

Thursday, May 20

8:30am-8:00pm

Grand Hall

Check-In

The Registration Office in the Grand Hall will be open throughout the Conference.

8:30am

Grand Ballroom Foyer

Coffee

9:00am-12:00pm

Pre-Conference Workshops

If you have registered for a Pre-Conference Workshop, you will find a ticket in your Registration Package.

Session 1 9:00am-12:00pm

Victoria

Pre-Conference Workshop 1

***Hidden Stories, Toxic Stories, Healing Stories:
The Role of Shame in Narrative Research and Practice***

Stephan Marks, PhD

Director, History and Memory Project

University of Education, Freiburg, Germany

Narrative research and practice is more than simply listening to (more or less) “nice stories.” Between the lines of what people tell us are often hidden stories that need to be noticed and retrieved. As well, there can be stories that are toxic to be exposed to--stories that need to be wrestled with, brought to consciousness, and articulated. As this happens, such stories may then have healing qualities. In this workshop, German social scientist Dr. Stephan Marks will explore with us these three possible qualities that narratives can have. In doing so, he will draw on the interdisciplinary research project “Geschichte und Erinnerung” [History and Memory] (www.geschichte-erinnerung.de) in which he and his colleagues conducted narrative interviews with (now elderly) followers, bystanders, and perpetrators of Hitler’s Nazism. In discussing with us the implications of such research for other narrative projects and processes (e.g., in counselling, social work, therapy, and education), he will outline one of his team’s key findings: the effects of shame on the shape of the narratives that were collected, and its relevance both for National Socialism and for present-day German society.

Dr. Stephan Marks is a scholar of political science, psychology, and modern history. He is Director of the research project *History and Memory* [Geschichte und Erinnerung], Chair of Remembrance and Learning [Erinnerung und Lernen], and Speaker of the Freiburg Institute of Human Rights Education. He teaches seminars on shame, humiliation, and dignity for teachers and the helping professions. He is the author and/or editor of eleven books and numerous essays, most recently *Warum folgten sie Hitler? Die Psychologie des Nationalsozialismus* [On the Psychology of National Socialism] and *Scham – die tabuisierte Emotion* [On Shame], both published by Patmos Verlag in 2007.

Session 2 9:00am-12:00pm

Grand Ballroom D

Pre-Conference Workshop 2

Approaches to Narrative Analysis of Qualitative Data

Brett Smith, PhD

Lecturer, School of Sport, Exercise, and Health Sciences
Loughborough University, UK

Cassandra Phoenix, PhD

Lecturer, School of Sport and Health Sciences
University of Exeter, UK

This workshop seeks to develop an awareness and understanding of narrative analysis within qualitative research. We offer a brief theoretical introduction of narrative inquiry, before outlining multiple forms of analysis that can be used to illuminate the complexities of human lives. Throughout, narrative analysis will be conceptualised as a loose collection of practices of understanding, rather than as a prescribed method that produces a report. Participants will have the opportunity to make sense of qualitative data by engaging in a range of narrative analyses that focus on the “what,” “how,” “where,” and “when” of storytelling. The potential strengths and weaknesses of each analysis will be discussed, along with the value that using a variety of analyses can offer.

Dr. Brett Smith is a narrative researcher at Loughborough University, UK. He has published extensively on narrative across a range of disciplines in international peer-reviewed journals, including *Social Science & Medicine*, *Narrative Inquiry*, and *Sociology of Health & Illness*. Brett is founding Co-Editor of the journal *Qualitative Research in Sport & Exercise*.

Dr. Cassandra Phoenix is a Lecturer in Qualitative Research at the University of Exeter, UK. Her research on aging and embodiment is informed by narrative theory. She is on the editorial board of *Journal of Aging Studies*, and has published widely on the storied nature of human lives in journals such as *Qualitative Research*, *Time & Society*, and *Qualitative Research in Psychology*.

Thursday, May 20

10:00-10:30am

Grand Ballroom Foyer

Refreshment Break

12:00-1:00pm

Lunch (on your own)

1:00-3:00pm

Session 3

Grand Ballroom

Plenary

Welcome

William Randall, Director, CIRN, St. Thomas University

Barry Craig, Vice-President (Academic), St. Thomas University

Keynote Speech

“Bet you think this song is about you”: Whose Narrative Is It in Narrative Research?

Ruthellen Josselson

Fielding Graduate University

Santa Barbara, CA, USA

Who “owns” the narrative in narrative research? Whose experience is being represented and for what purpose? This talk will explore the murky area between re-presentation and representation and the implications of the murkiness for both the participant and the researcher. Narratives are frozen moments of lives in process and it is to processes that our research is addressed. What are the implications for the participant as we move from the static to the dynamic and interpretive? In what ways is narrative research “about” the participant? And what do we do when our participants may not find themselves mirrored in our work? These are the questions that this talk will address.

Ruthellen Josselson, Ph.D., ABPP, is a Professor of Clinical Psychology at The Fielding Graduate University and was formerly a Professor at The Hebrew University of Jerusalem and a Visiting Professor at Harvard University. She is the author of *Playing Pygmalion: How People Create One Another*, *Revising Herself: The Story of Women's Identity from College to Midlife* and *The Space Between Us: Exploring the Dimensions of Human Relationships*. She has co-edited eleven volumes of the Annual, *The Narrative Study of Lives* and is a founder of the Society for Qualitative Inquiry. She received both the Henry A. Murray Award and the Theodore R. Sarbin Award from the American Psychological Association and a Fulbright Fellowship.

Thursday, May 20

3:00-3:30pm

Grand Ballroom Foyer

Refreshment Break

3:30-5:00pm

Papers and Panels

Session 4 3:30-5:00pm

Victoria

Papers

Pedagogy/Teaching

4.1. *Text Me if You Can (TMIYC): When Narrative Teaching Methods No Longer Work*

Furlong, Dolores

Faculty of Nursing

University of New Brunswick

Fredericton, NB, Canada

In an era when university nursing students communicate largely via technological means, using abbreviated terms such as text messaging acronyms to convey their thoughts, I ask “Can narrative teaching methods still be relevant?” For the past 15 years, I have used narrative inquiry in my university courses and have had excellent responses from students about how this way of knowing strengthens their practice. Based on my recent observations on the use of acronyms, point form cues and brief communication processes that seem to significantly constrain the written and social skills of some students, I find myself in a dilemma. As a nurse educator, I wonder what implications these changes have on the nurse-patient interactions and clinical problem-solving skills. In this paper I ask, “Is narrative, a method that requires time to reflect on the meaning of experiences, relevant in teaching the Net Generation? In response I examine the literature relevant to the effects of text messaging techniques on students’ learning and share my observations on what appears to be a decline in the relevance of narrative. My intent in this presentation is to invite a discussion on how educators can use narrative methods while working with the challenges that this new population of students presents.

Dolores Furlong, PhD, RN, Professor, Faculty of Nursing, University of New Brunswick, was formerly Assistant Dean of UNB’s Renaissance Leadership College. Along with Drs. Rosemary Clews and William Randall, St. Thomas University, she is completing research and publications on rural helping. She has held teaching and administrative positions in nursing programs in Canada. She has developed over 20 curricula for health services programs at hospital, community college and university levels of education. Dolores uses narrative and autobiographical methods of inquiry in her courses. She has worked with Dr. Kate Weaver on student projects in nursing that affect women’s health.

4.2. *Spotlight on the Body and Its Knowledge: Exploring Stories from the Practicum Using Forum Theatre Strategies*

Hewson, Anne
Department of Education
St. Thomas University
Fredericton, NB, Canada

With Andow, Mary Jo; Coulson, Victoria; Couper, Jessica; Eddy, Brianne; Elderkin, Laura; MacTavish, Charles; McEachern, Ruth; Murphy, Anna; Scott, Stacey; & Taylor, Danielle

For several years Anne Hewson has been using Forum Theatre strategies (Boal 1979) in her teacher education classes to help teacher candidates experientially explore how they might respond to problematic classroom situations. Participants gather stories from peers, and then cast a select few into short scenarios to be presented to the class. After an initial viewing, audience members may freeze the action at any time to request that the actors try something else. Players and audience members engage in a type of informal narrative inquiry, asking questions and modifying aspects of interaction, time and situation to see how these changes might affect the outcome to the story. The dichotomous awareness experienced by the actors playing roles allows participants to become more aware of body language and emotion -- information which affects everyday decision-making but which is usually processed below the threshold of consciousness (Damasio, 1994, 2005). Members of this year's BEd cohort will give a short presentation of stories based on their practicum experiences, demonstrating some of the strategies that can be used in this type of work.

Anne Hewson is an Associate Professor at St. Thomas University where she teaches in the Education Department. Her background includes Drama and Music Education. She is interested in arts-based inquiry, narrative research and critical pedagogy.

4.3. Aesthetic Education and the Narrative Landscape

Samson, Florence
Independent Scholar
Consultant (Education and the Arts)
Mount Pearl, NL, Canada

Two decades ago, shortly after I began narrative studies, I read that the “possibilities for reflective awakenings and transformation are limited when one is alone” (Connelly & Clandinin). In time I learned from experience that it is in the sharing of our stories that we come to envision new possibilities and dare to imagine our worlds as if they could be otherwise (Greene). In this paper I consider the question of where the narrative turn took me, a teacher educator and narrative researcher, as my graduate and undergraduate students and I experienced inquiry-driven engagement with works of art. I show how engagement with specific works provided opportunity for us to “actively explor[e] the storied complexity of human experience” (CIRN), our own and others’. While listening to one another’s questions and interpretations of the works of art, we moved beyond our own stories and perspectives to honour multiple perspectives of the world. In the process of inquiry-driven engagement we learned to question the taken-for-granted, think critically about the context in which we live, imagine the world as if it could be otherwise, and subsequently work towards teaching for equality and social justice.

Florence Samson, PhD, Independent Scholar and Consultant, was formerly Teacher Educator, Queens College, CUNY, New York and at OISE/UT, Toronto, elementary teacher, and administrator. Three years after completion of her dissertation (a narrative inquiry into the personal professional lives of women educators), she began her study of and inquiry into Greene’s (1988) aesthetic education - inquiry-driven engagement with works of art. Her authored and co-authored publications include articles and chapters on narrative inquiry, aesthetic education, teacher education, and the privatization of America’s schools. She has presented papers and workshops nationally and internationally.

Session 5 3:30-5:00pm

Hampstead

Papers

Bodies/Embodiment

5.1. Narrative, Image, and Physical Culture: Stories of Intersection and Place

Craig, Thomas D.

Applied Disability Studies
Brock University
St. Catharines, ON, Canada

Connolly, Maureen

Physical Education and
Kinesiology
Brock University
St. Catharines, ON, Canada

Rouhainen, Leena

Dance and Physical Education
Norwegian School of Sport
Sciences
Oslo, Norway

We are three scholars from different disciplinary homes who share a deep interest and commitment to phenomenology as an orientation, a theory and research methodology, and the unique role of narrative within its practice. In this presentation, we will describe our developing process of collaborative reciprocity as we engage in a narrative exploration of several photographs which focus on the thematics of body motility, attentive wonder, and stillness in the environment where we met. As the title suggests, we are proposing a different "reading" at the intersections of phenomenology and narrative as an ongoing tension in the research and writing process. We offer our combined and idiosyncratic analyses in a braided narrative that will, over the course of its unfolding, disclose our geographical and disciplinary locations and the circumstances of our working together in this ongoing project.

**5.2. Understanding Experiences and Expectations of Ageing Through Old and Young Bodies:
A Narrative Study**

Phoenix, Cassandra
School of Sport and Health Sciences
University of Exeter
Exeter, UK

Previous research (Phoenix & Sparkes, 2006a, b, 2007a, b, 2008) has illustrated how older adults are significant in providing narrative maps (Pollner & Stein, 1996) that describe and advise young people about the people, practices, possibilities and problems they are likely to encounter as they age. Narrative maps of ageing can contribute to socialisation and social reproduction by confirming cultural stereotypes associated with the embodiment of ageing or, alternatively, acting to challenge and problematise these stereotypes. In this presentation I first discuss life history data gathered from a group of mature, natural bodybuilders (ages 50-73 years). I propose that these individuals can offer an alternative storyline to the meta-narrative of decline narrative commonly circulating within Western society regarding the ageing body. However, the transmission of 'alternative' storylines about the ageing process is neither simple, nor straight forwards. In the second part of the presentation I demonstrate this by outlining some common responses from young people (mean age = 20 years) with whom the bodybuilders stories were shared. The potential of certain narrative maps to challenge the prevailing negativity about old age, which is commonly storied into and by young bodies is considered. This project that was funded by The Nuffield Foundation, UK.

Cassandra Phoenix: With a particular focus on narrative research and life history, along with a growing interest in visual methodologies, Cassandra's research interests revolve around issues associated with the ageing body and physical culture. For example, this includes the impact of ageing on body-self relationships, health and well-being across the life course, the management of positive ageing identities, and the significance of intergenerational relationships. She has published in a range of peer reviewed journals including *Journal of Aging Studies*, *Ageing & Society*, *Time & Society*, and *Qualitative Research*. Cassandra is currently leading a project funded by The Nuffield Foundation, entitled "Understanding Experiences and Expectations of Ageing through Old and Young Bodies: A Narrative Study."

5.3. *Lost Alongside My Daughter Living with Anorexia Nervosa: A Mother's Story*

Weaver, Kathryn
Furlong, Dolores
Martin-McDonald, Kristine
Spiers, Judith

Faculty of Nursing
University of New Brunswick
Fredericton, NB, Canada

When a child is diagnosed with an eating disorder, the parents often feel unprepared and inadequate to help with recovery, particularly if the symptoms have persisted amid sustained treatment efforts. The parents may be consumed with anxiety and have unanswered questions and much left to learn. Unfortunately, rather than feeling connected with and helped by those providing professional care, parents may feel isolated, uncertain, powerless, frustrated, and guilty that they did or failed to do something that resulted in the development of the eating disorder. In this presentation, we represent the story of a mother caring for her adolescent daughter hospitalized with anorexia nervosa. Using narrative principles, we interpret this mother's account of her experiences and efforts to support her daughter's recovery. We describe the situation, the characteristics of the data, and our rationale in using a narrative approach for making and analyzing data. We present our findings as individual narrative threads - seeking a clearing, drawing strength, taking stock, fending off the beast, ethic of repair, and homecoming – all within a larger core story of the mother feeling lost alongside her daughter. The findings portray the mother as learning to effectively care for her daughter living with anorexia nervosa and the significance of providing this kind of care. Moreover, these findings illustrate the benefits and rigor of narrative methodology in research and practice with vulnerable persons in care.

Kate Weaver, PhD, RN, counsels women and adolescents suffering from eating disorders. She is principal investigator of the documentary film *Through True Eyes: Recovery from Eating Disorders* produced by Atlantic Mediaworks, Fredericton, NB (2007/2009) and author of the book *Women's Recovering from Anorexia Nervosa: A Journey of Self Development from Perilous Self Soothing to Informed Self Care*, 2010. A Harrison-McCain Young Scholar (2008, 2010), she is currently researching university women's experiences with eating issues.

Dolores Furlong, PhD, RN, Professor, Faculty of Nursing, University of New Brunswick, was formerly Assistant Dean of UNB's Renaissance Leadership College. Along with Drs. Rosemary Clews and William Randall, St. Thomas University, she is completing research and publications on rural helping. She has held teaching and administrative positions in nursing programs in Canada. She has developed over 20 curricula for health services programs at hospital, community college and university levels of education. Dolores uses narrative and autobiographical methods of inquiry in her courses. She has worked with Dr. Kate Weaver on student projects in nursing that affect women's health.

Session 6 3:30-5:00pm

Aberdeen

Papers

Methodology

6.1. Landscape Paintings: Social Portraiture as Methodology

Forsythe Moore, Anne

Faculty of Education

York University

Toronto, ON, Canada

Social Portraiture as a methodology for inquiry provides a model to depict human lives through story structure and storytelling. Social portraits are formed by embedding in the research text: scene description, plot, character, development, dialogue, innuendo, climax, and dénouement. Participants include three women of the 21st century, two women of the 20th century, and one woman of the 19th century, the latter enabled through primary source materials. To provide glimpses into the social and historical landscapes of the participants, social research texts are developed that record the nuanced particulars of human experience. For the portraitist a keen eye to what, where, when, why, and how the participant stories are told, retold, relived and re-presented enables the task of reconstructing and reframing the portraits. Participants share their stories in the various contexts to view their enacted worlds through multiple shades, textures, patterns, lenses, and socio-economic cultural spaces as well as along a continuum of their past, present, and envisioned futures. While the role of researcher is that of silent observer, the audience lives the scene vicariously through the storyline which intentionally provides voice and meaning to the research text.

Anne Forsythe Moore defended her doctoral dissertation in the fall of 2006 at the Ontario Institute for Studies in Education of the University of Toronto. She continues to draw from her research to revisit and reconstruct snippets of the stories. Her intellectual curiosity had been aroused by the materials found in “The Box” that had been collected and saved over 170 years by her New Brunswick and Nova Scotia grandmothers and then by her mother. Its content called her to search, to define her research question, and to study how her maritime past had informed her education as a girl-child and a grown woman.²

6.2. *Telling It Like It Is: Contextualizing the Epistemological and Methodological Traditions Which Inform My Collaborative Storytelling Methodology*

Mahoney, Dan
School of Nutrition
Ryerson University
Toronto, ON, Canada

My reflexive storytelling practices continue to evolve and change as I pursue my research interests on intimacy construction and storytelling in the 21st century. Using my collaborative storytelling methodology, I have documented the ordinary occurrences, practices, and emotive experiences gay men face in their interpersonal relationships. These narratives are about what it's like to maintain ongoing, interpersonal relationships with the people we love - in all of its guises, complexities and contradictions - and the identities and sense of belonging that get constructed as a result of staying connected to these individuals. In this sense, the "slowness" of my everyday gay tales is a "counter strategy" to the larger and more popular romantic versions of intimacy and belonging. They are "small" representations of life described slowly, carefully and with some clarity. This conference paper presents an opportunity to take stock of the epistemological, theoretical and analytical traditions which inform my narrative representations of everyday life. As such I will attempt to locate and contextualize my self-reflexive fieldwork practices within interpretive, post-modern and pragmatic traditions. This exercise will bring to the forefront the underlying assumptions, expectations and personal belief systems associated with these stylistic ethnographies. Discussing these analytical frameworks and methodological practices will also shed more light on my own reflexive 'doings' in the field; and should provide a means of better understanding how my self-reflexive stories were best accomplished.

Dan Mahoney, PhD. is an Associate Professor at Ryerson University, Toronto, Canada and is also a family sociologist with an interest in the social, cultural and interpersonal context of families with lesbian, gay, bisexual and transgendered (LGBT) members. Dan teaches and conducts research in the areas of health, research methods, sexuality, and family studies. His methodological interests in family-based research include interpretive ethnography; self-reflexive storytelling; and thematic narrative analysis.

6.3. Harmonic Resonance in Narratives: When the Rock-Strewn Road Leads Back to You

Reilly, Rosemary C.
Department of Applied Human Sciences
Concordia University
Montreal, QC, Canada

Narrative approaches are being used to collect those difficult stories we are loath to hear: stories of war, genocide, abuse, addiction, and trauma. But what happens when those stories resonate with the historical and personal narratives of the researcher? Do I hear those narratives more clearly and crisply? Do I mute them to silence my own discomfort and pain? Or do I engage in both to certain degrees? This paper explores how I as a trauma researcher am located within the narrative gathering and analysis when there is a chord struck between my personal narrative and the narrative of the participant. By drawing upon my reflexive accounts from three different projects, I will explore how this resonance is layered into the data analysis, how my identity and narrative creates both a connection that creates clarity in perception and comprehension, as well as a blind spot inhibiting understanding. I will include some musings on how I need to make conscious efforts to “step back” and tease out the separate notes of the harmonic chord of Self and Other by cultivating diverse reflective alliances with others. As well, I propose how interpretive and empathetic validity can blend notes into profound symphonic chords.

Rosemary C. Reilly has a PhD from McGill University in Educational Psychology, and has been associated with Concordia University since 1991, becoming an Associate Professor in 2009. She teaches courses about family life education, qualitative research methods, learning and change, and group process and intervention. Her research interests focus on using learning as a lever for change at an individual, organizational, or community level. Specifically she investigates the impact of violence on learning, the impact of trauma on community, social creativity and shared expertise, the dynamics of qualitative research methods, and the impact of collaboration on human endeavors.

Session 7 3:30-5:00pm

Grand Ballroom A

Panel

Listening to Quieted Stories: The Possibilities of Narrative Research in Education

This panel explores the possibilities of narrative research in education. Four papers describe research situated in educational contexts and examine the identities and understandings of students and teachers. Investigations deeply focused on participant narratives create opportunities to capture variation and departure from the master narratives of educational institutions. The panel will focus on the ways that the relational space of the research interview allows for a co-construction of narratives often marginalized within these participants' educational contexts. Panelists explore these marginalized discourses and the ways they contribute to participants' dynamic identities (Holland, et al, 1998).

7.1. Narrating "A Harrowing Experience": Disappointment and Desire in One College Woman's Account of a "Hook Up"

Blair, Elizabeth

Graduate School of Education

Harvard University

Cambridge, MA, USA

This paper will look at the way that one first-year college student, Aditi, narrates her first experience of a "hook up" at a college party in our interview. Aditi positions the hook up as passively *happening to her*, yet she simultaneously undermines the logic of her own narrative of being "used" by disclosing her own desire and agency. I will suggest that the limits of the available cultural narratives for capturing the fullness of her experience, the ideological dilemmas she is negotiating among her school and home cultures, and our work together co-producing the narrative space, come together to construct these complex accounts within her narrative. The interview becomes a "cathartic" space for her to share the contradictions in her understanding.

Elizabeth E. Blair, MEd, is a doctoral student at the Harvard Graduate School of Education. Her research focuses on achievement, identity, and gender in higher education. She co-edited the volume *Education and War* (2009, Harvard Education Press), which explores the influence of education in both war- and peace-making. She also serves as the Senior Resident Tutor for Adams House, Harvard College.

7.2. “Making Washington High Like You”: A Case Study of an Immigrant Youth’s Identity Construction

McKamey, Corinne
Wellesley Centers for Women
Wellesley College
Wellesley, MA, USA

Like, some people they don't like Washington High School. It's better, you make it like you. Washington High School, it's not gonna make you like it. You make it like you. --Nabin

This presentation examines the ways Nabin, an immigrant high school student at an urban, northeastern public high school, performed different identities to “make it [Washington High] like you.” In interviews and side conversations with the researcher, Nabin describes his performances as paradoxical – as much as Nabin performs to make the students and staff of Washington High like (fondly know) him, Nabin also performs to make Washington High like (resemble) him. I will trace this “make it like you” paradox across several different narratives, explanations, and observations drawn from a larger two year ethnographic study of caring in the school. Nabin’s case illustrates a blurring of the different processes (integration, separation, assimilation, marginalization) predicted by Berry’s (1990) model of acculturation.

Corinne McKamey, EdD, is a postdoctoral fellow at the Wellesley Centers for Women at Wellesley College. She is particularly interested in understanding how school contexts shape and are shaped by students’ identity processes, including students’ academic, ethnic, and gender identities. McKamey is currently working on several research projects in science and health education that have narrative and visual analysis components. Her dissertation, completed at the Harvard Graduate School of Education, was a two year ethnographic study of caring in an urban public high school.

7.3. Coming to Voice: Professional Identities of Music Educators

Rhoda Bernard
Music Education Department
The Boston Conservatory
Boston, MA, USA

This paper examines the meanings that Brad, an elementary general music teacher and cellist, makes of his professional identity and highlights the limitations of the available cultural narratives to capture the complexity of the professional identities of music educators. Brad underscores the ways that he has come to voice through his intertwined professional endeavors as a musician and a music educator. He refers to the cello as a voice that he can make say anything he desires, and he speaks about his teaching in terms of helping his students find, explore, and commit to their musical voices. The multiple voices that emerge in Brad's narratives and classroom practice stand in stark contrast to the ways that music educators are conceptualized in American society. The dominant discourse about professional opportunities in music portrays the performing musician as the most highly esteemed career and assigns far lesser value to the career of the public school music educator. Furthermore, it is widely assumed that music educators are not musicians, or that they are failed musicians who had to "settle" for the "fallback position" of teaching music in public schools.

Rhoda Bernard, EdD, is the Chair of the Music Education Program at The Boston Conservatory, where she leads a Master's Degree program that trains people to be K-12 music teachers. She received her Ed.D. from Harvard Graduate School of Education, where she served on the Editorial Board of the Harvard Educational Review and co-chaired the Student Research Conference and International Forum. Rhoda's research interests include teacher professional identity, teacher reflective practice, and narrative research methods. She has presented her research in conferences in the U.S. and abroad and has published articles in peer reviewed journals, as well as book chapters.

Session 8 3:30-5:00pm

Grand Ballroom B

Panel

Providing Visions of a Different Life: Self-Study Narrative Inquiry as an Instrument for Seeing Ourselves in Previously Unimagined Places

This panel consists of four individuals who completed graduate work using self-study narrative inquiry as their methodology of choice. The focus of the session is on sharing stories of experience that drew individuals to self-study research, and how choosing this path has shifted real and imagined life stories across time over the years since formal studies were completed. Stories shared detail the ongoing power of personal inquiry as a way of living and teaching.

**8.1. Narrative Inquiry as a Vehicle for Self-Study Research:
*Merging Past, Present, and Future Selves***

Shields, Carmen

Faculty of Education

Nipissing University

Nipissing, ON, Canada

As a former special educator, trained to change others, I had a moment of awakening when my doctoral supervisor, a narrative inquiry researcher, told me in conversation that the only person I could change was myself. Another professor wrote back on a narrative piece: "selfless has two meanings: selfless/self-less." These life-altering insights were provided to me sixteen years ago and gradually, they helped to change my epistemology. Taking my turn, over the years since then, I have been able to share my journey in self-study narrative inquiry with graduate students in my classroom and in thesis work. Like me, for some of them, narrative self-study has become a vehicle for them to live their lives in ways that could not have been imagined.

Dr. Carmen Shields is currently Associate Professor and Chair of the Graduate Program in the Faculty of Education at Nipissing University. Her teaching is in the areas of curriculum studies, qualitative research and narrative inquiry. Her research interests include topics in gender and feminist studies and personal story and links to curriculum development. Most recently, Dr. Shields co-authored a qualitative study for Curriculum Services Canada focusing on creating and maintaining a climate of success and relevance for high school students in difficulty in Ontario school boards and also completed a SSHRC Grant focused on issues of marginalization and belonging in faculties of education in Canada.

8.2. Weaving the Strands: Reaching Inward to See and Understand Outward, A Continued Journey Towards Constructed Knowing

Novak, Nancy
Independent Scholar
Ajax, ON, Canada

Crites (1986) writes, “being a self entails having a story ... the more complete the story the more integrated the self” (p. 162), and so was and continues to be for me in the remembering, writing and the telling of my stories. I have come to see that to write and study about one’s self, one’s past, one’s “burdens of memory” (Wiesel, 1999), is to challenge oneself to the questions of where we stand in the world, and what has shaped and contributed to our life. The journey that I take to rediscover meaning in my stories continues to help me to discover myself, the many connections and intersections that are the *personal, the professional and the many selves that I am coming to know I am*.

Nancy Novak is a nurse, consultant, educator, and writer. Her journey and work in narrative inquiry continues to evolve, serving as a platform and way of being that informs both the personal and the professional. Currently, that understanding and way of being is brought to her work as a program consultant. Her leadership and expertise in areas of policy development, design, planning, implementation and evaluation supports programming that promotes healthy child development and early learning. Her lifelong interest in the fibre arts and the stories that fuel and result from the creative process have found expression and a welcome home in the narrative process.

8.3. Narrative Inquiry: Learning to Look Inward as a Pathway to Healing

Marshall, Brenda

Independent Scholar

Founder and Principal, Executive Grief Support

Aurora, ON, Canada

“What is the value on one person’s story?” Ten years ago, I boldly asked this question during a qualitative research methods class. That class, and my strangely prophetic question, proved to be the first step in a journey of self discovery and a way of living that continues today. While completing my Master of Education research project (Marshall, 2002), *Living an Authentic Life: An Autobiographical Account of a Learning Journey*, I experienced firsthand the freedom of “owning my own story.” Learning to reflect, write and share stories put me on a path of self re-creation that was powerful and joyful. That gift of writing, of knowing how to go within in order to move forward, became a lifeline when my beloved younger brother died unexpectedly a few years later. I turned to writing as a way of coping with my grief, and my PhD dissertation (Marshall, 2009), *Silent Grief: Narratives of Bereaved Adult Siblings*, became a focal point of comfort as grieving siblings joined together to share stories of love and loss. In this presentation, I explore how narrative inquiry shaped my life, both personally and professionally and gave me a way to walk forward when faced with personal tragedy.

Brenda Marshall, PhD, is an executive coach, business consultant and founder of Executive Grief Support, a bereavement support firm for senior leaders in the corporate sector. Brenda’s current research includes narrative inquiry and arts informed approaches to exploring grief and loss both personally and in the workplace. She has presented internationally on Adult Sibling Loss and will soon be publishing *Silent Grief: Narratives of Bereaved Adult Siblings*.

**8.4. *The Bound and Unbounded Self:
Narrative Inquiry and Poetic Inquiry as Ways of Knowing and Becoming***

Guiney Yallop, John J.
School of Education
Acadia University
Wolfville, NS, Canada

While completing my Master of Education research project (Guiney, 2002), *School Life for Gays: A Critical Study Through Story*, I discovered that I needed to let go of an identity I had held onto for almost twenty years. In completing my PhD dissertation (Guiney Yallop, 2008), *OUT of Place: a Poetic Journey Through the Emotional Landscape of a Gay Person's Identities Within/without Communities*, I reclaimed two identities I had let go of more than two decades prior. In this paper, I explore how narrative inquiry and poetic inquiry fitted, and fit, me as researcher, and how they informed and transformed my knowing and becoming.

John J. Guiney Yallop, PhD, is a parent, a partner, and a poet. He is also an Assistant Professor in the School of Education at Acadia University teaching literacy and arts-based research methods. Dr. Guiney Yallop's current research includes poetic inquiry, narrative inquiry, autoethnography, and performative social science. He uses these methodologies to explore identities, communities, and emotional landscapes. His writing has appeared in literary and scholarly journals and books, including the groundbreaking collection, *Poetic Inquiry: Vibrant Voices in the Social Sciences*. He has presented his work at national and international conferences, as well as at poetry readings and art shows. Dr. Guiney Yallop lives with his partner, Gary, and their daughter, Brittany.

Thursday, May 20

Session 9 3:30-5:00pm

Grand Ballroom C

Panel

Women's Spiritual Odyssey: Healing Narratives

This proposal emerges out of a distinct trend that we observe in the fields of literature and theology: narrative spirituality. An individualized, storied approach through fiction and autobiography helps to dispel the idea that the spiritual journey is linear and doctrinally rigid. Our particular focus is on the way women have grappled narratively with the awareness and hurt of their marginalization in conventional Judeo-Christian religious settings and on the narratives of inclusion they produce, narratives that ring of personal truth and community. Thus, narrative form often proves to be a versatile, hermeneutic instrument for providing alternatives to the patriarchal mono-story by writers exploring, expressing, re-envisioning, and embodying spiritual, feminist, and multicultural perspectives integral to unfolding spiritual reality.

**9.1. *Spiritual Odyssey and Feminist Narratives of Inclusion:*
*Colleen Carpenter Cullinan, Sue Monk Kidd, and Gail Godwin***

Lux, Elaine

Department of English

Nyack College/Manhattan Center

New York, NY, USA

In *Redeeming the Story: Women, Suffering, and Christ*, author Colleen Carpenter Cullinan shares, in the context of women's lives, including her own, the harm done to women by the Christian story as it has been historically told and even now is being told. She sets forth the need for a new way to tell the Christian story, one in keeping with the value of women, not one which relegates women to the problematic role awarded to Eve by many church fathers, as source of sin, as less than man. While emphasizing women's need for feminine images of God, and including a chapter on goddess worship, Cullinan's retelling stays within the Christian framework. She finds a biblically consonant, though alternative, way to tell the Christian story, a way she thinks not only more affirming and healing, but also more valid to Christ's message. Sue Monk Kidd and Gail Godwin, the two authors whose life stories and fiction I will focus on in the context of Cullinan's work, also explore telling the story of God's love in a way that is valid for women – with Kidd venturing into a more radical retelling, involving even goddess worship rites, and Godwin venturing into a retelling that takes place within the context of the church. These examples serve to illustrate a wider trend: that women are using narrative to explore, express, re-envision, and embody genuine spirituality in nonconventional ways to varying degrees. Women's spiritual narratives are not just pertinent to the writers as individuals but are inclusive of others and involve expanded community; thus these narratives have cultural, as well as spiritual and feminist, impact. Narrativized spirituality is perforce embodied telling and not just abstract theology, and this embodiment, for women, invites non-hierarchical expansiveness. In sum, this paper will look at the need for retelling the Christian story, as expressed by women's spiritual narratives, and, in particular, it will look at Sue Monk Kidd's and Gail Godwin's differing approaches, in life and in fiction, to narrativizing spirituality in woman-nurturing and inclusive ways that attempt to embrace all and demonize none.

Thursday, May 20

Dr. Elaine Lux is Professor of English and Deputy Chair of the English Department at Nyack College's Manhattan Center. She is also a part-time mentor in Literature and Writing for SUNY Empire State College. She presents papers on a variety of topics at literary conferences and has led workshops on using writing and story to enhance healing connection. Her publications include articles on Susan Howatch ("The Expanding 'I' in *Absolute Truths*"), on Amy Tan and Hugh Cook ("Narrative Bones: Amy Tan's *The Bonesetter's Daughter* and Hugh Cook's *The Homecoming Man*"), on Shusaku Endo and Khaled Hosseini ("Images of Salvation and Healing in Shusaku Endo's *Silence* and Khaled Hosseini's *The Kite Runner*"), and on trauma and fiction in relation to Toni Morrison's *Beloved* and Jonathan Safran Foer's *Everything Is Illuminated* ("Imagining Ethnic Trauma and Healing: Narrative Approaches and Fictional Techniques"). Her doctorate from The Union Institute is in Literature, Writing, and Adult Development. The title of her dissertation was "No Longer A Stranger: Co-Creation and the Healing Connection."

9.2. Anita Diamant's *The Red Tent: A Modern Feminist Midrash*

Farrell-Garcia, Maureen

Skirball Department of Hebrew and Judaic Studies

New York University

&

Palmer School of Library Science

Long Island University

New York, NY, USA

Violent biblical narratives, specifically those involving sexual violence towards women, evoke several theological difficulties. Throughout history traditional religious interpretations wrestled with these sacred texts attempting to make sense of them. At worst, the victims were blamed and, at best, they were implicated. Yet in the midst of these complicated texts, both biblical and their traditional interpretations, the story's words are not the only aspects to be grappled with. Textual silence, that is, the utter silence of these victims, resounds loudly from its pages. To complicate matters further, the biblical narrators crafted many of these stories without explicit moral judgments. One such case is Dinah's story, as narrated in Genesis 34, commonly referred to as Dinah's rape. This text, in particular, is a brilliantly crafted story whose terse ethical ambiguity has fascinated biblical exegetes since antiquity, as well as modern day authors. Anita Diamant's novel, *The Red Tent*, is a fictional revision of Dinah's rape. The biblical text doesn't allow us to enter into Dinah's thoughts, emotions, or experiences. Her tale is, in fact, embedded in the narrative, hidden within the words, thoughts and actions of the other characters. While the biblical text portrays a mute Dinah, a helpless pawn in a brutal men's world, Diamant envisions a Dinah who is vibrant surrounded by loving women. Diamant mines the terse biblical narrative, uncovering Dinah's viewpoint, giving her a stalwart voice and creating a character who is now an active agent in her own story. Diamant's novel exposes the reality of traditional understandings of biblical texts and religious experiences: the wounding, silencing lack of feminine symbols both human and divine, female experiences, and relational examples. She provides a moving, vivid, masterfully crafted example of a modern feminist midrash, which has the power to not only expose the wound but enable healing as well. This paper will provide a brief review of the biblical narrative and its literary characteristics, as well as recount a "brief" history of troubling traditional interpretations, all of which were exclusively interpreted by men. Then we will examine Diamant's narrative techniques and literary retelling in order to compare and contrast her distinctively gynocentric approach. Diamant's novel enables her readers to embrace the concept of polysemic understandings of Scripture, offering, through her shift of focus, an alternate facet through which to understand female spirituality.

Maureen Farrell-Garcia is pursuing a dual MA degree at NYU's Skirball Department of Hebrew and Judaic Studies, and Long Island University's Palmer School of Library Science. She has a BA in English from Nyack College. Her focus is biblical narratives, specifically those dealing with women. She has had two papers accepted for literary conferences.

9.3. Teresa of Avila, Saint: How a Woman Saint Speaks to Us Today

Krom, Judith S.

Holy Innocents Episcopal Church
Beach Haven, NJ, USA

Teresa of Avila (1515-15820), saint of the Roman Catholic Church and honored by the Anglican Communion, was a Spanish mystic and founder of the Discalced Carmelites. She is particularly known for her mystical experiences and devotions of ecstasy, by which she meant perfect union with God. She wrote that we can live a life where nothing troubles us and nothing makes us afraid: "all things pass away, God never changes, patience obtains everything, God alone is enough" (Litany of St. Teresa of Avila). For those of us whose narratives of our lives include Christian spiritual threads, Teresa is a mighty voice to integrate into our experiences. However, even for other readers who are interested in contemplation, meditation, and prayer, Teresa's simple and logical narratives of mystical union, using allegory as well as exposition, show the power of autobiographical spiritual narrative to move others throughout the centuries. Her spiritual odyssey is one in which she obtained both physical and spiritual healing; her narratives invite readers to share in that journey. As she was the author of several books written in the 16th century, one is amazed that she was able to publish when women in general were so restricted from participation in any leadership area of the society, including the church. Teresa, through her experiences as a nun, mystic, and writer, set the narrative margins wide enough to include women. This presentation will highlight Teresa's writings, especially *The Interior Castle*, and the relevance of her spiritual narratives to our lives today.

Dr. Judith Krom retired as Dean of the Heavin School of Social and Behavioral Sciences at Thomas Edison State College in 2007. She has presented at numerous conferences in the social sciences and higher education areas throughout her professional career. She returned to school in 2006 to study for the diaconate and was ordained a deacon in the Episcopal Church in 2009. She serves at Holy Innocents Episcopal Church in Beach Haven, NJ. Her doctorate from the State University of New York at Buffalo is in Higher Education.

Session 10 3:30-5:00pm

Grand Ballroom D

Papers

Narrative/Theory

10.1. Continuity of Work-Related Self-Narratives

Vilma Hänninen

Department of Social Sciences
University of Eastern Finland
Kuopio, Finland

Pirkko Järvenpää

Department of Social Studies
University of Helsinki
Helsinki, Finland

Does the life story told in an interview reflect a continuously evolving "inner" narrative or is it rather a situation-specific product of interaction between the interviewee and the interviewer? We assess this by comparing biographical interviews conducted at two points in time. Are there common themes in the two stories? Is the latter story a coherent continuation to the first one? The data comes from the research project "The Self Meets Working Life: Narrative Ten-year Follow-up Study on Well-being at Work." The participants of the study were 20 middle-aged individuals who had suffered from serious work-related problems. They were interviewed in 1999 and in 2009. The analysis is based on parallel use of narrative analysis and analysis of binary oppositions. The core of the work-related identities that were produced in the first interviews can be found also in the second ones. In some cases, signs of identity change could be seen in the first interview and the change process seems to have continued between the interviews. In our view this lends support to the idea that people have a rather stable way of making sense of their life – that is, a continuous "inner narrative."

Vilma Hänninen graduated from the University of Helsinki and gained her doctor's degree at the University of Tampere, Finland. Her current position is Professor of Social Psychology at the University of Eastern Finland. Her main research project at the moment concerns the various ways in which people cope with depression. Since 1990, she has studied the role of narrative in e.g. coping with unemployment and recovery from addiction. Underlying these empirical questions is a keen interest in the relations between different modes of narrativity (told, inner, and lived) in human life.

Pirkko Järvenpää graduated from the University of Helsinki. She is currently working as a full-time PhD student funded by the Finnish Graduate School of Social Psychology. Previously, she has worked as a researcher at the Finnish Institute of Occupational Health, where she participated in well-being related development projects at workplaces. Her main research interests are the links and interfaces between identity and well-being at work, and her work is based on narrative approach. The title of her research project aiming at doctoral thesis is "The Self Meets Working Life: A Narrative Ten-Year Follow-up Study on Well-Being at Work."

10.2. The Return of “Storied Life”?

Hyvärinen, Matti Kalevi

Department of Sociology and Social Psychology
University of Tampere
Tampere, Finland

Extensive discussions around the ideas of life as “storied” have flourished since the publication of Jerome Bruner’s *Life as Narrative*. The consequent discussions sometimes got essentialist and ontological nuances. The often debated issue was whether or not a life can be a story before someone tells about it. Critics claimed that life cannot always be understood as a temporal project with narrative continuity, and pointed out limits and problems of the metaphor of a storied life. However, David Herman has recently taken up a changed version of this metaphor in a new context. Herman analyzes McEwan’s novel *On Cecil Beach* from the perspective of storied minds. Herman portrays the dilemma of the young couple during their wedding night by outlining how differently they had storied their lives. Herman is able to demonstrate how powerfully the studied minds were “storied”, how these stories were conducive for the massive conflict to develop, and how their actualized “lives in the world” drastically departed from what they had storied. This approach enables investigation into the storied organization of people’s minds and purposes without such ontological assumptions that “life” as a totality of experiences, encounters and disappointments could be subsumed to these stories.

Matti Hyvärinen is an Academy of Finland Research Fellow at the Department of Sociology and Social Psychology, University of Tampere, Finland. For a long time, he has worked on his research project *The Conceptual History of Narrative* (Academy of Finland). He is the convener of the *Finnish Network of Narrative Studies*, a board member of the *Nordic Network of Narrative Studies*, and has been active in organizing several Tampere Conferences in Narrative. He is the leader of the research team *Politics and the Arts* at the *Finnish Centre of Excellence in Political Thought and Conceptual Change*, University of Jyväskylä. He has co-edited the volumes *Beyond Narrative Coherence*, John Benjamins 2010, *Terror and the Arts*, Palgrave 2008, the special issue “Narrative Knowing, Living, Telling”, *Partial Answers*, June 2008, and the electronic volume *The Travelling Concept of Narrative*, at <http://www.helsinki.fi/collegium/e-series/volumes/index.htm>.

10.3. Narrative Psychology: Mapping the Terrain

Tondreau, Marie
Human Development
Empire State College (SUNY)
Nanuet, NY, USA

Psychology is, as we know, often defined as the science of human behavior. Jerome Bruner has stated that human beings have two complementary modes of thought: scientific (involved with discovering laws and causal relationships) and narrative (involved with understanding human experience and meaning-making); therefore, adapting Bruner's dual modes, I frame narrative psychology as a complement to scientific psychology. I am working on a book on narrative psychology that flows from the position that we need both science and story in psychology to fully understand the human experience. The purpose of this talk is to outline how this proposed book will present the narrative complement to standard topics in scientific psychology and integrate the work of scholars across many disciplinary domains into a coherent vision for a narrative psychology.

Marie Tondreau is an Assistant Professor in Human Development at SUNY (State University of New York) Empire State College, an alternative undergraduate college for adult learners. She holds a B.S. in Accounting from Empire State College and an M.A. in Psychology and Counseling from Goddard College, where she conducted a qualitative research project that resulted in a thesis titled *Taming the Inner Predator: A Narrative Approach to the Social Construction of Shame*. She earned a Ph.D. in Interdisciplinary Studies (with a specialization in Narrative Studies and Adult Education) from Union Institute & University, where she wrote a dissertation titled *Weaving Storylines in Adult Education: The Narrative Construction of Self, Society, and Structures of Knowledge*.

Thursday, May 20

6:00-8:00pm

Governor's Ballroom

Welcome Reception

You will find a wine/beer ticket for this reception in your Registration Package.