

## Module Specifications: Narrative Research (core)

<b>Module Title:</b> Narrative Research	<b>Module Code:</b> ISM 301 <b>Level: M</b>  <b>Credit: 30</b>  <b>ECTS credit:</b>	<b>Module Leader:</b> Molly Andrews  <b>Additional Tutors:</b> Corinne Squire Maria Tamboukou
<b>Pre-requisite:</b>	<b>Excluded Combination:</b>	
<b>Main Aim(s) of the Module:</b> The main aim of this module is to introduce students to key approaches in Narrative Research.		
<b>Main Topics of Study:</b>  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 provide an overview of different approaches to the study of narrative in the social sciences. We then consider, more substantially, three key areas of narrative research: oral, personal narratives; written narratives (including autobiographies, diaries, 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 analyze accounts of other people's lives?		

## **Learning Outcomes for the Module**

At the end of this Module, students will:

### *Knowledge*

- 1 have in-depth knowledge and understanding of the narrative tradition
- 2 apply narrative and discourse analysis to individual life histories
- 3 identify major theoretical and methodological issues for understanding narrative

### *Thinking skills*

- 4 think more analytically about the storied nature of human identity
- 5 have a deeper appreciation of the relationship between individual lives and social structures
- 6 be able to recognize different cultural genres in the stories people use to frame the events of their lives

### *Subject-based practical skills*

- 7 be able to design and implement questions for in-depth interviews
- 8 be able to transcribe the spoken word to written text, with an appreciation of the complexity of this process
- 9 plan and implement small-scale life history research

### *Skills for life and work (general skills)*

- 10 develop active listening skills
- 11 enhance their capacity for perspective role taking
- 12 think about the way that cultural difference impacts upon the way people frame their life stories

## **Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:**

The teaching will be based on a combination of the following:

- Lectures
- Small group discussion groups
- Exercises to do outside of class (interviewing, transcribing, etc.)
- Required reading

- Suggested further reading
- Autobiographical writing
- A range of materials will be used (including videos, letters, diaries, photo albums)

<b>Assessment methods which enable student to demonstrate the learning outcomes for the Module:</b>	<b>Weighting:</b>
6000 word comparative essay	100%

<p><b>Indicative Reading for this Module:</b></p> <p>Andrews, M., S.D. Sclater, C. Squire, and A. Treacher, eds. (2000) <i>Lines of narrative: Psychosocial perspectives</i> London: Routledge.</p> <p>Andrews, M. (2007) <i>Shaping History: Narratives of Political Change</i> Cambridge: Cambridge University Press.</p> <p>Andrews, M., C. Squire, and M. Tamboukou (2007) <i>Doing Narrative Research</i> London: Sage.</p> <p>Bell, S. (2009) <i>DES Daughters: Embodied Knowledge and the Transformation of Women's Health Politics</i> Philadelphia: Temple University Press.</p> <p>Brockmeier, J. and D. Carbaugh, eds. (2001) <i>Narrative and Identity: Studies in Autobiography, Self and Culture</i> Amsterdam: John Benjamins.</p> <p>Bruner, J. --, (1992) <i>Acts of meaning</i> Cambridge, MA: Harvard University Press</p> <p>Clandinin, J.D ed. (2007) <i>Handbook of Narrative Inquiry: Mapping a Methodology</i>. Thousand Oaks, Calif.: Sage Publications.</p> <p>Freeman, M. (2010) <i>Hindsight: The Promise and Peril of Looking Backward</i> Oxford: Oxford University Press (</p> <p>Gubrium, J. and J. Holstein (2008) <i>Analyzing Narrative Reality</i> London: Sage.</p> <p>Harrison, B., ed. (2009) <i>Life Story Research, (5 Volumes)</i>. London: Sage.</p> <p>Hyden, L.C. and J. Brockmeier, eds. (2009) <i>Health, Illness and Culture: Broken Narratives</i> London: Routledge.</p> <p>Hyvarinen, M., L.C. Hyden, L.C., J. Saarenheimo, and M. Tamboukou, eds. (2010) <i>Beyond Narrative Coherence</i> Amsterdam: John Benjamins.</p> <p>Labov, W. and Fanshel, D. (1977) <i>Therapeutic Discourse</i>. New York: Academic Press.</p> <p>Patterson, W. (2002) <i>Strategic Narrative</i>. Lanham, MD and Oxford: Lexington Books.</p> <p>Ricoeur, P. (1984) <i>Time and narrative</i> Chicago: University of Chicago Press.</p> <p>Riessman, C. (2008). <i>Narrative Methods for the Human Sciences</i>. Thousand Oaks CA: Sage.</p> <p>Smith, S. and Watson J. (2001) <i>Reading Autobiography: A Guide for Interpreting Life Narratives</i>, Minneapolis: University of Minnesota Press.</p> <p>Squire, C. (2007) <i>HIV in South Africa</i> London: Routledge.</p> <p>Tamboukou, M. (2010) <i>In the Fold Between Power and Desire; Women Artists' Narratives</i>. Newcastle-upon-Tyne: Cambridge Scholars Publishing.</p> <p>Tamboukou, M. (2010) <i>Nomadic Narratives, Visual Forces: Gwen John's letters and paintings</i>. New York: Peter Lang.</p>
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Taylor, S. (2009) *Narratives of Identity and Place* London: Routledge.

<b>Indicative Teaching and Learning Time (10 hrs per credit):</b>	<b>Activity</b>
Student/Tutor Contact Time:  36 hours	Activity: (e.g. lectures/seminars/tutorials/workshops/studio work etc)  Lectures – 2 hours per week; seminars – one hour per week Additional tutorials by arrangement
Student Learning Time:  270 hours	Activity: (e.g. seminar reading and preparation/assignment preparation/background reading/ group work/portfolio/diary etc )  Weekly required readings; further readings; exercises (interviewing, transcribing, writing stories about themselves); essay writing