

**Module Specifications: Explorations in Narrative Research  
Continuing Professional Development Short Course**

<p><b>Module Title:</b>  Explorations in Narrative Research</p>	<p><b>Module Code:</b> ISM <b>Level: M</b>  <b>Credit: 10</b>  <b>ECTS credit:</b></p>	<p><b>Module Leader:</b>  Dr. Emily Heavey  <b>Additional Tutors:</b> Prof Corinne Squire</p>
<p><b>Pre-requisite:</b> Degree or equivalent. Interest in narrative research.</p>		<p><b>Excluded Combination:</b></p>
<p><b>Main Aim(s) of the Module:</b> The main aim of this module is to introduce students to aspects of narrative research that may be useful to their research and practice, and to allow them to evaluate critically how to synthesise those aspects.</p>		
<p><b>Main Topics of Study:</b></p> <p>In this graduate-level module, we will provide students with the chance to explore a variety of narrative methods and themes, put together in consultation with their tutor over the course of the semester.</p> <p>The module works at a variety of levels, depending on previous experience and events attended. However, it may be most suitable as a middle-level graduate training level, involving engaging with, situating, and practicing narrative research (ie beyond the first experience, ‘taster’ level, and prior to the advanced level of participating in wider narrative-methodological networks</p> <p>Topics may include:</p> <p>The nature of narrative, and narrative research The place of narrative in identity and subjectivity Narrative’s significance for social change Commonalities and differences across narrative media Narrative and the social positions of gender, sexualities, ‘race’, age, ethnicity, nationality, religion, dis/ability.</p>		

## **Learning Outcomes for the Module**

At the end of this Module, students will:

### *Knowledge*

- 1 knowledge and understanding of the narrative tradition
- 2 identify major theoretical and methodological issues for understanding narrative

### *Thinking skills*

- 3 think analytically about the storied nature of human identity
- 4 have appreciation of the relationship between individual lives and social structures

### *Subject-based practical skills*

- 5 be able to evaluate narrative approaches critically
6. Be able to compare narrative approaches

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

7. critical verbal engagement with academic argument
- 8 written academic description and evaluation of varying perspectives
- 9 appreciation of 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:

- Seminars
- Workshops
- Conference presentation
- Online and in-person tutorial discussion
- Online and in-person group discussion
- Reading
- Research journal writing and revision

<b>Assessment methods which enable student to demonstrate the learning outcomes for the Module:</b>	<b>Weighting:</b>
2500 word research journal	100%

**Indicative Reading for this Module:**

Andrews, M. (2007) *Shaping History: Narratives of Political Change* Cambridge: Cambridge University Press

Andrews, M., S.D. C. Squire, and M.Tamboukou, eds. (2008) *Doing Narrative Research* London Sage

Andrews, M., C. Squire, and M. Tamboukou (2007) *Doing Narrative Research* London: Sage.

Bell, S. (2009) *DES Daughters: Embodied Knowledge and the Transformation of Women's Health Politics* Philadelphia: Temple University Press.

Brockmeier, J. and D. Carbaugh, eds. (2001) *Narrative and Identity: Studies in Autobiography, Self and Culture* Amsterdam: John Benjamins.

Bruner, J. (1992) *Acts of meaning* Cambridge, MA: Harvard University Press

Clandinin, J.D ed. (2007) *Handbook of Narrative Inquiry: Mapping a Methodology*. Thousand Oaks, Calif.: Sage Publications.

Freeman, M. (2010) *Hindsight: The Promise and Peril of Looking Backward* Oxford: Oxford University Press (

Gubrium, J. and J. Holstein (2008) *Analyzing Narrative Reality* London: Sage.

Hyden, L.C. and J. Brockmeier, eds. (2009) *Health, Illness and Culture: Broken Narratives* London: Routledge.

Hyvarinen, M., L.C. Hyden, L.C., J. Saarenheimo, and M. Tamboukou, eds. (2010) *Beyond Narrative Coherence* Amsterdam: John Benjamins.

Patterson, W. (2002) *Strategic Narrative*. Lanham, MD and Oxford: Lexington Books.

Riessman, C. (2008). *Narrative Methods for the Human Sciences*. Thousand Oaks CA: Sage.

Smith, S. and Watson J. (2001) *Reading Autobiography: A Guide for Interpreting Life Narratives*, Minneapolis: University of Minnesota Press.

Squire, C. (2007) *HIV in South Africa* London: Routledge.

Tamboukou, M. (2010) *In the Fold Between Power and Desire; Women Artists' Narratives*. Newcastle-upon-Tyne: Cambridge Scholars Publishing.

Tamboukou, M. (2010) *Nomadic Narratives, Visual Forces: Gwen John's letters and paintings*. New York: Peter Lang.

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:  12 hours + tutorial time as appropriate (3	Activity: (e.g. lectures/seminars/tutorials/workshops/studio work etc)  Lectures, seminars, workshops – 12 hours over the semester Additional tutorials and group discussions by arrangement

tutor hours per week)	
Student Learning Time: 88 hours	Activity: (e.g. seminar reading and preparation/assignment preparation/ background reading/ group work/portfolio/diary etc )  Readings; journal writing and revision