



**Narrative, participatory methods, and social transformation:**

**A methodology colloquium  
at the Centre for Narrative Research, UEL**

**with NCRM International Visiting Scholars,**

**Jill Bradbury and Michelle Fine**

**Wednesday and Thursday, Wednesday November 9 and Thursday 10**

**University of East London, University Square Stratford,**

**1 Salway Road, London E15 1NF**

**<https://www.uel.ac.uk/about/finding-us>**

**10am-4pm**

Wednesday November 9: USS2.02

Thursday November 10: USS3.08

Narrative research is a dynamic and growing field in the social sciences. It frequently engages with issues of social justice and social change, particularly in the current context of global inequalities, conflict, mobility and precarity. How to address these issues in our methods, for instance through the involvement of research participants, and through relating research processes and analyses to social transformation, is a common and complex question.

This two-day colloquium seeks to develop narrative researchers' understanding of these issues and to work towards a new synthesis, through presentations and discussions with two significant practitioners of narrative and participatory methods, Professor Jill Bradbury and Professor Michelle Fine.

Participants will present short 15-minute papers from multidisciplinary perspectives on narrative methodologies, participation, and social transformation, and will develop a proposal for an edited special issue or other collection on this topic.

To attend, please email Lizzy Shrimpton, [e.shrimpton@uel.ac.uk](mailto:e.shrimpton@uel.ac.uk)

## NCRM International Visiting Scholars' Biographical Notes

**Jill Bradbury** is Associate Professor of Psychology at the University of the Witwatersrand where she is co-ordinator of postgraduate studies. She has worked extensively on action-research projects engaged with transformation in South African higher education and more recently, her narrative work focuses on questions of youth identities, (dis)continuities between traumatic histories and possible futures and the ways these interact in the present.

### Recent Publications

1. Haley, J. & **Bradbury, J.** (2015) Child-headed households under watchful adult eyes: Support or surveillance? *Childhood*, 22(3), pp. 394 – 408.
2. **Bradbury, J.** (2014) Coming Out Within, *PINS*, 46, pp. 5 – 8.
3. **Bradbury, J.** (2012) Narrative Possibilities of the Past for the Future. *Peace and Conflict: Journal of Peace Psychology*, pp. 341-350.
4. **Bradbury, J.** & Clark, J. (2012) Echoes of the past in imaginings of the future: The problems and possibilities of working with young people in contemporary South Africa, *Global studies of Childhood*, pp. 176 – 189.
5. **Bradbury, J.** & Kiguwa, P. (2012) Thinking Women's Worlds. *Feminist Africa*, pp.28 – 47.
6. Frankish, T. & **Bradbury, J.** (2012) Telling Stories for the Next Generation: Trauma and Nostalgia. *Peace and Conflict: Journal of Peace Psychology*, pp. 294-306.

**Michelle Fine** is a Distinguished Professor of Critical Psychology, Women's Studies, American Studies and Urban Education at the Graduate Center, CUNY. Fine is a university teacher, educational activist and researcher who works on social justice projects with youth, women and men in prison, educators and social movements on the ground. Fine taught at the University of Pennsylvania from 1981 – 1991, when she was co-director of the Philadelphia Schools Collaborative, a member of Women Organized Against Rape and the National Coalition for the Defense of Battered Women. She has authored many 'classics' – books and articles on high school push outs, adolescent sexuality – called the 'missing discourse of desire,' the impact of college in prison, the struggles and brilliance of the children of incarcerated adults, the wisdom of Muslim American youth

### Recent publications

- 1) Sandwick, T., **Fine, M.** Greene, A., Stoudt, B., Torre, M. and Patel, L. (2016) Critical PAR and Policy Documents: Delicious Dilemmas of Science. *The Urban Review*.
- 2) **Fine, M.** (2016) Accumulation and its Dis'(sed) Contents: The Politics of Evidence in the struggle for public education. In M. Spooner (ed) *Neoliberalism, Indigenization and Higher Education*. Regina: University of Regina Press.
- 3) Anderson, S. and **Fine, M.** (2016) Research and Gender. In K. Nadal (ed) *Encyclopedia of Gender and Psychology*. Sage Publications.
- 4) Sanchez, Carmen, S., Dominguez, M., Greene, A., Mendoza, E., **Fine, M.** and Neville, H. (2015) Revisiting the collective in critical consciousness. *The Urban Review*, 47, 3.
- 5) Torre, M., Stoudt, B., Manoff, E. and **Fine, M.** (2015) Building Fragile Solidarities: Critical PAR in Revolting Times . In N. Denzin (ed) *Handbook of Qualitative Inquiry*. Sage Publications
- 6) Fabricant, M. and **Fine, M.** (2013). *The Changing Politics of Education: Privatization and the Dispossessed Lives of Those Left Behind*. Paradigm Publishers.