II CNR graduate programmes for 2012-3

MA, DipHE, CertHE in Narrative Research

Narrative Research by Distance Learning

The postgraduate programmes in Narrative Research at CNR are unique interdisciplinary programmes, drawing on social sciences and the humanities to provide graduate-level education in narrative theories and methods. The programmes give students experience in the application of narrative concepts and analysis to particular fields. The MA guides them through the planning and performance of a piece of advanced and original narrative research.

CNR offers the following Masters-level modules, onsite and by distance learning, in 2012-13:

Narrative Research

(September 2012 by distance learning)

This module provide students with an overview of the range of narrative research methodologies. Beginning with an exploration of the meaning of narrative, the module outlines Labovian methods, biographical methods and context-oriented methods. It then considers three key fields of narrative research: oral, personal narratives; written narratives (including autobiographies and letters); and visual narratives. Through a range of theoretical perspectives, we shall be attempting to address a number of questions; for instance: How do people come to see themselves as distinct subjects about whom a story can be told? What role do memory, ideology, sense of audience, etc. play in people's accounts of their lives? How do class, ethnicity, gender and other social characteristics shape the stories people tell? What do we look for when we analyse accounts of people's lives?

Narrative Practice (Spring 2013)

The aim of this 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. Guest presenters and coordinating tutors teach the module in collaboration.

Assignments involve a presentation, and a project which is a small piece of empirical narrative research.

Narrative Force (Spring 2013)

In this module, you will examine, discuss critically, evaluate and apply discourse analysis in narrative research.

The main topics of study will be:

- Genealogical approaches to narrative research
- Modalities of power and desire in narrative analysis
- Narratives as discursive sites for the production of knowledge
 - Narratives as technologies of the self
 - Spatial narratives
 - Time, memory and narratives
 - Politics, imagination, narratives
 - Narratability and the self
- Interfaces between visual and textual narratives.

All course activities happen online and are facilitated within UEL Plus, the UEL Virtual Learning Environment

www.uel.ac.uk/dl/programmes/module-info/cert_narr_res.htm

Alternatively, contact the **Distance Learning Advice Team** on: distance.learning@uel.ac.uk /tel: +44 (0)20 8223 2564

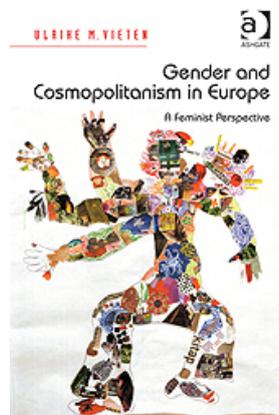
For further details, please contact: Corinne Squire, c.squire@uel.ac.uk, Maria Tamboukou, m.tamboukou@uel.ac.uk
Molly Andrews, m.andrews@uel.ac.uk

III. Recent publications by and news from CNR members,
advisors and associates

*Gender and Cosmopolitanism
in Europe
A Feminist Perspective*

Ulrike M. Vieten

Vrije Universiteit Amsterdam, The Netherlands



Book launch

Organised by

Feminist Research Group

Centre for Research on Migration, Refugees and
Belonging

Centre for Narrative Research

7 November 2012, 1.30 pm – 3.00 pm

UEL, Docklands Campus, East Building Room EB G.18

Discussant: Eleonore Kofman, Middlesex University

About the book

'This book offers a fresh feminist critique of the burgeoning, and largely male-oriented, literature on cosmopolitanism in 21st century Europe. Its comparison of two very different national discourses, that of Britain and Germany, through the writings of mainstream and minority intellectuals, enables the author to explore alternative gendered ways of belonging in a transnational public sphere.'

Eleonore Kofman, Middlesex University

'In this rich, insightful and thought provoking monograph, Ulrike Vieten discusses and analyzes contemporary political reality as well as political thought around notions of diversity and alterity of belonging from a feminist and intersectional lens.' Nira Yuval-Davis,
University of East London

Taylor, Stephanie (2012), "One participant said...": The implications of quotations from biographical talk', *Qualitative Research* 12(4): 388-401.

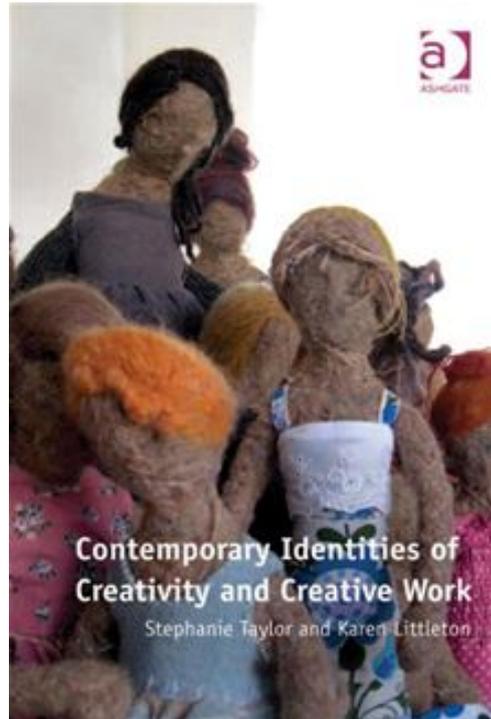
Abstract:

Quotations from biographical talk are widely used in the presentation and writing up of qualitative research. This article discusses the unintended implications which such quotations can carry, partly as a result of the conventions for introducing them and because the basis for their selection is often unclear. These implications are discussed in terms of consistency. An assumption of consistency as an aspect of the talk or the person speaking is problematic because it disregards the situated and variable nature of talk, including talk about memory, and can invoke an over-simple model of the speaker. The article proposes that consistency should not be assumed but become a focus for analysis. An example is presented of an analysis of biographical talk about creative work, following an approach derived from social and discursive psychology. Consistencies in a speaker's repeated accounts of the same job are interpreted in terms of both discursive resources around contemporary creative working, and 'local resources', which are derived from the speaker's 'discursive apprenticeship' with his own family.

Contemporary Identities of Creativity and Creative Work

Stephanie Taylor and Karen Littleton,
Open University, UK

Employing a cross-disciplinary methodology and analytic approach, the book investigates the new cultural meanings in play around a creative career. It shows how classic ideals of design and the creative arts, re-interpreted and promoted within contemporary art schools, validate the lived experience of precarious working in the global sectors of the creative and cultural industries, yet also contribute to its conflicts. *Contemporary Identities of Creativity and Creative Work* presents a distinctive study and original findings which make it essential reading for social scientists, including social psychologists, with an interest in cultural and media studies, creativity, identity, work and contemporary careers.



'This is a book about the creative professionals who drive the creative and cultural industries: how and when they decided to go to art school, and how they negotiated their subsequent careers. This well-written book is an important contribution to the scholarly study of creative work, and will also be of interest to creative professionals who seek a deeper understanding of the forces impacting their lives.'

Keith Sawyer, Washington University in St. Louis, USA

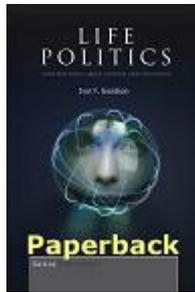
'A marvellous, rich, satisfying book. At once deeply moving and rigorously analytical it offers an original analysis of creative work that manages to encompass both its satisfactions and its troubles. In exploring the complexity of creative identifications, it illuminates the very nature of what it means to be human. A major contribution to studies of creative labour, and an exemplary work of discursive and narrative analysis.'

Rosalind Gill, King's College, London

August 2012, ISBN 978-1-4094-2666-0
To order, please visit: www.ashgate.com

LIFE POLITICS: CONVERSATIONS ABOUT CULTURE AND EDUCATION

Ivor F Goodson, Professor of Learning Theory, University of Brighton



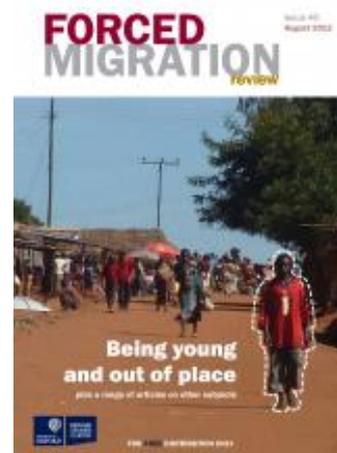
This book on life politics comprises a collection of interviews and commentaries. The notion of life politics covers a number of different meanings within the book. Most importantly is the way that the genre of interviews helps cover a range of cultural contexts and intellectual milieu.

Part of the life politics represented in this book is built around the belief that if we are to act as public intellectuals in the field of education and culture in the current globalised setting we need to travel. This book shows how public intellectual work gets interrogated and implemented in different social and cultural settings.

https://www.sensepublishers.com/product_info.php?products_id=1262&osCsid=de41

Doná, Giorgia (2012) Being young and of mixed ethnicity, *Forced Migration Review*, 40:16-17
www.fmreview.org/young-and-out-of-place

The transition from childhood into adulthood is particularly complex for young people of mixed ethnic backgrounds who experience being 'out of place' twice: as young adults and as ethnically mixed. The challenges are clear in Rwanda.



Nira Yuval-Davis

spent the summer interviewing the life narratives of women active in Women Against Fundamentalism for our forthcoming book (with Lawrence and Wishart)

NARRATIVES OF FEMINIST DISSENT: BRITISH FEMINISTS AGAINST FUNDAMENTALISM (working title).

Narrative approaches to talking about sex life in therapy:

On-line journal issue. The second issue of the International Journal of Narrative Therapy and Community Work for 2012 is now on-line. It features a ground-breaking piece by Ron Findlay on 'Narrative approaches to talking about sex life in therapy'; a new narrative methodology, 'Recipes for Life', by Natale Rudland Wood; explorations of re-membering practice in a Chinese context by Sharon Shui-king Leung and Ellen Yee-man Ma; 'Talking about the DSM-V' by Tom Strong; the use of the Team of Life with young people from refugee backgrounds; and more. It's now possible to become a member of the Dulwich Centre and this individual membership will enable you to have access to the journal (on-line) and to participate in forum discussions with some of the authors of the papers within each issue as well as the editorial team. The yearly individual membership fee for 2012 is AUD\$39. It is also possible for organisations to take out an institutional on-line subscription <<http://www.narrativetherapyonline.com/moodle/course/category.php?id=4>> (for AUD\$93). For more information, and to become a member, please go to: www.narrativetherapyonline.com <<http://www.narrativetherapyonline.com>> .

III. Upcoming events and courses



BSA AUTO/BIOGRAPHY STUDY GROUP

CENTRE FOR BIOGRAPHY AND EDUCATION

CALL FOR PAPERS

One-Day Christmas Conference

Friday 14th December 2012

The British Library

96, Euston Road, London NW1 2DB

The title of the conference is

Fragments of Auto/Biography

As well as completed papers, Work in Progress is very much welcomed.

Please send title and a brief abstract by no later than 12th October to:

Gill Clarke

Auto/Biography

17 Queen Street

EMSWORTH

PO10 7BJ

UK

(email: gmclarke@virginmedia.com)

Full Details of the Conference will be sent to all members by the last week in November.

The fee will be about £70

Forthcoming attractions

*Subscribers will now have received the Auto/Biography Yearbook
(additional copies will be available at the Christmas Conference)*

Auto/Biography Summer Residential Conference:

11-13 July 2013, University of Barcelona

Narrative Care: a person-oriented approach to humane and effective care

Organisation: Dutch Lifestorylab, part of the IGS research institute at the University of Twente, the Netherlands

Date: March 8, 2013, 9.30-17.00

Venue: De Grolsch Veste, Enschede, the Netherlands

Costs: €200,- per participant

More information: www.utwente.nl/lifestorylab

Patients and clients who seek care attribute meaning to their problems and complaints through stories. These stories also play an important role in developing a bond with their professional caregivers. Narrative care refers to the empathic and professional use of stories in health care. The narrative competence of professionals to listen, recognize, absorb, interpret, and be moved by these stories provides a crucial means to deliver person-oriented care.

During the last years a wide variety of approaches has been developed that recognize the role of narratives in different settings in somatic and mental health care. These approaches are effective in promoting meaningful living, social bonding, and trust. Narrative care is a humane way of caring for people, that can also be incorporated in an effective health care.

This conference provides an overview of research and practice in narrative care. Which inspiring new methods have been developed? What do we know about the quality of narrative approaches? Which narrative methods can be used to provide insights in the processes involved? How can these support the evidence base of narrative care? Besides introductory lectures there is a variety of workshops that allow participants to get to know narrative care from experts in the field. We want to inspire professionals, clients, patients, researchers, and policy makers.

Narrative care can be found in hospitals, rehabilitation, elderly care, and mental health care. All professionals in health care are invited to participate. Policy makers and researchers are also welcomed.

Morning programme: lectures

Keynote: Narrative Medicine, prof. dr. Rita Charon, Columbia University, New York

Narrative care in the Netherlands, prof. dr. Ernst Bohlmeijer, University of Twente

Small story competence in (mental health) care practices, dr. Anneke Sools, University of Twente and dr. Carmen Schuhmann, University for Humanist Studies

Narrative technology assessment for health care policy, prof. dr. Frans Brom, Rathenau Institute & Utrecht University

Therapy narratives or how stories provide insights in the effectiveness of treatments, dr. Gerben Westerhof, University of Twente

Afternoon: workshops

In the afternoon there is a wide variety of workshops, introducing narrative-based methods and interventions (lifestory, life-review, fiction/literature, arts-based narrative, online self-help course, interactive narrative, future imagination, narrative therapy, small story approaches, etc.) in a diversity of health care fields and settings (e.g. nursing, elderly care, mental health care, medicine, psychiatry, community care, etc.) and with different client/patient groups (different age groups across the lifespan, different acute and chronic illnesses/diseases).

11th International Narrative Therapy and Community Work Conference, taking place in Adelaide, Australia, from 6-8 March 2013. You can register or find out more on dulwich@dulwichcentre.com.au <<mailto:dulwich@dulwichcentre.com.au>> . **Special extra-early bird rate of ASD\$395** until the end of September. The **call for presentations and papers is now open** (until 19th October).

Dulwich Centre on-line narrative therapy training courses: 'Externalising conversations' and 'Re-membering and reclaiming lives from abuse'. Both these courses include video recordings from the Michael White archive, articles and chapters to read, quizzes, discussions forums and assignments which a Dulwich Centre Faculty member will respond to. Enrolment through www.narrativetherapyonline.com <<http://www.narrativetherapyonline.com>> , rate AUD\$99. The Hincks-Dellcrest Centre, in Canada, has a number of workshops and training, forthcoming events calendar online on <http://www.hincksdellcrest.org/Home/Training-and-Consultation/Brief-and-Narrative-Therapy-Training/Workshops-and-Training.aspx>.

Artists work in museums: histories, interventions and subjectivities



Friday 12 & Saturday 13 October

In collaboration with the Museums and Galleries History Group

This conference brings together artists, curators, historians and museum professionals to explore the history and impact of artists working as members of staff in museums. It will examine the diverse, often hidden ways museums and galleries function as environments of cultural and identity production.

Programme

Friday 12 October

10.00 Registration and Coffee

10.30 Welcome and Introduction

Matilda Pye (V&A) and Linda Sandino (V&A/ CCW, University of the Arts London)

10.40 Histories of the Artist as Museum Professional

The Artist as Curator: General Thoughts

Charles Saumarez Smith (Royal Academy of Arts)

Godfrey Sykes and his studio at the South Kensington Museum

Christopher Marsden (V&A)

The significance of the artist as director: the case of the National Gallery

Susanna Avery- Quash (National Gallery)

12.00 Discussion

Chair, Alan Crookham (National Gallery & MGHG)

12.30 Lunch (not provided)

13.45 The Museum Environment as the Content of Artistic Production

After the Delirious Museum

Calum Storrie (Architect and Designer)

The Museum as Medium

James Putnam (Independent Curator)

The Science Lesson

Martha Flemming (Artist, Curator, Researcher)

15.30 Audience Discussion

Chair, Helen Rees Leahy (Director of the Centre for Museology, University of Manchester)

16.00 Refreshments

16.30 Museum Employees as the Content of Artistic Production

Made Up Love Song

Bettina Von Zwehl (Artist)

Swedish taste the myth of the modern form – examined

Zandra Ahl (Artist)

The Artists Museum

Neil Cummings (Artist, UAL)

Audience Discussion

Chair, Glenn Adamson (V&A)

17.30 Close

Saturday 13 October

11.00 Registration and Coffee 11.25 Welcome and Introduction

11.30 Subjects and Narratives

Curating Institutions - Subjectivities on Demand

Beatrice Von Bismarck (Hochschule für Grafik und Buchkunst, Leipzig)

Network, Politics and the Circulation Department

Linda Sandino, (CCW UAL/ V&A)

12.25 Audience Discussion

Chair, Bergit Arends (Natural History Museum)

12.45 Lunch (not provided) 14.00 Hidden Subjects

Martin Hardie etching and collecting

Margaret Timmers (Independent Scholar)

Dual narratives at the Museum

Matilda Pye (V&A)

15.00 Refreshments

15.30 The Practices of Cultural Production

Teresa Gleadowe (Independent Curator)

Mike Stanley (Director Modern Art Oxford)

Sally Tallant (Artistic Director of Liverpool Biennial) Audience Discussion (Chair,

Teresa Gleadowe)

16.30 Reflections and Discussion

Linda Sandino / Matilda Pye

17.00 Close

All programmes vary occasionally subject to change without warning.

£25, £20(concessions), £10 Students (per day)

Special Concession £10 per day for Museum Employees

Book [online](#) or call 020 7942 2211

CBRC

Cairo based
Research
Consortium



Deutsches
Wissenschaftszentrum Kairo

Deutschland
Land der Ideen



Cairo based Research Consortium (CBRC
<<https://sites.google.com/site/cbrcsymposium2012/registration>>)

presents

Research Symposium 2012: Asking Questions in Revolutionary Times

11-13th October 2012, Cairo

DAAD, German Academic Exchange Service
11, Sharia Al-Saleh Ayoub, Zamalek, Cairo

Beginning on 25 January 2011, massive protests in Egypt against the regime lead to the fall of president Hosni Mubarak only a few weeks later. The manifold reasons, structural causes, impacts and circumstances of the events require intern diverse and inter-disciplinary responses in academic research. This symposium will consider revolution as both a discourse and its materialization that constantly affect and reproduce each other. Conducting research in Egypt, no matter in which discipline, means to be confronted with revolution as a conceptual anchor as well as a context in which research is taking place. The symposium addresses this ambivalent but interlinked perspective on the revolution in Egypt; on one hand, how discourses have changed (or not) due to the revolution and what discourses have been 'forgotten' in the focus on Tahrir Square. On the other hand, the symposium will address research processes and problems: How did the revolution change research questions, expectations and methodologies? What are the problems and processes of doing research in the midst of and around revolution? Through this exchange, the symposium will analyze the linkages and commonalities between the varied approaches, and by that means contribute to a more nuanced understanding of ongoing research in Contemporary Egypt.

The symposium will be over two days 11-13 October, consisting of 5 diverse panels of presentations by Egypt-based social science researchers. Attendees are asked to come prepared to participate actively in the discussions.

Registration for this event is now open. Spaces are limited, so please register as soon as possible. If you would like to attend please follow this link

<<https://cbrcsymposium2012.eventbrite.com/>> .

cbrc.info@gmail.com

Website <<https://sites.google.com/site/cbrcsymposium2012>> | Registration

<<https://cbrcsymposium2012.eventbrite.com/>> | Facebook

<<https://www.facebook.com/groups/cbrcsymposium/>>

Thirty-fourth and thirty-fifth
2013
Five-Day Training Intensives
in
Biographic-Narrative-Interpretive Method :
BNIM
Narrative Interview and Interpretation

5 days for 6 people:

2013 January 31st-Feb 1st, and then Monday-Wednesday February 4th to 6th
2013 June 13th -14th , and then Monday-Wednesday June 17th to 19th

at
24a Princes Avenue, London N10 3LR
Muswell Hill, North London, United Kingdom

The value of **open-narrative interviewing and insightful interpretation** is widely recognised, but rather than having to invent the wheel for themselves, many people welcome a **systematic textbook-backed, tutor-backed, immersion into principles and procedures** that have been shown over two decades and many countries to generate constantly high-quality work.

For over **twelve years** in the UK and in Ireland, as well as in Auckland (NZ), Ljubljana (Slovenia), New York (USA), Sydney (Australia), Grand Canaries (Spain), Coimbra (Portugal) we have been running BNIM intensive trainings designed for PhD students and for postdoctoral researchers (both individuals and also research teams) for use in various pure and applied fields. Comments include:

Elvin – A richness beyond what I could imagine.

Sasha - thank you, for a wonderful training course. I learnt so much - and it was a great experience for us all as a team, and in terms of all of our intellectual and skills development.

Mark – I could go away and practice now. I liked the balance of how and why. I really got my head round that and could explain it to someone else.

An excerpt from an email we received from one university may be suggestive:

“... a number of the trainees who graduated this year got top awards in their doctorate projects... BNIM and narrative projects were considered to be of a particularly high standard by both internal and external examiners, and were very well received. The course director was very impressed and has told me that the standard of the research of those undertaking these projects [using BNIM] has improved the standard of the whole cohort.”

Already completed PhDs, clinical doctorates, and a few MA theses by researchers using BNIM now number 59, and we know of at least another 30 PhDs, clinical doctorates and post-doctoral research projects in process. There may well be others. The trend is rising sharply. 23 were submitted in the *eight* years between 2001 and 2009: 30 more were submitted just in the *three* years between 2009 and 2011.

A very few of the topics covered: the culture of motor bikers; reintegration of returning Guatemalan refugees; identity in informal care; men coping with sexual abuse; psychoanalytic study of breast cancer; love and intimacy; motivation in occupational therapy; nurses' and health visitors' learning and their professional practices; relationship experiences in psychosis (such as those of, and with, hearing voices people) and hospitalisation; migration; female aboriginal head teachers in Australia; students on different types of degree and training programmes; fishing practices in Uganda, treatment decisions around and experiences of the elderly in hospitals; memories of wars, military occupations, and massacres; midwife

experiences; children in orphanages, intergenerational transmission; the cultures of innovative organisations;

Increasing numbers of post-doctoral funded collective research projects use BNIM (details in the **free *BNIM Short Guide and Detailed Manual***).

Anglophone universities involved include Auckland (NZ), Birkbeck College, Birmingham, Central Lancashire, Dublin (Ireland), de Montfort, East Anglia, East London, Essex, Exeter, National University of Ireland (Ireland), Idaho (USA), Indiana (USA), Kings College London, Leeds, Leicester, Manchester, Massey (NZ), Middlesex, Oxford, Oxford Brookes, Plymouth, Sussex, Queens University Belfast, Vilnius (Lithuania)

BNIM assumes that “narrative” expresses both conscious concerns and unconscious cultural, societal and individual presuppositions and processes. Integrally psycho-societal, it supports research into the lived experience and reflexivity of individuals and collectives, situated subjectivity, facilitating understanding both the ‘inner’ and the ‘outer’ worlds of ‘historically-evolving persons-in-historically-evolving situations’, and particularly the expectedly surprising *interactivity* of inner and outer world dynamics.

It especially serves researchers who want to think psycho-societally and who need a tool that supports understanding spanning sociological *and* psychological dynamics and structures, and these treated not statically but as situated, affected *and active* historically and biographically.

For some examples of BNIM case studies, some in areas with which you might well be concerned, see maybe the European Union 7-country SOSTRIS project *Biography and social exclusion in Europe: experiences and life-journeys* (2002: Bristol, Policy Press). **Other books, articles, reports etc. are listed in the Bibliography A** of the *BNIM Short Guide (and Detailed Manual)*, electronic copy free on request.

BNIM research provides an innovative base for policy review and for better policy, and for professional practice, and the upgrading of existing theory and case-description practices

When you do the course, you automatically become a **member of the <Biographic-narrative-BNIM> email list** where news, questions and discussion circulate. Innovative and advanced methodology can be lonely without a secure base and contact with like-minded people working in the same way as you.

The course, the textbook, the free and constantly updated *BNIM Short Guide and Detailed Manual* and the **email list** (currently around 350 strong) all offer you support in using part or all of the *BNIM tool-kit* in your own work and for liaising with others.

Summary of the 5-day BNIM-intensive

Designed for PhD students and professional researchers, the course provides a thorough 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.

With two tutors (Tom Wengraf and Mariya Stoilova), we ensure **close coaching and support** for the intensive work that is needed for you to fully acquire both the understanding of principles and also the practical capacity for proceeding with the systematic procedures involved in BNIM – usable both for BNIM but also for other types of narrative interviewing and interpretation.

You will be expected to have looked at chapters 6 and 12 of Tom’s textbook, *Qualitative research interviewing: biographic narrative and semi-structured method* (2001: Sage Publications). **Before the course starts**, you are expected to have studied some bits and scanned others of the most recent version of the *BNIM Short Guide and Detailed Manual* which will be sent to your email address.

Your previous preparing-by-reading means that most of your time can be spent on clarification and practical exercises during the **5 days, learning-by-doing-and-discussing**.

Programme (subject to revision) for 5-day intensives

Thursday and Friday - interviewing

We start with a short introduction to the Biographic-narrative-interpretive method, the history of its development, and to 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. You get to see the value of the 3 quite different subsessions. The bulk of the first two days is then almost entirely devoted to learning the craft of BNIM interviewing practice. This involves learning to ask narrative-pointed questions (both open and also focused) and not inadvertently interrupting or deflecting the interviewee.

Apparently simple, it rapidly becomes clear that such a craft requires repeated and carefully-(self)-monitored practice to be successfully achieved. Repeated interview practice exercises and discussion ensure such success is achieved before the end of the 2nd day.

Monday to Wednesday – interpreting , and theorising from cases

We outline the principles and you engage in the key practices of BNIM interpretive work . We explain the importance of the twin interpretive tracks of ‘living of the lived life’ and ‘telling of the 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. You see the value of bringing the separated tracks together in an integrated ‘case account’. Finally, on the basis of case-presentations, you practice systematic case-comparison and the generalising *and* particularising 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 within your individual research projects, and, given the existence of sceptical research and applied policy audiences, how to defend your choice to use such an in-depth biographical research method with a necessarily low-N sample.

After the course, post-course support

To help you avoid unnecessary errors when you start to practice BNIM yourself, we continue to *advise on your eventual design of an open-narrative question* (the SQUIN) for your pilot interviews, and then – if you wish – *we give feedback on your first transcript* and then on *its initial data-processing* for subsequent interpretation.

The tuition fees for the 5-day intensive training (including the important post-course ‘initial support’ mentioned above) are **earlybird £825 (or £925 afterwards) for the January 2013 – June 2013 courses**. [*Further Tutorial Feedback up to the level of the Case-Account* is now also available for those who have completed the training].

CONTACT

*For a free digital copy of the most recently updated version of the **BNIM Short Guide bound with the BNIM Detailed Manual, or all other inquiries about BNIM, please don't hesitate to contact me at tom@tomwengraf.com.***