

Saturday, May 22

8:00am

Governor's Ballroom

Coffee

8:30am-8:00pm

Grand Hall

Check-In

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

8:30-10:00am

Papers and Panels

Session 32 8:30-10:00am

Victoria

Papers

Pedagogy/Teaching

32.1. *A Teaching Odyssey: Narrative Inquiry in Teacher Development*

Hegge, Laura

Ontario Institute for Studies in Education

University of Toronto

Toronto, ON, Canada

This paper offers an examination of the dual roles narrative inquiry plays in the field of education; it is both a methodology for carrying out research and a method of developing practice. I present the bildungsroman of my professional development, exploring how learning to do narrative inquiry has had a profound impact on my ongoing development as an urban high school English teacher. The story of this paper has emerged out of my doctoral research in which I examine the tales of practice told by three secondary English teachers, two colleagues and me. Our narratives all chronicle our efforts to develop a multiliteracies approach to secondary English, involving multiple text forms and voices in our classrooms, an unconventional, yet much needed teaching method in our diverse, urban context. My inquiry into our odysseys of learning to teach in this innovative way has resulted in a gradual but radical transformation of my teaching practice. The paper highlights ways in which narrative study has enhanced my professional development and concludes by proposing ways in which narrative inquiry may prove useful for bridging the divide between theory and practice that exists in the field of education.

Laura Hegge is currently completing her doctorate at OISE/UT, while on maternity leave from her half-time teaching position in a public secondary school in Toronto. Laura's research interests include teacher education, teacher development and first language English education. Currently she is completing her thesis, entitled *Secondary English Teachers' Self-Identity and Knowledge: Narrating Teacher Development in a Multiliteracies Classroom* under the supervision of Dr. Mary Beattie.

32.2. Providers' Stories on the Relational Bridge of Health Care

Johnson, Tracy
Sexual Assault/Domestic Violence Care Centre
Women's College Hospital
Toronto, ON, Canada

McGillicuddy, Patti
University Health Network
& School of Social Work
University of Toronto
Toronto, ON, Canada

In order to explore the nature of vicarious traumatization in the work experience of nurses, physicians and social workers during professional training and in clinical practice we reflected with them on those stories which are they remembered as difficult, unresolved, worrisome or memory persistent. We understand vicarious trauma, in this context, as relating to the experiencing of disrupted beliefs and intrusive imagery as the result of exposure to traumatic events or to traumatic clinical material. This is considered both a normal and inevitable part of doing work in the area of trauma and witnessing trauma (Pearlman & Saakvitne 1995, 2001). This presentation will focus on understanding the emergent themes and the ways in which story telling itself can function as healing in health care. In analyzing the 20 health care workers transcripts, a number of recurring stories and themes emerged which included: Professional Role and Context; Disconnection, Isolation and Harm; Emotional Education as Anchor and Reflection; Health Systems as Care Conduits and The Relational Bridge. Common experiences in dealing with the emotional nature of care and the relational bridge between clients/patients and workers will be highlighted and illustrated with a story about the wisdom of mature practice and creativity in care. Suggestions for using storytelling to assist in the recognition of vicarious trauma, improved client care, enhanced team communication, the practice of effective coping strategies and emotional resolution will be included.

Tracy Johnson works at the Sexual Assault/ Domestic Violence Care Centre (SA/DVCC) of Women's College Hospital in Toronto, Ontario. SA/DVCC is an organization that is committed to the provision of excellent, unique and holistic service in the areas of sexual assault and domestic violence. Her tasks here have encompassed providing supportive groups, one-time crisis and ongoing individual counselling to survivors of sexual assault and domestic violence, using a variety of treatment modalities including narrative therapy, EMDR, creative modalities and Sensorimotor Psychotherapy. Tracy supervises MSW students; participates in hospital and community committees; and is committed to on-going education and research.

Patti McGillicuddy is an Allied Health Research Associate and Interprofessional Education Leader at the University Health Network in Toronto, Ontario. Previously, Patti was the Professional Leader for Social Work at Sunnybrook and Women's College Hospitals. She has an appointment at the University of Toronto, Social Work and has developed and taught courses at Ryerson University in the Internationally Trained Social Workers Bridging Program. Her research interests include: learning from health care learners about their practicum experiences, patient and staff negotiation of equitable treatment in cancer care and the exploring the lived experience of those dealing with primary and secondary trauma.

32.3. A Narrative Inquiry in to Beginning Physical Education Teachers Lived Experiences: Stories of Sustaining

Schaefer, Lee
Faculty of Education
University of Alberta
Edmonton, AB, Canada

Much research into early career teacher attrition works from a view that beginning teachers develop “a growing awareness of the[se] less exciting realities of teaching [that] can be followed by feelings of ineffectiveness, loneliness, and alienation from the profession” (Schlichte et al., 2005, p. 38). Seeing this problem as a growing awareness of the complexity of teaching with accompanying feelings of loneliness and alienation is one problem frame. In this paper I propose to frame the problem as one which compels inquiry into teacher identity making and identity shifting as a way to narratively understand the experiences of early career physical education teachers. Through narrative inquiry, I will adopt a temporal narrative view of teacher identity in order to understand the stories that early career teachers live out when they begin teaching, and how their stories to live by shift as they are shaped by their school landscapes. In this study I am particularly interested in the experiences that sustain beginning Physical Education teachers; that is, experiences that do not interrupt or disrupt, but, rather, sustain their identities. In working alongside two beginning physical education teachers, I will inquiry in to their lived experiences of identity making and identity shifting.

Lee Schaefer is a graduate student at the University of Alberta studying in the area of Secondary Education. His own experiences as a junior high school physical education teacher, mentor, and university facilitator inform his current master's thesis work which inquires into the experiences of beginning teachers. Working alongside Dr. Jean Clandinin and other narrative inquirers has further contributed to his understanding of the complexities and possibilities of narrative work. Lee's forthcoming doctoral research includes a narrative inquiry into the stories of early career teachers who have left the profession.

Session 33 8:30-10:00am

Aberdeen

Papers

Older Adults/Aging

33.1. "Be True to Yourself": Narrative Lessons in Graceful Aging

Perschbacher, Susan J.

Department of Sociology & Anthropology

Assumption College

Worcester, MA, USA

Ten older Catholic women religious from three orders, ten older women of different religious denominations, and ten older women who have developed personal spiritual beliefs practices, all ranging in age from 78-102, participated in a spiritual life review interview process. These women gave me wise advice for graceful aging: "be true to yourself." In this advice they do not advocate their own religious or spiritual beliefs and practices; they stress that each person must find and commit to her own desired spiritual path. "As you live, so shall you age," they urged me. "As you live, so shall you die." Through the open-ended interview process and content analysis, I listened to and heard the voices of these older spiritual women and was moved by the sincerity, depth and strength of their life stories and by their personal spiritual and religious convictions. Utilizing an autoethnographic approach in discussing their shared narrative theme, "be true to yourself," I emphasize the emotional impact of their guidance on my personal spiritual journey at this time of mid-life. In this way the paper presents a thick description of the lesson in graceful aging "be true to yourself," and emphasizes the deeply profound and empowering spiritual implications of what these women have to share.

Susan J. Perschbacher is Professor of Sociology at Assumption College and Director of the Community Service Learning Program. Previously, she also directed the Gerontology Studies Program. Her qualitative research focus is narrative stories of older women, the making of meaning in late life, spiritual well-being, and factors in graceful aging. She frequently teaches a course entitled "Women, Spirituality and Aging." For her research she gathers narrative data, conducting life review interviews and spiritual life review interviews with women, over the age of eighty, who demonstrate to others a sense of deep peace, spiritual well-being. She presents the findings from this research at various gerontology conferences and events.

33.2. Ripening Saints: Evolving Narratives of Self in a Continuing Care Retirement Community

Serkin, Elizabeth
Sage for Change
Doylestown, PA, USA

Considering self-definition as a dynamic, ongoing process articulated in narratives that change to reflect transitions and personal development, the presentation describes a project in a Continuing Care Retirement Community (CCRC). The project entailed comparing biographies written and submitted by residents entering the community, with their self-narratives after a year or longer in residence. Thirty older adults, between 75 and 100 years old, were selected from a pool of volunteers. Twenty of them lived independently in their own apartments, ten in higher levels of care in the assisted living or skilled nursing components of the community. Following a series of interviews with key informants, including residents, administrators, and health care staff, residents were invited to participate in focus groups, in individual interviews, and discussion groups. Interviews were semi-structured to accommodate the circumstances and preferences of each participant. Qualitative analysis supported the hypothesis that over time residents' self stories shifted from a summary of accomplishments and life experiences to stories focusing on emerging values, in turn reflecting changes in health, interpersonal relationships, and life circumstances. Surprisingly, these narratives were less about losses than about psychological, social, and spiritual development.

Elizabeth Serkin is a social gerontologist and clinical sociologist. She holds a PhD from the Union Institute and University, Masters' degrees from the University of Pennsylvania and New School for Social Research, and a BA from Bryn Mawr College. She has brought together her academic interests with thirty years experience in substance abuse, to found and direct a not-for-profit organization focused on older adults' substance misuse/abuse and problem gambling, and related quality of life issues.

33.3. Cancer and Aging: Narratives of Endings and Transcendence

Teucher, Ulrich

Department of Psychology
University of Saskatchewan
Saskatoon, SK, Canada

While cancer may strike at any time, it is primarily an illness of people growing older as life expectancy is increasing. Yet, hardly anything is known about the difficulties with which older cancer patients struggle as they try to make meaning of their experiences. As a part of developing a life-span study of lives with cancer, I have analyzed narratives and metaphors in ten memoirs (e.g., Lerner 1990; Stefaniuk 2009, Leinemann 2009) and twenty interviews with older cancer patients. Living with a life-threatening illness, and growing older, time becomes more of the essence; endings - of lives, and of stories of cancer - become more salient, eliciting regeneration and rebelliousness (e.g., Kermode 1967; Charmaz 1991, Randall & McKim 2008) - often to the point of disregarding effects of aging while trying to maintain a youthful attitude ("feeling old means failure"). At the same time, narratives turn toward mystery, often heightened in metaphors of transcendence, e.g., "Wrestling with the Angel" (Lerner 1990), "Cancer Labyrinth" (Matthews 2007), or "The End is my Beginning" (Terzani 2008). Given the pervasiveness of metaphor in cancer discourse, it is important to examine how these images are used in the struggles for meaning when we grow older.

Ulrich Teucher is Assistant Professor in the Program for Culture and Human Development, Department of Psychology, University of Saskatchewan. After first working as a pediatric oncology nurse, he studied comparative literature and psychology at UBC. Trained in both literary and quantitative methods, he wrote an interdisciplinary doctoral dissertation on "Writing the Unspeakable: Metaphor in Cancer Narratives." Specializing in the fields of culture, health, and identity, and supported by grants from SHRF and SSHRC, he is developing a lifespan study of the narratives and metaphors by which patients make sense of life with cancer.

Session 34 8:30-10:00am

Carleton

Papers

Illness/Medicine

34.1. *When Telling the Battle Story Brings about Defeat: Examining the Modernist Occupation of Postmodern Illness and Recovery Narratives*

Ball, Helen K.
de Boer, Catherine

School of Social Work
Memorial University
St. John's, NL, Canada

For many years the landscape of illness narratives has been dominated by battle and survivor metaphors. Initially these metaphors helped transform these landscapes from places of passivity and victimhood to areas of action and triumph. Or did they? If modernism gave us the authoritative medical voice and postmodernism personal story-telling, how can we explain the current affinity for formal literary structures such as “the battle” and “the survivor” narratives? We wonder what happens to those individuals who are ill and/or have experienced trauma but cannot make sense of themselves or their experiences using battle and survivor metaphors. We invite you to explore with us the emergence of these metaphors following the postmodern turn in social sciences. Could it be that our embrace of postmodernism and narrative is under occupation by the certainty and familiarity of modernist forces? How can we encourage a multiplicity of metaphors where landscapes beyond the battle field can be envisioned?

Helen K. Ball has an Honours BA from the University of Guelph, a Master of Social Work and a PhD in Social Work from Wilfrid Laurier University. Her primary research interests are in social constructionism, post structuralism, qualitative methods, feminist research methods and arts-based methodologies. She spends all of her free time watching whales in the North Atlantic.

Catherine de Boer has a Bachelor of Social Work from King's College at the University of Western Ontario, a Master of Arts from the University of Toronto and a Master of Theological Studies, a Master of Social Work and a PhD in Social Work from Wilfrid Laurier University. Her primary research interests are in the areas of identity development and transformation and narrative studies. Dr. de Boer is currently researching forced identity transitions, such as those predicated by unemployment, injury, and illness, and the ways in which a “good ending” is storied and achieved.

34.2. “Can you die from not being listened to?”

Casal, Teresa

Departamento de Estudos Anglísticos

University of Lisbon

Lisbon, Portugal

Ordinarily, I write about others’ narratives, addressing issues of memory and the disabling effects of violence, while considering the challenge to respond creatively to trauma and probe the possibilities of restoring trust. This time, I propose to reflect upon my experience as a patient who nearly died not only due to medical error during a surgical procedure, but because my symptoms and complaints were ignored for several days, thus allowing for peritonitis to evolve into sepsis. Recently, a letter I wrote to the hospital met with an immediate response by the clinical director who wishes to meet me to acknowledge the gravity of the medical and institutional deafness and discuss the suggestions submitted to minimise the risks of such critical errors. As a patient and an academic teaching arts and occasionally medical students, I propose to contribute to this conference’s examination of the complex fabric of the narrative landscape by addressing the issues raised by a debilitating experience that is not mine alone: what happens when you are not listened to and/or are unable to articulate your experience? What may happen if your words and silences are acknowledged? Ultimately, what is required for us to listen to one another?

Teresa Casal graduated in Modern Languages and Literatures at the University of Oporto, Portugal, and holds a PhD in Literary Studies from the University of Lisbon, where she is an Assistant Professor lecturing in English, Irish Studies, and Literary Translation. Her research interests include narrative, memory, the disabling effects of violence, and the challenge they pose to our response-ability so as to find enabling modes for interpersonal and communal relations. As a researcher at the University of Lisbon Centre for English Studies (ULICES), she is involved in launching the interdisciplinary project “Stories of Illness and Suffering – Literature, Ethics and Healthcare.”

34.3. “With every word I wrote, I dissolved...”: A First-Person Perspective on Reflective Essay Writing in the Medical Field

Hazelton, Lara
Department of Psychiatry
Dalhousie University
Halifax, NS, Canada

Since ancient times, physicians have written about clinical experiences as a way of advancing the field of medicine. Case studies, which describe patients’ illnesses, historically served to further knowledge about diseases and their treatment. They were written in style that was presumed to be objective, and the physician’s personal response was excluded. There is now a growing body of literature in which physicians explore their thoughts and motivations through reflective practices such as writing and sharing stories. This evolution raises concerns about patient confidentiality, power and privilege, objectivity, truth-telling, and ownership of stories. Over the past ten years, I have published numerous reflective essays in medical journals and trade publications, many of which describe clinical events involving patients. In this paper, I explore my experience as a psychiatrist writing reflectively about medicine. I consider how I have tried to approach these difficult issues in an ethical and authentic fashion, and reflect upon the challenges and rewards of the process.

Lara Hazelton is a geriatric psychiatrist practicing out of the Nova Scotia Hospital in Dartmouth, Nova Scotia. She is an Associate Professor with the Dalhousie University Department of Psychiatry, and holds a cross-appointment within the Division of Medical Education. She completed her Bachelor of Science at Acadia University, and her Doctor of Medicine at Dalhousie University. After finishing her residency in psychiatry at Dalhousie, she pursued fellowship training in psychotherapy at University of Toronto before returning to Halifax. She is active in teaching at the Medical School, and is currently working on a Masters of Education degree from Acadia. Dr. Hazelton has written a number of peer-reviewed articles on psychotherapy, literature and ethics, as well as numerous reflective essays that have appeared in journals such as the *Canadian Medical Association Journal* and the *Lancet*. Her work has also appeared in magazines such as *Geist* and *The Medical Post*.

Session 35 8:30-10:00am

Grand Ballroom B

Papers

Methodology

35.1. Do We Generalize? Deliberation and Demonstration

Lieblich, Amia

Department of Psychology

The Hebrew University

Jerusalem, Israel

As narrative scholars and academic teachers of research methods in Psychology, we often claim that in qualitative-narrative research we are not interested in generalization, or in prediction-control. My paper responds mainly to the first tenet. I will argue that to state that we do not wish to generalize” is not only wrong, but very damaging to the field and the method of narrative scholarship. It is wrong both methodologically and politically. I will develop this argument in reference to six different explications of generalization in the area of narrative research. Based on this exposition, I will demonstrate a very broad generalization referring to a major outcome of my recent studies, in which I have discerned a typical three-chapter life story of Israeli Jews in their maturity. This outcome will be discussed in the framework of narrative theories of Bruner and McAdams.

Amia Lieblich is an Israeli psychologist, and since 1978, when *Tin Soldiers on Jerusalem Beach* was published by Pantheon (New York), has studied the psychological aspects of life in Israel, using narrative approaches. Her major studies have investigated the psychological effects of war and military service, the Kibbutz, creativity and gender. She has been teaching and advocating qualitative research methods in psychology for many years, and has published numerous works about it both in Hebrew and English. Together with Ruthellen Josselson and Dan McAdams, she has edited *The Narrative Study of Lives* since 1993.

35.2. Analyzing Narrative Text Using Lieblich's Four Approaches: Understanding Philosophical and Methodological Issues Within Each Approach

Manankil-Rankin, Louela
School of Nursing
McMaster University
Hamilton, ON, Canada

Kirkpatrick, Helen
Faculty of Health Sciences
McMaster University
&
St. Joseph's Health Care
Hamilton, ON, Canada

Lieblich, Tuval-Mashicach, & Zilber (1998) have given narrative research a way to read analyze, interpret narrative texts through their model of classifying narrative approaches. Each lens provides a unique interpretation of the text. While Lieblich et al. describe the analytic steps to the reading and analysis of text, they did not broach the philosophical assumptions embedded in each approach. This raises questions regarding the operationalization of methodological decisions within each way of analyzing texts. This presentation will focus on examining a narrative transcript using the four approaches of classification. The analytical steps used for the analysis of data will be outlined. The philosophical and methodological issues for each approach, grounded in the specific example will be highlighted. This presentation will conclude by identifying methodological questions each approach present from the lenses of data analysis and impact of philosophical underpinnings.

Louela Manankil-Rankin, BScN, MA, MSc, PhD student, is a nurse and an educator for McMaster Mohawk Conestoga BScN program, Hamilton, Ontario. She currently teaches Level one of the Kaleidoscope curriculum, a nursing curriculum based on using narratives to engage nursing students with a care scenario. Her interest in narrative approaches stem from a desire to enhance the meaningful learning of nursing students through person based learning within a problem based learning approach. In addition, she intends to use narrative inquiry as her methodology in her dissertation that will focus on understanding the ethical knowledge development of nursing students and its relationship to authentic leadership and relational ethics. Her Masters work was a phenomenological study which focused on the meaning of being a reflective practitioner to graduating nursing students.

Helen Kirkpatrick, RN, PhD, co-ordinates the implementation of nursing best practices at St. Joseph's Healthcare in Hamilton, Ontario. She is also an Assistant Clinical Professor in the Faculty of Health Sciences at McMaster University. A narrative approach greatly influences her research and clinical focus. Research has included narrative inquiry of how the story of homeless individuals with severe major illnesses changes over time when they get permanent housing with supports, and then the same approach with individuals who have been chronically homeless and alcoholic. Currently, Helen is involved in a narrative case study of the implementation of a falls prevention best practice guideline.

35.3. Co-Composing Field Texts in Narrative Inquiry

Murphy, Shaun
College of Education
University of Saskatchewan,
Saskatoon, SK, Canada

Mitton Kükner, Jennifer
Centre for Instructor
Development,
Education & Research
School of English
Bilkent University
Ankara, Turkey

Murray Orr, Anne
Faculty of Education
St. Francis Xavier University
Antigonish, NS, Canada

Clandinin, D. Jean
Centre for Research for
Teacher
Education and Development
Faculty of Education
University of Alberta
Edmonton, AB, Canada

Huber, Janice
Faculty of Education
University of Regina
Regina, SK, Canada

Chung, Simmee
Centre for Research for
Teacher
Education and Development
Faculty of Education
University of Alberta
Edmonton, AB, Canada

We view narrative inquiry as relational, recognizing that the relationships negotiated between narrative inquirers and participants indelibly shape the unfolding inquiry. The methodological challenges of working in ethical, respectful, relational ways (Connelly & Clandinin, 2006) are infused throughout the narrative inquiry process, as we live alongside participants in the field, as we compose field texts and as we move from field texts to composing research texts (Clandinin & Connelly, 2000). Throughout the process there is an ongoing challenge to stay “wide awake” (Greene, 1995) to all that is happening. We have attended to how we might co-compose research texts with participants and are just beginning to explore how we might stay wide awake as we live alongside participants, trying to understand their, and our, multiple and differing experiences in classrooms, schools, homes and communities. The focus of this paper is on the methods we use to engage in this co-composition with participants. We share a range of co-composed field texts such as photographs taken by children to represent their experiences. Diverse and co-composed field texts are an important way to try “to hear and see and feel the tensions as children’s, families’, teachers’ ... and our storied lives bump against one another and against institutional, social, and cultural stories” (Clandinin, Huber, Huber, Murphy, Murray Orr, Pearce & Steeves, 2006, p. 31).

Anne Murray Orr is an Associate Professor in pre-service and graduate teacher education at St Francis Xavier University in Nova Scotia. She co-authored *Composing diverse identities: Narrative inquiries into the interwoven lives of children and teachers*, as well as papers with a variety of colleagues. Narrative inquiries into how teachers, children, families, and administrators experience life in schools, homes and communities, specifically around identity making and curriculum making, are the focus of Anne's research program.

M. Shaun Murphy is an Assistant Professor in preservice and graduate teacher education at the University of Saskatchewan. His research program focuses on narrative inquiries into the ways curriculum and identity are shaped in relationship with each other. He has co-authored a number of papers with diverse colleagues. Co-authoring *Composing diverse identities: Narrative inquiries into the interwoven lives of children and teachers*, continues to be a significant event in his life.

Jennifer Mitton Kükner is the Research Development Coordinator at the Centre for Instructor Development, Education & Research in the School of English at Bilkent University in Ankara, Turkey. She is a former secondary teacher having taught in Canadian and Turkish schools. Her research and teaching are shaped by her interest in the negotiations of teachers', children's/youths', and families' lives in classroom curriculum making, teacher knowledge and identity and narrative inquiry.

D.Jean Clandinin is Professor and Director of the Centre for Research for Teacher Education and Development at the University of Alberta. She is the author of many books, book chapters and articles. Her most recent book is the *Handbook of Narrative Inquiry: Mapping a methodology*, published in 2007 by Sage. She is also the co-author of *Composing Diverse Identities: The interwoven lives of children and teachers*. She is winner of a number of awards and honors including AERA's Early Career Award, Division B's Lifetime Achievement Award and the Canadian Educational Association Whitworth Award.

Janice Huber is Associate Professor in pre-service and graduate teacher education at the University of Regina. She is a former elementary teacher and teacher researcher who, with Karen Keats Whelan, co-authored a relational, paper-formatted doctoral dissertation. Growing from doctoral and post doctoral study, Janice's collaborative narrative inquiries continue to explore narrative understandings of identity in relation with Aboriginal teachers and Elders and their experiences in post secondary contexts, and in relation with children, families and teachers and their curriculum-making and assessment-making experiences in homes, schools and communities.

Simme Chung, a doctoral student at the University of Alberta, is a recipient of Alberta's Provincial 2008 Excellence in Teaching Award. Her co-publications with Jean Clandinin and fellow scholars focus on narrative matters in teacher education and conceptualizations of identity making and student engagement. Building on her master's thesis, her doctoral research works to attend to the complex intersection of teachers', children's and families' lives in co-composing curriculum, attentive to diverse lives in motion.

Session 36 8:30-10:00am

Grand Ballroom C

Papers

Identity/Selves

36.1. "There is Nothing Good About this Work": Narrative Identity and Unhappiness among Nicaraguan Female Sex Workers

Cox, Keith

Department of Psychology

Northwestern University

Evanston, IL, USA

In a study of life satisfaction in Nicaragua, Cox (2009) found that female sex workers had dramatically low subjective well-being relative to other marginalized and impoverished groups in Nicaragua. Moreover, the subjective well-being of these female sex workers was one of the lowest recorded in the life satisfaction literature. In order to explore and better understand this result, life story interviews were conducted with this sample of female sex workers. Seeing life satisfaction as an identity invoking process, the samples dramatically low life satisfaction judgments are framed within the larger context of narrative identity. It was conjectured that the narrative identity of this sample could be partially explained by reference to master narratives extant in Nicaragua and by theories of the looking-glass-self espoused by Cooley and Mead, especially with regard to shame. The narratives were investigated with qualitative methods. A prototypical narrative arc was found which included early family conflict, departure from home, serial unsuccessful romantic relationships, birth of multiple children, dire economic crisis, entry into sex work, and hope for future exit from sex work. Themes of trauma, shame, future redemption, and generativity were also found.

Keith Cox is a PhD student in the Clinical and Personality program at Northwestern University. His primary research interest is in narrative identity and how it relates to other psychological constructs such as subjective well-being and generativity. Cultural psychology is another interest for him, especially with regard to cultural locations within the developing world. Thus his current paper on the narrative identity of sex workers in Managua, Nicaragua, and how their narrative identities relates to their subjective well-being, brings together a number of his research interests.

36.2. “The (Wo)Man in the Mirror”: Whose Identity is Reflected in Narrative Research?

Mikoni, Jane

English Department

Harrisburg Area Community College

Harrisburg, PA, USA

In the past decade, several disciplines have focused attention on an aspect of narrative identity, the shifting persona at the center of narration. This concept is of particular interest to composition scholars and instructors. This presentation is the story about my research into the ways writers' identities may be changed by the writing process. It is based on a case study of six professional writers, all but one of them poets, who had previously encountered internal and external pressures that conditioned a state of silence, or loss of writing voice. My direct involvement with each of them as leader of a writing group became a kind of intervention that led each one to examine this loss and return to writing. Singled out as a resonant example is one writer whose work underwent a dramatic transition. Particular attention will be paid to the changing roles of the researcher and this writer during the course of the study and the impact these changes had on our identities as writers. During the presentation, the audience will have an opportunity to discuss theories of narrative identity, drawing on the ideas of Ruthellen Josselson, Jerome Bruner, and other contemporary theorists.

Jane Mikoni, in 2003, earned a PhD in English Composition from Indiana University of Pennsylvania, with a specialization in Narrative Theory and Research. Her primary areas of research are life writing, memoir and poetry, although she is particularly interested in the evolution of the narrative identity of writers as they work through the writing process.

She taught English Composition and Literature at the Pennsylvania State University in Harrisburg for eleven years and currently teaches at Harrisburg Area Community College (English). Prior to entering academia, she was a journalist, employed by the Associated Press and a local PBS TV station in Pennsylvania. She also served as press secretary for the Auditor General of Pennsylvania and was a spokesperson for her gubernatorial campaign.

36.3. *Eating Identity: Exploring the Promise of Individual and Collective Transformation Through Food*

Miles, Jessica

Department of Sociology

University of Victoria

Victoria, BC, Canada

As recent books like *Animal, Vegetable, Miracle* (2007) and *Coming Home to Eat* (2009) attest, sharing and celebrating personal food narratives has become a popular means of exploring who we are and who we would like to become. Tied up with experiences of identity, embodiment, and subjectivity, the stories we tell through food hold material and symbolic significance and often paint an intimate picture of the larger narrative of our lives. As heightened popular and academic attention to food suggests, constructing the narrative of our lives through food is appealing to many due to the simplicity that we assume to be inherent in the practices surrounding food, cooking and eating. Anything but simple, the social, political, and practical implications of our relationship with food are exceedingly complex. Mapping and troubling my own food narrative, this paper traces my attempt to locate myself as an eater and a food studies scholar, and explores the implications stemming from doing so. Rooted in my quest to reconcile the disjuncture between my commitment to a progressive food politics and the narrative of my daily life, my paper highlights some of the possibilities and limitations that narrative inquiry presents for the emerging food studies field.

Jessica Miles is a graduate student in the Department of Sociology at the University of Victoria. Her research explores food, identity, and social movements. She is a graduate of St. Thomas University (2004) and Queen's University (2007).

Session 37 8:30-10:00am

Grand Ballroom D

Papers

Therapy/Practice

37.1. *The Road Trip: A Narrative Art Therapy Support Group for Sexual Assault Survivors*

*Cologna, Ingrid
Johnson, Tracy
John, Rekha*

Sexual Assault & Domestic Violence Care Centre
Women's College Hospital
Toronto, ON, Canada

The Road Trip is a Feminist, Narrative, Art Therapy group which maps members' (drivers') journeys of healing and transformation from the impacts of sexual assault. The authors describe various stops and experiences that transpired along the way of The Trip from 2 different groups that made this expedition, in the Autumns of 2008 and 2009. In addition to describing the groups, the authors discuss and include images of various resources that were a part of these journeys. The journey encompassed Packing for The Road Trip; Filling-up at the Self-Care Station; Driving through Myth Town; Passing Through Flashback Lane; spending the Mourning in the City of Grief and Loss; visiting the Geyser of Anger; Finding Our Way; and, Reaching the End of Our Trip. Key facets of The Trip included the process of externalizing the impacts of violence by incorporating a contextual and socio-political lens and consistently linking 'the personal and the political' in order to explore wider societal messages and the role of culture and power. The art that was created at each juncture of the expedition, in response to various themes, was also a concrete way of externalization. The Trip also focused on the drivers' preferred values, agency and resources. Employing the art helped to 'thicken' their alternative stories even further, creating tangible scaffolding in this process. By using the overarching metaphor of The Road Trip, and richly illustrating this metaphor through creativity, our aim was also to create a sense of fun and play, even while navigating some rough terrain.

Ingrid Cologna, DTATI, MSW, RSW, began her journey as an Art Therapist in the Sexual Assault & Domestic Violence Care Centre in 2007. As an Art Therapist, Ingrid works with individuals and co-facilitates art therapy support groups where group members have the opportunity to use art materials to explore various topics in relation to their experience of trauma and identify resources and coping strategies. In her work, Ingrid has found that a Narrative, Feminist and Anti-Oppressive approach to counselling allows for clients to take control of the steering wheel of their healing journey and guide the art and discussion to destinations of inner strength and wisdom. In her free time Ingrid is often found dipping into her trunk of creativity. She enjoys painting, drawing and exploring the world around her through the eyes of colour, shape and fantasy.

Tracy Johnson, MSW, RSW, has worked at the Sexual Assault & Domestic Violence Care Centre (SA/DVCC) since 2001. SA/DVCC is an organization that is committed to the provision of excellent, unique and holistic service in the areas of sexual assault and domestic violence. She provides supportive group, one-time crisis and ongoing individual counselling to survivors of sexual assault and domestic violence. She employs a variety of treatment modalities in this work, including Narrative Therapy, EMDR, creative modalities and Sensorimotor Psychotherapy, all within a Feminist, Anti-Oppressive framework. In addition to her counselling role, Tracy supervises MSW students; participates in a number of hospital and community committees; and is committed to on-going, continued education. She has also done research in the area of vicarious traumatization.

Saturday, May 22

Rekha John, MSW, RSW has worked at the Sexual Assault & Domestic Violence Care Centre since 2001. In her role, she engages in individual and group counselling with clients who have experienced sexual assault and/or domestic violence. She has also worked in the role of Community Outreach Coordinator at the centre whereby she engaged in public education/training around sexual and domestic violence issues, collaboration with community organizations and committees, and involvement in community events. Rekha is strongly committed to Feminist, Anti-Oppressive Practice which is enriched through her use of Narrative Therapy and art modalities. She feels very fortunate to have opportunities to accompany clients along parts of their journeys towards healing and possibility.

37.2. A Narrative Therapy Group for Children at a Hospital-Based Child and Family Mental Health Programme

Guindon, Karma

Wilfrid Laurier University

Waterloo, ON, Canada

&

The Child and Family Clinic

Southlake Regional Health Centre

Newmarket, ON, Canada

Narrative therapy is well-suited for children experiencing problems. It allows for a playful, imaginative, and non-pathologising approach. It also values and elicits children's knowledge and expertise. I developed and facilitated a 10-week narrative therapy group for children (ages 8-10 years) waiting for service to address anxiety at a hospital-based children's mental health psychotherapy department. The group included the use of metaphor, art, physical activity, acting, and play. Early group sessions focused on externalizing Worry and examining Worry's tricks and its influence on the children. Middle group sessions focussed on sparkling moments when Worry could have been a problem but wasn't or was less of a problem. Later sessions built on these sparkling moments by constructing and thickening alternative narratives of the ways the children already limited the influence of Worry and through identifying strategies they would like to try. In the final session, parent(s) (who attended their own concurrent group following a more educational format) were invited to be an audience to these alternative narratives and children shared their artwork, activities, and experiences with them. Parents and group leaders also contributed their perceptions and memories to further thicken these alternative narratives of self-agency, ability, and possibility.

Karma Guindon, MSW, RSW, RMFT, is a Registered Social Worker and Registered Marriage and Family Therapist in doctoral studies at Wilfrid Laurier University. She has worked in direct practice for over 15 years and has a private practice in Milton, Ontario. She also provides psychotherapy services at a child and family mental health programme at Southlake Regional Health Centre in Newmarket, Ontario. She is teaching Master-level social work students using a collaborative teaching method based on problem-based learning and delivers presentations on Narrative Therapy and postmodern approaches to counselling professionals. She also provides consultation and supervision and is involved in program evaluation initiatives.

**37.3. Stories of Spinal Rehabilitation, Social Relationships, and Disability:
An Ethnographic Creative Non-fiction**

Smith, Brett

School of Sport, Exercise, & Health Sciences
Loughborough University
Loughborough, UK

Making sense of a spinal cord injury (SCI) is a dynamic storied and relational process that unfolds over time for the individual and their families. Using fictional techniques, and drawing on data generated from multiple interviews and participant observation, this paper presents an ethnographic creative non-fiction of men's experiences of suffering a SCI through playing sport. The story presented aims to show a range of narratives, including the restitution narrative, fatalistic narrative, and heroic narrative, which disabled men may draw on within the context of a spinal rehabilitation hospital to make sense of their experiences and the bio-psycho-social challenges that arise from a traumatic injury. The story also seeks to stimulate opportunities for creative action with regard to social relations, health, gender, and stories disabled people can legitimately tell. The paper closes by critically reflecting on the possibilities and limits of creative analytic practices like creative non-fiction.

Brett Smith, PhD, is a lecturer in research methods in the School of Sport, Exercise and Health Sciences at Loughborough University, UK. His theoretical and empirical research interests concern the psycho-social dimensions of disability and health; the development of qualitative research methods and methodologies; and narrative inquiry. He has published extensively on each of these topics across a range of disciplines in international peer reviewed journals, including *Social Science & Medicine*, *Qualitative Research in Psychology*, *Sociology of Health & Illness*, and *Health: An Interdisciplinary Journal for the Social Study of Health, Illness and Medicine*. Brett is founding Co-Editor of the journal *Qualitative Research in Sport & Exercise*.

Saturday, May 22

10:00-10:30am

Governor's Ballroom

Refreshment Break

10:30am-12:00pm

Session 38

Grand Ballroom

Plenary

Keynote Speech

Potentials and Possibilities of Narrative Inquiry

D. Jean Clandinin, PhD

Faculty of Education

University of Alberta

Edmonton, AB, Canada

In this talk, Dr. Clandinin will highlight important concepts, tensions and possibilities in narrative inquiry. Working with the ideas of narrative inquiry as relational inquiry, she will open up some of the tensions in engaging in narrative inquiry through a reflective turn on studies in which she is currently engaged. The two studies, one engaged with by living alongside children, families and teachers, in order to study curriculum making both in and outside of school, and the other engaged with by hearing the stories of youth who left school early, offer her pause to reflect on the relational in narrative inquiry.

D. Jean Clandinin is Professor and Director of the Centre for Research for Teacher Education and Development at the University of Alberta. She is a former teacher, counselor, and psychologist. She is the coauthor with F. Michael Connelly of four books (including *Narrative Inquiry: Experience and Story in Qualitative Research*) and many chapters and articles. Jean edited the *Handbook of Narrative Inquiry: Mapping a Methodology* (Sage, 2007) and co-authored *Composing Diverse Identities* (Routledge, 2006). Jean has received numerous awards from the American Educational Research Association (including Early Career Scholar in 1993, Division B's Lifetime Achievement Award in 2001) and from the University of Alberta (Kaplan Award for Excellence in Research, 2001; Killam Professorship, 2003; Killam Mentoring Award, 2009) and other national awards (Whitworth Award). She and her colleagues are finishing narrative inquiries into the experiences of early school leavers and she is continuing work with Huber, Murphy, Mitton, and Murray-Orr on a narrative inquiry into children's, families and teachers' curriculum making.

Saturday, May 22

12:00-1:30pm

Lunch (on your own)

12:15-1:15pm

Session 39

Victoria

Special Lunchtime Panel

Publishing Narrative: Practical Guidance

Chair: *Elizabeth McKim*, Co-Editor of *Narrative Works*

Ellen Ficklen, Editor of the "Narrative Matters" column in the journal *Health Matters*

Mark Freeman, Editor of the Oxford University Press series "Explorations in Narrative Psychology"

Gary Kenyon, Editor of several special issues of journals, and several collections of essays for Springer and Oxford University Press

Brett Smith, Editor of the journal *Qualitative Research in Sport & Exercise* (Taylor & Francis)

In this informal session, experienced editors of a variety of publications will chat with each other and the audience about publishing in general, and publishing narrative (and *about* narrative) in particular. **Bring your lunch.**

Elizabeth McKim, PhD, is Associate Director of the Centre for Interdisciplinary Research on Narrative and Professor of English at St. Thomas University. She regularly teaches courses on the Romantic period, Jane Austen, literature and medicine, and literature and aging. Her early interest in narratology has broadened into an interest in the psychological and neurological aspects of narrative, and her recent publications have reflected this new direction. She has explored the headache narratives of a 19th century poet, and has collaborated with William Randall on a variety of publications on the poetics of aging, most recently *Reading Our Lives: The Poetics of Growing Old* (Oxford 2008). Her next project is to co-edit CIRN's new peer-reviewed, open access online journal, *Narrative Works*.

Ellen Ficklen is a senior editor at *Health Affairs*, where she is editor of the "Narrative Matters" section. She came to the journal from the Association of American Medical Colleges' Division of Diversity Policy and Programs. Previously, she held a number of editorial positions and has written widely, including articles for the *Washington Post*, the *New York Times*, the *Baltimore Sun*, *USA Weekend*, *Saveur*, *Preservation*, and a "My Turn" column in *Newsweek*. Ellen also has produced editorial projects for the National Geographic Society, American Rivers, and National Public Radio. In addition, the American Folklife Center at the Library of Congress published her book, *Watermelon*, and since 1980 she has been an occasional contributor to the food section of the *Washington Post*. She is a co-editor of *Narrative Matters: The Power of the Personal Essay in Health Policy* (John Hopkins University Press, 2006)

Mark Freeman earned his PhD in the Committee on Human Development at the University of Chicago and is currently Professor of Psychology at the College of the Holy Cross, where he has also served as the W. Arthur Garrity, Sr. Professor in Human Nature, Ethics and Society. He is the author of *Rewriting the Self: History, Memory, Narrative*; *Finding the Muse: A Sociopsychological Inquiry into the Conditions of Artistic Creativity*; *Hindsight: The Promise and Peril of Looking Backward*; and numerous articles on memory, self, and autobiographical narrative. He also serves as editor for the Oxford University Press series "Explorations in Narrative Psychology."

Gary Kenyon, PhD, is founding Chair and Professor, Gerontology Department, St. Thomas University, Fredericton, New Brunswick, Canada. Dr. Kenyon is listed in *Who's Who* in Canada and the United States. His publications include: *Metaphors of Aging in Science and the Humanities*, *Aging and Biography*, *Narrative Gerontology*, *Restorying our Lives*, and *Ordinary Wisdom*. Dr. Kenyon has also acted as Guest Editor for several journals. He is co-editor of a forthcoming volume entitled *Storying Later Life: Issues, Investigations, and Interventions in Narrative Gerontology*. Dr. Kenyon is a practitioner and teacher of Tai Chi and teaches Tai Chi in long term care settings.

Brett Smith, PhD, is a lecturer in research methods in the School of Sport, Exercise and Health Sciences at Loughborough University, UK. His theoretical and empirical research interests concern the psycho-social dimensions of disability and health; the development of qualitative research methods and methodologies; and narrative inquiry. He has published extensively on each of these topics across a range of disciplines in international peer-reviewed journals, including *Social Science & Medicine*, *Qualitative Research in Psychology*, *Sociology of Health & Illness*, and *Health: An Interdisciplinary Journal for the Social Study of Health, Illness and Medicine*. Brett is founding Co-Editor of the journal *Qualitative Research in Sport & Exercise*.

1:30-3:00pm

Papers and Panels

Session 40

Victoria

Papers

History/Politics/Power

40.1. “Sissies,” Cold Warriors or American Nazis?: Narratives of Experimental Subjects in Milgram’s “Obedience to Authority”

Nicholson, Ian

Department of Psychology

St. Thomas University

Fredericton, NB, Canada

This paper explores Milgram’s iconic 1963 study of “obedience to authority” from the perspective of the experimental subjects. Milgram’s study is endlessly fascinating; seemingly capturing a century’s worth of state sanctioned, technologically mediated violence while highlighting the relative ease with which ‘ordinary’ citizens can be transformed into killers. For all of its visual and emotional appeal, the study does not show – and indeed Milgram actively suppressed - the narratives of the people who actually participated in the experiment. Milgram presented but a single narrative for experiment – a person doing ‘unwarranted’ violence to another person at the behest of a “scientific” authority. In this paper, I draw on extensive archival records to reconstruct the narrative contexts of Milgram’s subjects. Many of these narratives revolve around Cold War inspired themes of Communist infiltration, the authority of science and the need for “toughness,” in the face of a determined Soviet adversary. Within this narrative context, obedience to authority was not “unjustified” as Milgram insisted and indeed the moral meaning of the experiment was anything but clear; many subjects were proud of the fact that they were “tough” enough to continue to the end of the shock board, while others expressed regret at breaking off the experiment. Attention to the voices of the subjects undermines the experiment’s driving narrative of “ordinary men doing unethical acts” while highlighting the shortcomings of the experiment as an “explanation” of the Holocaust, the My Lai massacre and Abu Ghraib.

Ian Nicholson, PhD, is Professor of Psychology at St. Thomas University in Fredericton, New Brunswick. A graduate of the history and theory of psychology programme at York University, he is the author of *Inventing Personality: Gordon Allport and the Science of Selfhood* (APA, 2003) and the editor of the *Journal of the History of the Behavioral Sciences*. He has published on the history of psychological expertise, humanistic psychology and the role of masculinity in science. His current research examines the history of Stanley Milgram’s “Obedience to Authority” experiments.

40.2. Reclaiming History Through Narrative: Oral Testimonies by the Ford “Disappeared” in Argentina

Robert, Karen

Department of History
St. Thomas University
Fredericton, NB, Canada

This paper draws on oral history interviews with former union activists at the Ford Motor factory in Argentina who were disappeared and tortured in the days and weeks following that country’s military coup of 1976. The testimonies are drawn from interviews I conducted myself, from court documents, and from oral histories held at Memoria Abierta, an archive in Buenos Aires dedicated to the history of Argentina’s human rights movements. In their testimonies, the Ford workers and their wives vividly recall the open collaboration between Ford management and the military at the time of the coup. Plant managers threatened key labour activists and looked on as soldiers dragged them off the assembly line at gunpoint. Many workers were tortured on the grounds of the Ford factory itself before being transferred in Ford vehicles to secret prisons and police stations. Yet in spite of their own vivid memories, it took survivors nearly forty years to view their former employer as complicit in their disappearance. In 2002, seventeen of them launched a lawsuit against Ford, denouncing the company for systematic ‘corporate terrorism’ inside the plant. My paper will connect these men’s testimonials to the broader struggle for human rights and justice in Argentina since the dictatorship’s fall in 1983. I will demonstrate the way fear and isolation prevented these men from building a meaningful and political narrative to make sense of their ordeal in 1976. They were able to reconnect their personal stories to history only once the broader legal and political discourse in Argentina had been radically transformed by years of activism.

Karen Robert, PhD, has been conducting historical research in Argentina since the early 1990s. Her doctoral dissertation (University of Michigan, 1997) examined space and social relations in Buenos Aires during that city’s rapid urbanization. Her more recent research has focused on the history of the Ford Motor Company in Argentina, and especially on Ford’s open collaboration with that country’s military dictatorship of 1976 to 1983. This project examines labour history within the Ford plant and also the cultural and political history of the Ford Falcons produced at that plant. Falcons became the most recognizable icon of terror in Argentina, as they were the vehicles used by death squads in tens of thousands of “disappearances,” and they have been evoked by artists and activists since the 1980s. Dr. Robert was chosen as a Fellow at the Summer Institute on Oral History at Columbia University in 2004, where she was able to study oral history techniques with some of the leaders in the field, including Alessandro Portelli and Mary Marshall Clark. Her Ford research has also been supported by the National Film Board of Canada, for development into a feature-length documentary film.

Session 41 1:30-3:00pm

Hampstead

Papers

Pedagogy/Teaching

41.1. *Shifting Stories to Live By: Narrative Beginnings of Three Teacher-Researchers*

Chung, Simmee
Schaefer, Lee
Lessard, Sean

Centre for Research for Teacher
Education and Development
Faculty of Education
University of Alberta

This paper represents the narrative accounts of three graduate students who live out multiple plotlines as students and teacher-researchers from diverse backgrounds and disciplines. We explore our beginnings in coming to think narratively in the midst of experiencing tension with our own stories to live by, which bumped up against dominant institutional norms such as: individual rigor and competition, which may cause feelings of isolation. These tensions, we have come to know are often prevalent on post-secondary school landscapes. As beginning teacher researchers we inquire into how we came to narrative inquiry, using a three dimensional inquiry space; temporal spaces (past, present, future), place (contextual), and inward and outward personal and social conceptualizations. Through this narrative inquiry lens, we found co-composing spaces, alongside others, where we began to understand the relevance and importance of our own “personal practical knowledge” as beginning academics and individuals. This paper highlights the importance of creating and co-composing intentional inquiry spaces in institutions in order for graduate students to shift competing stories to live by and understand that, they too, are holders of knowledge.

Simmee Chung, a doctoral student at the University of Alberta, is a recipient of Alberta’s Provincial 2008 Excellence in Teaching Award. Her co-publications with Jean Clandinin and fellow scholars focus on narrative matters in teacher education and conceptualizations of identity making and student engagement. Building on her master’s thesis, her doctoral research works to attend to the complex intersection of teachers’, children’s and families’ lives in curriculum making, attentive to diverse lives in motion.

Lee Schaefer is a graduate student at the University of Alberta studying in the area of Secondary Education. His own experiences as a junior high school physical education teacher, mentor, and university facilitator inform his current master’s thesis work which inquires into the experiences of beginning teachers. Working alongside Dr. Jean Clandinin and other narrative inquirers has furthered contributed to his understanding of the complexities and possibilities of narrative work. Lee’s forthcoming doctoral research includes a narrative inquiry into the stories of early career teachers that have left the profession.

Sean Lessard is a second year Master’s student at the University of Alberta and a consultant for Edmonton Public School Board in Aboriginal Education. He currently is working under the guidance of Dr. Jean Clandinin in the field of narrative inquiry specifically researching the stories of early school leavers’. Sean is a member of Montreal Lake Cree Nation in the treaty six territory and works in collaboration with various organizations on initiatives related to the policy and the retention of aboriginal students within the current school system.

41.2. The Diagram as Story: Unfolding the Temporal Aspect Within the Static Image

de Freitas, Elizabeth
School of Education
Adelphi University
Garden City, NY, USA

Constructing and decoding diagrams are complex cultural and semiotic skills developed and honed within particular communities of practice (Kress, 2004; Van Leeuwen, 2005). Since most diagrams are metaphoric in that they “stand in” for some other object or relationship, and their meaning is tied to the way that they bridge the abstract and the concrete, (Bakker & Hoffmann, 2005; O'halloran, 2007), diagram use is bound to particular cultural practices regarding appropriate forms of visually representing, construing and constructing space-time relationships (Radford, 2004). This paper examines diagramming as a narrative practice. I discuss the complex ways in which stories of embodied action are embedded in diagrams, and I examine the ways that students decode diagrams in terms of storied and embodied action. This paper is based on research into narrative and diagramming practices in mathematics and science classrooms. I focus here on particular diagrams and discuss viable philosophical and semiotic frameworks for making sense of diagramming as a narrative practice. I draw from the philosophical concepts of the fold and the rhizome (Deleuze & Guattari, 1984) to analyze the diagram as story. I also draw from narrative theory (de Freitas, 2007; Labov, 2006) to frame and theorize the nature of narrative.

Elizabeth de Freitas has published articles about narrative inquiry and arts-informed reflexive research practices in journals such as *The Journal of the Canadian Association for Curriculum Studies*, *International Journal of Education & the Arts*, *The Canadian Journal of Education*, *Educational Insights*, *Qualitative Inquiry*, *Gender and education*, and *Interchange: A journal of Education*. She is interested in the ways that narrative functions as a form of identity construction in classroom discourse.

41.3. Working the Space in Between: Pedagogical Possibilities in Rethinking Teacher Identity(s)

Johnson, Richard

Institute for Teacher Education

University of Hawaii, Manoa

Honolulu, HI, USA

The intent of this project is to present findings from a project that attempts to systematically study collective teacher personal identity(s) as a group of preservice students begin teaching. This work focuses on narrative understandings of theoretical teacher education practices to study how a collective group of teachers “live storied lives” (Feldman, 1997), and further interrogates how these lives are deeply embedded in storied lives of practitioners making sense of the world and further reconstructing their own personalized teacher identities. This work builds off narrative research addressing how increased understandings of the importance of narrative research (Gudmundsdottir, 2001) enhances the knowledge base of teacher education “with the realization that teacher knowledge is contextual, interactive, and speculative” (McConaghy, 2006, p. 973). This work theoretically engages what the teachers shared about their daily experiences, including *tension*, *struggle*, *disorder*, *unknown*, *problems of...*, and *oppression*, and further pushes at *possibilities* and *alternative pathways* toward truth. By studying and critiquing teaching narratives, I’ll critique what limits produce (Deleuze’s middle—combinatory space of multiplicity), what is made possible (unexpected futures, altered horizons, new pasts) what they incorporate (their own disavowals, their abjected others), as well as how the limits are themselves constructed in and through particular cultural matrices.

Richard Johnson. A former preschool teacher, Richard Johnson is now on faculty in the department of Institute for Teacher Education at the University of Hawaii, Manoa.

Session 42 1:30-3:00pm

Aberdeen

Papers

Languages/ESL/Literacy

42.1. Narrative Research on Teaching and Learning to Write Academic Texts: Experiences from Brazil

Valente, Alan Castellano
Reading and Academic Writing
Arnaldo Janssen College
&
President Antonio Carlos University
Belo Horizonte, MG, Brazil

de Azevedo Evangelista, Helivane
Curriculum Development
Ánima Education
&
Reading and Academic Writing
UNA University Center
Belo Horizonte, MG, Brazil

The value given to writing in our society is mainly due to the complexity of the social demands related to its use and to the fact that it is considered a means by which other abilities can be developed to attend demands related, for example, to domestic, academic, political, and socio-cultural contexts. Despite its great importance, teaching and learning to write is a rather complex task, both in L1 and in L2, and not all university teachers and undergraduate students are successful at achieving it. This panel proposal approaches narrative research in two papers in which narratives are used as instruments for collecting data. The papers will focus on

- A) how narratives can be used to depict university teachers' representations of freshmen undergraduates' textual production in L1 (Brazilian Portuguese), especially by means of the metaphors they create, and how their belief and / or disbelief in their students' writing achievements can have an impact on the feedback they give;
- B) how narratives can be used to study the complexity of negative and positive affective states experienced by the students when they receive feedback from their teachers and how these affective states can influence their processes of revising and rewriting academic texts. According to Evangelista (2003), the affective states activated along the writing processes interfere both in the final product and in the amount of time needed to produce it.

Alan Castellano Valente has a master's degree in Literatures Originally Produced in English (Federal University of Minas Gerais, Brazil). He teaches Reading and Academic Writing to undergraduates at Arnaldo Janssen College and at President Antonio Carlos University. His main interests include language teaching, teacher education, and textbook writing. He is the author of *English Collection for High School Students*, co-authored with Anelise Fonseca Dutra.

Helivane de Azevedo Evangelista has a doctoral degree in Applied Linguistics (Federal University of Minas Gerais, Brazil). She is Head of Curriculum Development at Ánima Education and teaches Reading and Academic Writing to undergraduates at UNA University Center, a higher education institution belonging to Ánima. Her main research interests include curriculum development, assessment, teacher education, language teaching (especially writing) and narrative inquiry.

42.2. Multimodal Story-Telling for Inclusive Language and Literacy Learning in the Urban Elementary School

Lotherington, Heather
Faculty of Education
York University
Toronto, ON, Canada

The urban classroom is a place of social, economic, cultural, linguistic and intellectual diversity. For many children, the challenges are complex. Learners from families who are recent arrivals to Canada may lack proficiencies in English. All will need to acquire sufficient cultural capital to successfully navigate the curriculum. Some children will have needs that are more complex than what is anticipated in a school system that labels academic difference in terms of separate shortcomings. What these children offer is typically viewed through a deficit model, though they may have language knowledge and cultural know-how that could be incorporated into education to general advantage in this global era. Their backgrounds also offer specific support for English language learning (ELL) that, though understood in theory, is seldom incorporated in educational practice. This presentation describes recent work from an ongoing collaborative research project on teaching elementary language and literacy in a multiliterate world through ludic approaches. The paper focuses on how children's multimodal story-telling projects provide learners with opportunities to:

- develop an individual voice through collaborative multimodal story-telling,
- respect and appreciate linguistic diversity,
- develop support networks for personal language repertoires, and
- become an agentive learner through collaborative play-based projects.

Dr. Heather Lotherington is Professor of Multilingual Education at York University in Toronto, where she teaches multimodal, linguistically inclusive language and literacy education in the Faculty of Education and the Department of Linguistics, and, currently, a visiting fellow at King's College, University of London. Her research focus is on multimodal literacies in urban, multicultural settings, and her studies include numerous collaborations in varied educational contexts, investigating and designing socially appropriate, culturally relevant and linguistically responsive language and literacy education. Her current research, which is shared here, focuses on the development of multiliteracies pedagogies through ludic approaches in the elementary school.

42.3. A Narrative (of) Course in Applied Linguistics

Steinman, Linda

Department of Languages, Literatures, and Linguistics
&
ESL, Faculty of Liberal Arts and Professional Studies
York University
Toronto, ON, Canada

Where do information and knowledge reside? What constitutes data in Applied Linguistics? How do narratives and narrative inquiry contribute to this field as it transitions from a focus on hard measurable data to a more hermeneutic gaze? In this paper, I theorize and describe a new graduate course entitled “Narrative Contributions to Applied Linguistics.” The course, offered on a Canadian campus, is offered to MA and PhD students in Linguistics and Applied Linguistics, but is open to other graduate students as well. Narratives, the role of narrative, narratives of teaching, narratives of learning, and alternate forms of narrative such as multimedia, plays, and poetry are included in the course readings. Implications for the teaching and learning of language and culture are key foci. While the course is driven by a narrative impulse and not a theoretical one, the overarching framework that helps individuals in the course (both teacher and learners) to make sense of the narratives is Vygotskian sociocultural theory. I will describe how the narrative (of) course was envisioned, enacted and then revisioned.

Linda Steinman is a faculty member in the Department of Languages, Literatures and Linguistics at York University in Toronto. She teaches undergraduate credit ESL as well as graduate courses in Second Language Instruction, Research Methods, and Narrative Contributions. She has attended and presented at the last three *Narrative Matters* conferences—in Fredericton, in Wolfville, and in Toronto. She is co-authoring a textbook with Drs. Merrill Swain and Penny Kinnear (chair of *Narrative Matters 2008* in Toronto) entitled *Introducing Sociocultural Theory Through Narratives of Second Language Learning and Teaching*, which will be published by Multilingual Matters next year.

Session 43 1:30-3:00pm

Carleton

Papers

Health, Recovery, Resilience, and Well-Being

43.1. Undoing Narratives of Resilience and Well-Being

Aranda, Kay

Scholes, Julie

Santa-Maria Morales, Arantxa

Zeema, Laetitia

School of Nursing and Midwifery

Faculty of Health and Applied Social Science

University of Brighton

Brighton, UK

In this paper we explore “undoing narratives” of resilience and its consequences for the subjects of healthcare policy and practice. To “undo” these narratives is to examine the performativity or the iterative nature of narratives, and of its object, resilience. Narratives construct resilience not only as innate attributes dwelling inside the self, or as external social factors or processes, but as stories available within the broader discursive everyday talk of health and well-being. We explore how these narratives are at work in healthcare culture as individual and collective stories. To undo narratives means we examine the storied experiences of “doing or being resilient.” This reveals, among others, moral stories demanding subjects be resilient, which are in turn premised upon broader narratives of personal and social change involving emotional and embodied practices. Narratives are complicit in practices of power which privilege these voices and generate subject positions. Undoing narratives of resilience then becomes more than the stories a culture tells itself about itself; it shows “how” a culture tells itself about itself. By undoing narratives, we reveal how subjects of contemporary healthcare are generated as “being and doing” resilience or not, and explore the consequences for identity, inequality and social justice.

Professor Julie Scholes is Professor of nursing with interests in qualitative research, learning and identity and critical care practices and the therapeutic use of self.

Dr. Kay Aranda is a lecturer and community nurse, interested in questions of health inequalities, difference and identity and social justice.

Dr. Arantxa Santa Maria-Morales is a lecturer in public health with interests in health inequalities and multi and inter-disciplinary learning, teaching and practice.

Dr. Laetitia Zeeman is a lecturer in mental health nursing with interests in gender, discourse and inequalities and the use of narratives and narrative therapy in healthcare.

43.2. *The Murky Spaces of Narrative Repair: Listening for “Tightrope Talk” and Other Narrative Acts of Insubordination in Women’s Stories of Living Well after Challenge*

McKenzie-Mohr, Sue
Department of Social Work
St. Thomas University
Fredericton, NB, Canada

Lafrance, Michelle
Department of Psychology
St. Thomas University
Fredericton, NB, Canada

In this paper, we explore the narrative challenges and possibilities that emerged in our respective research programs with women who have faced depression or rape and who have come to live well in the wake of these experiences. Participants’ accounts pointed to the difficulties and limitations of master narratives (e.g., legal, medical) that so often position them as either passive victims or blameworthy actors. Instead, participants often attempted to position themselves in ‘both/and’ identity positions – as both strong and vulnerable, powerful and powerless, active and blameless. We reflexively explore the importance of listening for these nuanced and precarious discursive accomplishments, which we call “tightrope talk.” Attending to women’s “both/and” language and inviting the thickening of these rich descriptions supports the elaboration of more useful counter-narratives. And yet, as researchers we face many challenges in listening for such tightrope talk, attending to it in our analyses, and articulating it in our writings. Attempts to introduce tightrope talk, not only by participants in their interviews but also by researchers in their articulation of scholarly interpretations, can be misconstrued in a culture with inadequate and limiting master narratives. This has necessarily involved facing the precarious terrain of our own “tightrope talk” as researchers, as we work reflexively to better negotiate the meaning of women’s counter-narratives.

Sue McKenzie-Mohr, PhD, is Assistant Professor of Social Work at St. Thomas University. Her interest in narrative grew out of fifteen years of practice in shelters, hospitals, and counselling centres. Her research explores women’s navigation of the post-rape process toward living well, highlighting the use of audience, counterstories, and narrative repair in response to oppressive conditions.

Michelle Lafrance, PhD, is Associate Professor of Psychology at St. Thomas University. Her research and teaching interests are in the area of women and mental health, including women’s experiences of recovery from depression, the social construction of mental illness, and women’s leisure. She has recently published *Women and Depression: Recovery and Resistance* (2009, Routledge).

43.3. In Search of a Narrative for Healthy Living

Sools, Anneke

Research Methodology and Psychology

University for Humanistics

Utrecht, The Netherlands

The topic of the paper is the search for an adequate definition of “narrative” for the study of healthy living. First, I describe the characteristics of the phenomenon under investigation (“healthy living” as a positive, multidimensional and dynamic phenomenon), the research approach and context (importance of empowerment, dialogue and meaning of life for the promotion of health), and the participant group (Moroccan and Dutch elderly people from low social-economic backgrounds). Second, I identify two approaches to narrative: the small story and the Big Story approach (Ochs & Capps, 2001; Bamberg, 2006; Freeman, 2006; Georgakopoulou, 2006). These two approaches to narrative represent two poles of a continuum. They differ on characteristics such as: a closed temporal and causal order vs. an open and spatial order; high vs. low tellability; one vs. more than one active tellers; a certain and constant moral stance vs. an uncertain, fluid and dynamic stance; focus on past vs. future events. I explore how the two narrative approaches deal with different aspects of the phenomenon, the research approach, and the participant group. This exploration underlines the need not only to define which concept of 'narrative' we use as researchers, but to differentiate our concepts for different research questions and (aspects of) phenomena.

Anneke Sools studied the psychology of culture and religion in Nijmegen, Netherlands. The paper is based upon her PhD project entitled, *The Development of a Narrative Psychological Approach to the Study and Promotion of Healthy Living*. Her interest in the relationship between body, self and narrative continues in her current research, which focuses on “doing embodied reflexivity” and employing dialogical relationships as part of the methodological repertoire of narrative researchers. She is also participating in a research project in which storytelling is used to enhance mutual understanding and integration among generations in the Moroccan community in the Netherlands.

Saturday, May 22

Sesson 44 1:30-3:00pm

Grand Ballroom A

Panel

Personalizing the Social: Collective Stories and Personal Narratives

Chair and Discussant:

Mark Freeman

Psychology

College of the Holy Cross

Worcester, MA, USA

What are the processes by which narratives draw upon the social and cultural world in order to construct a sense of personal meaning? Narratives are intermediary realms that are both social and personal. In fact, narratives seem to move very easily between the singular and the plural, between the first person and the third person, between the personal and the collective. This panel addresses the dynamic processes (relational, historical, institutional, etc.) that inform storytelling and bring cultural meanings into aspects of the person's narrative.

Mark Freeman earned his Ph.D. in the Committee on Human Development at the University of Chicago and is currently Professor of Psychology at the College of the Holy Cross, where he has also served as the W. Arthur Garrity, Sr. Professor in Human Nature, Ethics and Society. He is the author of *Rewriting the Self: History, Memory, Narrative*; *Finding the Muse: A Sociopsychological Inquiry into the Conditions of Artistic Creativity*; *Hindsight: The Promise and Peril of Looking Backward*; and numerous articles on memory, self, and autobiographical narrative. He also serves as editor for the Oxford University Press series "Explorations in Narrative Psychology."

44.1. Narrating “I” and “We”: Tales from Insurance and Aerospace

Linde, Charlotte

Computational Sciences Division
NASA Ames Research Center
Moffett Field, CA, USA

Becoming a member of a group involves a change in identity, which is performed in the individual's stories. This can involve learning to tell one's story within a textual community which propagates stories about the founder, the group, and admired members of the corporation. Additionally, a group can take on an individual's story as an example of a paradigmatic career trajectory within the group. This talk is based on a three-year ethnography of a large insurance company as well as ten years of participant observation at NASA. It describes both the shaping of individual's stories, as well as narrative effects of the presence or absence of useable charismatic founders.

Charlotte Linde is a sociolinguist and anthropologist, working in the Computational Sciences Division at NASA Ames Research Center, studying institutional memory and knowledge management under the unofficial job description of Socio-RocketScientist. She also provides ethnographic insight into how teams of engineers and scientists work, and how this might inform technology design for them. She has also written on how people and institutions use narrative to create a sense of “me” or “us” – how we use narratives to remember, and how individuals take on the stories of the institutions of which they are members as part of their own story (*Working the Past: Narrative and Institutional Memory*, Oxford University Press, 2008). In prior work, she examined the use of narrative in the social negotiation of the self (*Life Stories: The Creation of Coherence*, Oxford University Press, 1993). She holds a doctorate in sociolinguistics from Columbia University, where she worked with William Labov.

44.2. Narrating Common Identities in Jewish-Arab Couples in France

Schiff, Brian

Department of Psychology
American University of Paris
Paris, France

This paper challenges the reigning perspective that views collective memory as the construction of cultural texts that are created and revised by political actors who possess authority and who impact the realm of ideas above and persons down below. I argue that there is a second, and legitimate, way of approaching collective memory as a jointly constructed narrative. From this point of view, collective memory is a story about the past, identity and world that is negotiated between persons in social interactions. Talking about the past together, persons arrive at common stories, myths, of who “we” are. Using narrative interviews from my research on Jewish Arab couples living in France, I describe the dynamics of how couples tell the story of their couple identity. I describe the processes, internal to the couple and in the couple’s interaction with others external to their relationship, which both shape and limit their possibilities for narrating identity. I argue that this joint construction of the past has consequences on personal identity and the future of the couple.

Brian Schiff received an AB in Psychology from the University of Michigan and a PhD in Psychology: Human Development from The University of Chicago. He was a Lady Davis Postdoctoral Fellow at the Hebrew University of Jerusalem and a Mellon Fellow at Wellesley College. He is currently Associate Professor and Chair of the Department of Psychology at The American University of Paris. Schiff’s research uses life story interviews in order to study the social and cultural dynamics of identity formation. He is also interested in culture and human development, the individual’s connection to collective memory and the theoretical development of narrative psychology.

44.3. Writing *Shoah*: Collective Memory and Life Story

Cohler, Bertram J.

Department of Comparative Human Development

University of Chicago

Chicago, IL, USA

Telling or writing about the past takes place in a community of other tellers and listeners or writers and readers. Personal accounts of particular events such as the *Shoah*, the catastrophe befalling European Jewry during the Nazi era of 1933-1945, have been later recollected in the context of other tellers and listeners or writers and readers. The way in which these events are remembered and portrayed in personal accounts such as memoirs, including the significance of these events for the life-writer's own presently recounted life story, reflects collective remembering that itself changes over time and place. This presentation shows the impact of collective remembering that is in turn shaped by social and historical change in the memoirs of men and women who were interned in the extermination camps of the Third Reich and who emigrated to the United States over the post-war period. These memoirs have been written across three periods of collective remembering the years of the *Shoah* over the course of the post war period. This presentation shows that the events selected for discussion in these memoirs, the perceived significance of these events, and the meaning of these experiences for the life writer's own life story from childhood to the present, reflects this interplay of personal circumstances and social and historical change.

Bertram J. Cohler is the William Rainey Harper Professor of Social Sciences, the College and the Department of Psychology and Psychiatry, the University of Chicago. Much of his recent work has concerned the study of lives over time and, particularly, with the manner in which the time and place of self life-writing interplays with personal circumstances in writing personal accounts such as autobiography or memoir and, especially, in the impact of adversity such as stigma or that arising from such historical events as genocide in creating a sense of coherence in memoirs of presently remembered accounts of a life time.

Session 45 1:30-3:00pm

Grand Ballroom B

Panel

The Ripple Effect: The Story of Narrative Care in a Long-Term Care Home

Since 2007, narrative care has been slowly and substantially changing the culture of York Care Center in Fredericton, New Brunswick. In this panel session, participants will learn of the powerful “Ripple Effect” that can take shape when an individual or an organization begins to acquire a narrative approach to care. The session will primarily focus on the success of the program at York Care Center, “Celebrating Our Stories,” using a variety of anecdotes and stories to illustrate the many effects. We will also include an example of a completed resident biography video.

Jones, Jana
Noonan, Daphne
O'Donnell, Rayma
Holder, Sherry
Caterini, Debby

York Care Center
Fredericton, NB, Canada

Jana Jones, BA, is a graduate of St. Thomas University, and has been working in York Care Centre's Therapeutic Recreation Department for over two years. Aside from her regular duties in the Recreation Department, she is the Co-Chair of York Care Centre's Resident Biography Program, “Celebrating our Stories: A Legacy of Life.” She is currently working on her Masters of Health Studies: Leadership, and looks forward to exciting possibilities and challenges in the field of long-term care.

Daphne Noonan, MEd, is currently working as the Manager of Therapeutic Recreation at York Care Center, and in addition she is the co-chair of York Care Center's narrative program, “Celebrating Our Stories: A Legacy of Life.” She holds a BA with a focus in Gerontology, a Diploma in Health Sciences specializing in Therapeutic Recreation in Gerontology, as well as a Masters in Education with a focus on Adult Education. She is extremely passionate about working in the ever-changing field of eldercare and more specifically in contributing to the process of helping those with whom she works to grow old with dignity and honor. Throughout the course of her Masters studies, Daphne chose to focus several assignments and literature reviews on topics that could be related back to her work environment at York Care Center including Narrative Gerontology, Flexible Learning, and Snoezelen Therapy. Daphne has also become active in the community by sitting on the Alzheimer's Society of New Brunswick Chapter Council Advisory Committee for Fredericton Area, and also is a Research Associate for the Center for Interdisciplinary Research on Narrative (CIRN) at St. Thomas University.

Rayma O'Donnell, RN, is the Director of Care Services at York Manor, Fredericton, New Brunswick. York Manor is the largest Nursing Home in New Brunswick, a 204-bed facility including a 25-bed Alzheimer's Unit. Rayma has been involved in Geriatric Nursing for 25 years, working in a variety of roles including Unit Manager, Quality Assurance Coordinator and Acting Executive Director. She has had a passion for quality of life issues in long term care, and in particular least restraint and fall reduction, for many years. She has also been a great supporter of narrative care and has seen the transformational effects it can have in caring for the elderly.

Saturday, May 22

Sherry Holder, RN, is the Unit Coordinator for a 48 resident unit at York Care Center. She has been involved in Geriatric Nursing for 20 years on a number of levels including owning and operating her own Special Care home in the Douglas area, as well as teaching both LPN's and RA's in long- term care. Sherry has been an avid supporter of Narrative Care since the early days of the initiative, and has completed a biography with a resident and his family.

Debby Caterini, BEd, is a member of the resource team at Leo Hayes High school in Fredericton, NB. Her initiative to partner with York Care Center in 2008 using "Celebrating Our Stories" as the centerpiece in a literacy improvement program earned Leo Hayes the Premier's Award for Excellence in Education in May 2008. Debby will be present to share some of the effects of the Narrative experience for Leo Hayes students and faculty.

York Care Center Family Member. The role of the family member on the panel will be to speak about the resident and family experience throughout their participation in "Celebrating Our Stories."

Saturday, May 22

Session 46 1:30-3:00pm

Grand Ballroom C

Panel

Stories Novice Researchers Tell: Diverse Approaches to Narrative Research by Four Doctoral Candidates in a Faculty of Education

This panel focuses on the diverse approaches to narrative research taken by four doctoral candidates in the same faculty of education. Each presenter will tell a 10-minute “narrative research story” or share some experiences of using narrative in her thesis. This research story will focus on how the presenter investigated narrative in her thesis; that is, the presenter will share how she arrived at a particular approach, the benefits and challenges she encountered, and what she would do differently if she could. We anticipate that this session will be of particular interest to other graduate students learning about narrative research and that it will provide them with a venue for asking questions and connecting with those experiencing similar challenges. We invite experienced narrative researchers and instructors of narrative methods courses to attend and to share their experiences and perspectives.

46.1. What Do I Do When My Thesis Keeps Shifting? Issues of Purpose, Audience, and Form

Wiebe, Natasha

Faculty of Education

University of Western Ontario

London, ON, Canada

The purposes, and what one is exploring and finds puzzling, changes as the research progresses. (Clandinin & Connelly, 2000, p. 73)

Narrative inquiry is a fluid, complex process, one that is not well represented by tidy textbook diagrams or lists of steps. “Each study has its own rhythms and sequences” (Clandinin & Connelly, 2000, p. 97). Research purposes may shift as the researcher comes to see new meanings during the course of rereading field texts, analyzing narrative data, sharing work-in-progress (p. 60), or re/writing research reports. This paper offers examples of, and reflects critically on, one doctoral candidate’s strategies for negotiating the shifting purpose, audience, and form of her narrative doctoral thesis (Wiebe, 2010).

Natasha G. Wiebe is a doctoral candidate in the Faculty of Education at The University of Western Ontario (UWO), London. Her thesis, *Restorying Canadian Mennonite writing: Implications for narrative inquiry* (2010), explores some different ways that novice narrative researchers can restory, or re-present, the personal narratives of their participants. Natasha’s publications include a chapter in *German Diasporic Experiences* (2008a); an article in *Forum: Qualitative Social Research* (2008b) about how she uses her own “mennocostal” poetry in her narrative research; interviews with her participants (2006, 2008c); and contributions to UWO’s Narrative Inquiry in Education portal (<http://www.narrativeinquiry.ca>).

46.2. Why Use Narrative to Research Restorative Justice in Ontario Elementary Schools?

Vaandering, Dorothy
Faculty of Education
Memorial University
St. John's, NL, Canada

Restorative justice--which seeks to replace punitive, managerial structures of schooling with those that emphasize the building and repairing of relationships (Hopkins, 2004)--recognizes that it is people's ability to communicate and dialogue (Freire, 1970) that allows for harm to be repaired and transformation to occur. As such, restorative justice is dependent on the sharing of stories. When the field itself is so rooted in narrative, does the researcher have a responsibility to reflect this in the methodology chosen to conduct a study on restorative justice's effectiveness in schools? If so, how can the use of narrative best be executed? These questions, when asked in conjunction with the critical theory framework of my doctoral study, became instrumental in developing a more in-depth understanding of narrative research methodology and the potential it holds for case study research.

Dorothy Vaandering received her doctoral degree in June 2009 from the University of Western Ontario. Currently she is assistant professor at the Memorial University of Newfoundland in the area of social studies and social justice. Her doctoral research which examined the impact of restorative justice on Ontario public schools now serves as a springboard for work that examines how educators can be supported in the implementation of restorative justice in curriculum and pedagogy as well as research that examines the potential use of restorative justice in schools in Newfoundland.

46.3. Why Use Narrative in Writing the Social History of a Community?

Bonner, Claudine
Faculty of Education
University of Western Ontario
London, ON, Canada

Each of the narratives I explore in my doctoral thesis represents a snapshot in time, open to interpretation, and serves to tell us something about the particular historical moments from which they emerge, and how this period was experienced and affected by the individual narrator. These narratives provide insight into the families of some of the mostly faceless fugitives and leaders on the Underground Railroad; explore kinship, community and religious life; and invite us to ask questions about community members' experiences and perspectives, as they describe their childhood, share family tales, and make sense of their own lives. Narratives such as these represent the many community and individual tales which tend usually to be swallowed up by a nation or region's grand narrative.

Claudine Bonner is a doctoral candidate in the Faculty of Education at The University of Western Ontario, London. Her thesis, *(Re)constructing Settlement Histories: North Buxton, Ontario 1873-1914* (2010), explores the history of the community of North Buxton Ontario, using narrative interviews with senior members of the community. Claudine's research interests explore understandings of the African Diaspora and black Atlantic studies, both historical and contemporary.

46.4. Arab Muslim Women's Narratives: Experiences in Canadian Educational Institutions

Hamdan, Amani
Independent Scholar
Dharahn, Saudi Arabia

Narrative is a “methodology that would not just seek facts and events, but would look for ways in which such narrated facts and events suggest a woman’s relationship with the society in which she lives, and her current construction of self” (Mann, 1998, p. 81). This passage forms the frontispiece of my use of narrative as a lens to explore several Arab women’s experiences in Canadian educational institutions. Knowledge is found in the ordinary thinking of people in everyday life, particularly when indigenous people are researching their own lives. Indigenous people are responsible for providing narratives to counter the vision of outsiders.

Amani Hamdan obtained her PhD from the University of Western Ontario’s Faculty of Education in 2006. Her dissertation, *Quilted Narratives of Arab Muslim Women’s Tapestry: Intersecting Educational Experiences and Gender Perceptions*, received the first Canadian Society for the Study of Women in Education award. Amani’s dissertation was published under the title *Muslim Women Speak: A Tapestry of Lives and Dreams* (Toronto, Women’s Press, 2009). In 2002, she obtained her Masters of Education from Mount Saint Vincent University. Her master’s thesis was titled *Bringing a Global Education Perspective to Understand “The Other”: A Case Study of Western Myths of Muslim Women*.

Session 47 1:30-3:00pm

Grand Ballroom D

Papers

Literature

47.1. Avant-Garde From the Inside: The Edge of Discrepant Awareness

Lornsen, Thomas

Department of Culture and Language Studies

University of New Brunswick

Fredericton, NB, Canada

Critics like Adorno, Bürger and Huyssen have long declared the death of the avant-garde. Others have countered that such assumptions are based on naïve notions of progress and a disregard for the discursive nature of art. This paper argues that avant-gardist art does indeed possess strategies which allow it to incorporate criticism into its own narrative and transcend it by means of subversive affirmation. The focus is on one such strategy: the use of discrepant awareness in the form of unreliable narration. Drawing on the theories of Umberto Eco, Linda Hutcheon and Slavoj Žižek I demonstrate how unreliable narration functions as a pedagogical tool able “to speak to a discourse from within it, but without being totally recuperated by it” (Hutcheon, *A Poetics of Postmodernism* 35). I support my argument by a close reading of the unreliable narrator in Heinrich Böll’s Nobel Prize-winning novel *Group Portrait With Lady* (*Gruppenbild mit Dame*, 1971). Böll, who had developed a theory of literature as a form of Happening, makes his narrator fail at establishing a new master narrative. The resulting vacillation between “petit recit” and “grand recit” allows Böll to explore new ways of thinking about art and society while at the same time reminding his readers of the dangers implicit in any change of social power structures.

Thomas Lornsen received an MA in German and English Literature from the Universität Mannheim (Germany) and an MA in German Studies from the University of Waterloo, Ontario. At McGill University (Montreal), he recently defended his dissertation on irony, unreliable narration and engagement in the works of Heinrich von Kleist and Heinrich Böll. He taught extensively at McGill, Bishop’s University, the Goethe Institute Montreal and Champlain College (Montreal). Since September 2009, he has been an Assistant Professor of German in the Department of Culture and Language Studies of the University of New Brunswick, Fredericton. His research focuses on Narratology, German Romanticism and political literature.

47.2. Exploring the Moral Landscape Through Fantasy, Imagination, Hope and Despair in Byatt's *The Children's Book*

Mason, Sheila

Department of Philosophy
Concordia University
Montreal, QC, Canada

In this paper I discuss A.S. Byatt's brilliant exploration of the moral landscape of seven characters in her recently published book, *The Children's Book*, whose stories reveal glimpses of truth, beauty and goodness which inform, or fail to inform, the various character-constitutive choices they make over the course of two decades in the setting of Edwardian England. Some characters grow into morally responsive and sensitive persons, while others, entranced with mistaken fantasies of fulfillment, or paralyzed from an inability to envisage humanly fulfilling ends, fall into chaos. In the first part of the paper I present an outline of the key concepts of contemporary virtue theory and narrative ethics making use of the concepts of character, moral imagination, fantasy and *phantasia*, emotional understanding, and I present theories of the sources of *akrasia*, continence, virtue, and vice. The authors I rely on for the account of the role of these concepts in virtue theory are Amélie Rorty, Martha Nussbaum, David Wiggins, Christine McKinnon, Nancy Sherman, Alisdair MacIntyre and Iris Murdoch. I make use of Paul Ricoeur, John Polkinghorne and David Jopling for an account of narrative ethics. In the second part I discuss Byatt's characters in the light of these concepts.

Sheila Mason earned the MA and the PhD degrees from Purdue University in 1968 and 1972 respectively. She has since taught at Concordia University [formerly Sir George Williams University] in the department of philosophy with cross-teaching appointments in Leisure Studies. She was a visiting lecturer at Murdoch University in Perth, Western Australia. She has published numerous articles on the philosophy of language, feminist ethics, virtue ethics, environmental ethics and moral psychology. She is the Undergraduate Student Advisor in the Department of Philosophy at Concordia University, a position which keeps her in close touch with the lived realities of students today.

47.3. *Twilight of Desire: Romance, Porn, Pain and Complicity*

McConnell, Kathleen
Department of English
St. Thomas University
Fredericton, NB, Canada

Stephanie Meyer's tetralogy of vampire novels has inspired a huge academic and popular backlash; journalists, op ed writers and academics have rushed to explore the danger to young women and men who form mistaken expectations of romance on the relationship between Bella Swan and her vampire admirer Edward Cullen. However, very few of those responses attempt to explain the reasons for the almost unprecedented popularity of the Twilight books. "Twilight of Desire: Romance, Porn, Pain and Complicity" tropes each volume as an exemplar of the four aspects which draw readers in and potentially involve us in our own oppression. The first three sections trace readers' developing complicity through discussions of the first book as a throwback to 1970s-style Harlequin Romances, Meyer's advocacy of abstinence porn, and evidence in the series of the systemic masochism explored in Michelle Massé's *In the Name of Love: Women, Masochism and the Gothic*.

Kathleen McConnell has published a number of academic articles, as well as two books of poems under her pen name, Kathy Mac. In 2006 she was awarded a SSHRC Research/Creation grant to pen a series of scholarly long poems exploring contemporary popular culture – literary and otherwise. The project is intended to marry her analytic training as a researcher and her creative capacities as a poet; so far neither side has sued for divorce. She teaches Women Writers, 19th-century Literature, and Creative Writing.

Saturday, May 22

3:00-3:30pm

Governor's Ballroom

Refreshment Break

3:30-5:00pm

Panels and Papers

Session 48 3:30-5:00pm

Victoria

Papers

Narrative & Theory

48.1. *On the Use of Narratology for the Analysis of Qualitative Interviews in Education Research*

DeCoursey, Matthew

Department of English

Hong Kong Institute of Education

Hong Kong

The methods of the humanities have an increasing place in social science under the heading of "qualitative research." This paper will argue that the categories of narratology constitute a productive basis for uncovering students' perceptions of their own learning. This paper will analyze the narratives of seven interviewees in a Hong Kong project, asked to discuss their experience of theatre as education students, and the impact of that experience on their practice as teachers. Their accounts of particular productions had natural narrativity because the experience was conceived from the start as narrative: it involved an intention, a beginning, a middle, an end, and a change of state. This study also found that most participants turned their overall account of theatrical experience into a narrative, though the format did not demand this. Their accounts fell into three genres, analyzable using the preference ranking approach set out by David Herman: accomplishment-oriented, unbounded action-oriented, and event-oriented. This paper will argue that narrative analysis allows the researcher to relate accounts of learning in natural language to learning theory, and allows for a more precise characterization of the notion of intention.

Matthew DeCoursey received his PhD in Comparative Literature from the University of Toronto in 1995. Since then, he has taught literature, drama and academic writing in Turkey, Taiwan and Bulgaria. Since 2004, he has been working at the Hong Kong Institute of Education. Past research has involved concepts of rhetoric and semiotics in Renaissance texts, with publications in *Reformation*, *Renaissance Papers*, *Cahiers Élisabéthains*, and *Versus: Quaderni di studi semiotici*. Recent research has involved the experience of second-language learners in theatrical productions. The two have come together in new ideas on the analysis of qualitative data in educational research.

48.2. An Affective Approach to Oral Biographical Narration

Hynninen, Anna

School of Cultural Research
Department of Folkloristics
University of Turku
Turku, Finland

This paper is concerned with the question of how to move from a performative narrative analysis to more ontological questions of narration. My presentation is based on my doctoral thesis, which explores the extensive autobiographical narration by a particular active narrator. My research material consists of the narration by a resettled Karelian woman named Maria (born 1919). The whole material and research are divided into two main parts. Firstly I do a performative reading of Maria's 1981-2009 autobiographical archive writings. It's important to note the centrality of discourse and representation with performativity; narrative is seen primarily as text and any reality beyond the text is often disregarded. Thus, secondly my study (and this paper) applies a new affective approach to analysing the oral material gained from a series of spontaneous confidential conversations between Maria and myself which I refer to as "affective chats" rather than interviews. My focus with the oral material is to explore the ontological questions of narration, drawing on the theory of the ontological past, memory and forgetting propounded by the feminist philosopher Elisabeth Grosz. In these ways, I examine narration as an affective process and memory as an event that passes through the narrator, rather than as a text. I tackle the question of what happens during affective chatting and how the narrator's agency is located in the narration.

Anna Hynninen has been a postgraduate student in the Department of Folkloristics at the University of Turku in Finland since January 2006. Since January 2009 she has been a doctoral student in the Graduate School of Cultural Interpretations: Nationality, Locality, Textuality. Her doctoral thesis (working title "Intersectionality of Gender, Nationality and Class in Repeated Autobiographic Narration") concerns the extensive autobiographical narration by a particular resettled Karelian woman. Her research examines narration within the contexts of cultural studies and feminist theory. The research material consists of the autobiographical archive writings and the oral material gained from a series of spontaneous confidential conversations. She is especially interested in limits and possibilities of texts. Simultaneously she is trying to explore the ontological questions of memory and develop an affective approach to narration.

48.3. *Implicated Storytellers: Focalization in Literature and Life*

McKim, Elizabeth

Department of English
St. Thomas University
Fredericton, NB, Canada

Teachers of literature have long recognized that one of the most complicated narratological concepts to convey to students is that of *point-of-view*, the centre of consciousness or voice through which events in a story are communicated. An answer to the basic question “Who is telling the story, and what does he or she have at stake?” is the necessary first step to understanding novels as different as Emily Brontë’s *Wuthering Heights* or Agatha Christie’s *The Murder of Roger Ackroyd*, works in which readers are powerfully manipulated by first-person focalizing narrators who are respectively naive and mendacious. Not surprisingly, point-of-view has also received significant attention from literary theorists, and is of increasing interest to cognitive narratologists, given a reader’s tendency to identify with first-person narrators. The power of the person who tells the story is not limited to fiction, however. Increasingly, as narrative approaches are integrated into a variety of professional practices, the question of who is telling the story takes on special importance, from patient charts to case studies. The point of this paper is to identify some of the potential pitfalls in narrative approaches, and to present insights from narratological theory that can support and strengthen narrative practice.

Elizabeth McKim, PhD, is Associate Director of the Centre for Interdisciplinary Research on Narrative and Professor of English at St. Thomas University. She regularly teaches courses on the Romantic period, Jane Austen, literature and medicine, and literature and aging. Her early interest in narratology has broadened into an interest in the psychological and neurological aspects of narrative, and her recent publications have reflected this new direction. She has explored the headache narratives of a 19th century poet, and has collaborated with William Randall on a variety of publications on the poetics of aging, most recently *Reading Our Lives: The Poetics of Growing Old* (Oxford 2008). Her next project is to co-edit CIRN’s new peer-reviewed, open access online journal, *Narrative Works*.

Session 49 3:30-5:00pm

Hampstead

Papers

Methodology

49.1. *Understanding Narrative and Rhetoric: A Neglected Social Work Competency*

Baldwin, Clive

Social Sciences and Humanities

University of Bradford

Bradford, UK

Although the narrative turn has produced much with regard to professional practice narrative understanding in social work is still relatively neglected. Given the rhetorical nature of social work – the requirement to persuade others to agree to a course of action (whether this be a judge agreeing to a care order or a client to entering rehabilitation) - this neglect is surprising. Here I analyse a medical report that formed the basis of a local authority's (LA) successful plan to remove a child and place her for adoption. On appeal the European Court of Human Rights ruled that the child had been removed without 'relevant or sufficient reason'. The question thus becomes, 'In the absence of robust conceptualisation and factual accuracy what made the medical report so persuasive?' In partial explanation I explore the narrative/rhetorical features of the report – patterning, ethos, logos, structure, location in a wider world of narratives – features which masked fundamental conceptual and empirical flaws in the report, making it appear more robust and persuasive than it might otherwise have been. Finally, I suggest the narrative turn presses upon us the need for narrative and rhetorical training to enable social workers to become more reflective and critical practitioners.

Clive Baldwin is currently the Programme Director for the MA in Mental Health Practice at the University of Bradford. Following his doctoral studies into Munchausen syndrome by proxy he was Research Fellow at ETHOX, University of Oxford, where he was the principal researcher on a qualitative study into the ethical issues facing family carers of people with dementia. He then moved to the Division of Dementia Studies at the University of Bradford to lead on the MA programme in Dementia Studies. He has published on ethics, narrative theory and practice, technology and dementia and is currently writing an introduction to narrative social work.

49.2. A New Type of “Mixed Methods”: The Integration of Psychological Discourse and Semiotic Linguistic Techniques in the Analysis of Narrative Texts and Why it Works

Stern Perez, Alison
Department of Psychology
Ben-Gurion University of the Negev
Be'er Sheva, Israel

Much has been made of the use of “mixed methods”—that is, the combination of qualitative and quantitative analytical methodologies—in the research of a wide variety of human phenomena. This lecture will present a new form of “mixed methods,” in the form of the integration of social psychological discourse analysis techniques with linguistic semiotic analysis techniques.

This combination of methodologies was shown to be useful and informative in a doctoral research study of the narratives of Israeli bus drivers who experienced terror attacks on their buses. The primary analytical dichotomy utilized was that of ‘content versus form’—what the interviewee said vs. how he said it. Semiotic analysis techniques were used within this dichotomy to explore the non-random distribution of pronouns and tenses in the terror attack narratives. It was asserted that the communicative strategies evinced in the form and content of the discourse can reveal the speakers’ feelings and attitudes with regard to their perceptions of the hegemonic social discourse surrounding them.

This lecture will demonstrate how the two methodologies were “mixed” through the presentation of examples and analytical processes. The advantages and disadvantages of this integration will be discussed, as well as the inherent difficulties in forging a new method. Ultimately, it will be suggested that “mixed methods” need not be confined to any particular combination of tools, and that it may be useful to search continually for ways to bridge gaps between existing methodologies.

Alison Stern Perez is currently in the combined MA/PhD program in Social Psychology at Ben-Gurion University in Be'er Sheva, Israel, where she is a Kreitman Doctoral fellow. Her doctoral thesis, under the advisorship of Professors Shifra Sagy and Yishai Tobin, focuses on coping and psychological resilience in the discourse of Israeli bus drivers who experienced a terror attack. She is investigating the nature of coping with ongoing fear and threat of terror on a daily basis, and the ways in which Israeli society may both contribute to and hinder resilience in these individuals.

49.3. Narrative Fictions in Social and Educational Research

Watson, Cate
Stirling Institute of Education
University of Stirling
Stirling, UK

This presentation will explore the use of narrative fictions in social and educational research. The main focus of the presentation will be on fictionalisation as a form of narrative analysis of empirical (qualitative) data of various kinds. Fictionalisation may serve a number of purposes. There may be theoretical reasons: fictionalisation offers researchers the 'opportunity to import fragments of data from various real events in order to speak to the heart of consciousness' (Clough, 2002, p.8). Fictional narratives can therefore make important points 'more pointy'. There may also be sound practical reasons - fictionalisation can be used to confer anonymity, for example, by amalgamating data from a number of sources so that no one individual is implicated or recognisable. In addition, we might add aesthetic reasons. The beauty or satisfyingness of research representations is something that is often overlooked in social research – a hangover from positivist notions of 'objectivity' that denies the importance of human responses to research findings. Drawing on examples from my own and others' work (both previously published and new) I discuss how fictionalised analyses can be used to create 'narrative truths' that might not otherwise be told.

Dr. Cate Watson is Senior Lecturer in the Stirling Institute of Education, University of Stirling, UK. She has an interest in the use of narrative methodologies in social research and has drawn on narrative approaches to explore and illuminate issues as diverse as the development of institutional identities in education, the problems of youth and the sporting broadcast. She is the author of *Reflexive Research and the (Re)turn to the Baroque. (Or, How I Learned to Stop Worrying and Love the University)* (Sense, Rotterdam), an exploration of processes of institutional identification in the academy.

Session 50 3:30-5:00pm

Aberdeen

Papers

Older Adults/Aging

50.1. Narrative Foreclosure: Theoretical and Empirical Perspectives

Bohlmeijer, Ernst

Westerhof, Gerben

Department of Psychology and Communication

Twente University

Enschede, The Netherlands

Randall, William

Kenyon, Gary

Department of Gerontology

St. Thomas University

Fredericton, NB, Canada

Since the seminal work of Erikson on identity development, there has been a growing interest in research on this topic. Increasing attention paid to narrative perspectives within the human sciences has further heightened interest in identity development in later life. Narrative identity has been defined as “an individual’s, internalized, evolving, and integrative story of the self”.

With advancing age comes increasing awareness that life is drawing to an end. It is an important question in narrative gerontology, then, whether this more limited time perspective is accompanied by a premature foreclosing of one’s life story. What we want to do in this paper, therefore, is to explore *narrative foreclosure (NF)* as a sensitizing concept for studying the ways in which narrative development, and as a consequence identity development, falters in later life. In addition the development of a Narrative Foreclosure Scale (NFS) and its correlations with other psychological constructs will be presented.

Ernst Thomas Bohlmeijer is an Associate Professor in mental health promotion at the University of Twente, the Netherlands. He received his doctorate in 2007 with the thesis *Reminiscence and Depression in Later Life*. Until 2007, he worked as senior scientist and head of a research program on the prevention of psychological disorders at the Trimbos-Institute, the national institute for addiction and mental health. His main current research is on the focus of life-stories, life-review and mental health promotion.

Gerben Westerhof is an Associate Professor of Psychology at the University of Twente, the Netherlands. He conducts population studies on lifespan development with a focus on positive mental health, well-being and meaning in life. Furthermore, he is interested in the process of the narrative construction of identity in relation to mental health. Last, he is involved in clinical studies on the promotion of mental health through life review and reminiscence. His studies mainly focus on the later phases of life.

William L. Randall is Associate Professor and Acting Chair of Gerontology, as well as Director of The Centre for Interdisciplinary Research on Narrative, at St. Thomas University. Author or co-author of various books and articles on biographical aging, narrative gerontology, and the storied dimensions of human development, his work appears in such periodicals as *Narrative Inquiry, Theory & Psychology*, the *Canadian Journal on Gerontology*, and the *Journal of Aging Studies*. His most recent book, written with Elizabeth McKim, is entitled *Reading Our Lives: The Poetics of Growing Old* (Oxford, 2008).

Gary Kenyon, PhD, is founding Chair and Professor, Gerontology Department, St. Thomas University, Fredericton, New Brunswick, Canada. Dr. Kenyon is listed in Who’s Who in Canada and the United States. His publications include: *Metaphors of Aging in Science and the Humanities, Aging and Biography, Narrative Gerontology, Restorying our Lives*, and *Ordinary Wisdom*. Dr. Kenyon has also acted as Guest Editor for several journals. He is co-editor of a forthcoming volume entitled *Storying Later Life: Issues, Investigations, and Interventions in Narrative Gerontology*. Dr. Kenyon is a practitioner and teacher of Tai Chi and teaches Tai Chi in long term care settings.

50.2. *Twice Told Tales: Structure, Content and Meaning of Repetitious Stories in a Group of Older Adults*

de Medeiros, Kate
Copper Ridge Institute
Sykesville, MD
&
Department of Psychiatry &
Behavioral Sciences
Johns Hopkins University School of Medicine
Baltimore, MD, USA

People retell the same stories many times during a lifetime. Sometimes a story is intended for new listeners only. Other times, a story may be purposefully retold as a testament to an event or experience. With advancing age, changes in cognitive abilities may make it difficult for some people to recall whether or not they had told a particular story and a story can unknowingly be repeated to the same listener. But what are the stories that people tell repeatedly and what do these stories say about the individual? The purpose of this paper is to explore the repeated stories of two women who participated in an 8-week oral reminiscence group. In addition to presenting the stories, I will closely examine the stories' structure, changes in details that occur in the retellings, and some of the conversational devices the teller uses to introduce her story to the others and have it "make sense" in the context of the group's discussion. Overall, these "twice-told tales" offer new insight into understanding enduring identity characteristics and presentations of self in older age.

Kate de Medeiros' research interests are narrative expressions of self in old age. In 2008, she was awarded a Brookdale Leadership in Aging Fellowship from the Brookdale Foundation to explore applications of "Self Stories," a approach to autobiographical writing that she developed. She is also investigating friendships among people with dementia through a grant from the Alzheimer's Association. She earned her PhD in gerontology at the University of Maryland, Baltimore County. She also holds a master's of science degree in gerontology from the University of Texas Medical Branch in Galveston and a bachelor's degree in English literature from Northwestern University in Evanston, Illinois.

50.3. Recovering from a Spoiled Identity: A Seventy-Year-Old Woman Redefines Herself

Osis, Maureen
Calgary, AB, Canada

To *explain* aging we usually turn to biology, genetics, and geriatric psychology, but to *understand* aging we need something more. Aging is mediated by the stories told about it.”

James Hillman

Therapists and clients have beliefs and stereotypes that shape perceptions and influence conversation in the therapy room. In our culture, ageism is as pervasive as racism and sexism. Gerontologist Robert Butler coined the term ageism as a deep-seated uneasiness for growing old. Narrative therapy views people inside a story: that is, inside many shared stories with characters, plot, and themes that give direction and meaning to their lives. Osis & Stout propose that “life stories continually change through gradual everyday processes, dramatically in the turmoil of traumatic events, and intentionally through therapy or self-reflection.” Of interest is the extent to which the socially constructed identity is the client's preferred identity. This paper presents the narrative of a 70-year old woman redefining herself after two significant life events: diagnosis of breast cancer, and her husband's confessed infidelity. Her experiences of “ageism” are salient to her narrative.

Maureen Osis, RN, MN, RMFT, as a gerontological nurse, learned that older people are bio-psycho-social beings. Later, as a marriage and family therapist, she embraced the understanding that people are meaning-makers who use narratives about their own lives to make sense of their experiences. Now, in her private practice with mid-life and older adults, she is challenged to be in tune with her own beliefs about aging when she meets with older clients who are feeling hopeless with problem-saturated stories. Informed by many authors in the fields of narrative medicine, therapy, and gerontology, she works to help clients and families to locate or to generate preferred stories.

Session 51 3:30-5:00pm

Carleton

Papers

Peacebuilding/Social Action

51.1. *In Their Own Voices: Learning from the Narratives of Women Peacebuilders in Uganda*

Ball, Jennifer

School of Environmental Design and Rural Development

University of Guelph

Guelph, ON, Canada

&

Peace and Conflict Studies Program

Conrad Grebel University College

University of Waterloo

Waterloo, ON, Canada

It is widely recognized that while women are actively engaged in peacebuilding, their work is not made visible and thus their voices and perspectives are not heard or seen as credible. Women themselves often do not view their work as peacebuilding because it is more informal and is seen as part of their family and social roles and responsibilities. As such women's contributions are too often not recognized or valued and therefore do not inform peacebuilding praxis. This presentation will profile the life stories of Ugandan women who, in a context of numerous and often protracted conflicts, are actively engaged in peacebuilding at the grassroots, community level. These women understand and work toward peace in diverse and unconventional ways – sitting amidst rubbish heaps to befriend street children, collecting local stories of traditional birthing beliefs and healing practices, writing children's books in local languages, confronting warriors, accepting to support numerous dependants and cultivating large fields of crops to feed them. Excerpts from their narratives give voice to their experiences, challenges, and inspirations. Through their stories we are challenged to expand our own conceptions of peacebuilding and broaden our understandings of the ways that women contribute to building peace.

Jennifer Ball, PhD, RPP, MCIP, completed her doctorate in Rural Studies, with a focus on Sustainable Rural Communities, from the University of Guelph. She has conducted research on issues of conflict management, storytelling, and rural land use planning. Her ongoing research relates to women and peacebuilding, with a focus on Uganda. Jennifer teaches in the Peace and Conflict Studies Program at Conrad Grebel University College, University of Waterloo, Ontario. She also consults with a number of research projects at the University of Guelph. Her work takes her to rural communities in Ontario as well as within East and Southern Africa.

51.2. The Narrative Potential to Inform Collective Action

Janzen, Rich

Centre for Community Based Research
Kitchener, ON, Canada

Narratives are a powerful form of communication, able to illuminate deep experiential insight both to the listener and the teller. While narrative inquiry may have many aims, this paper will explore the narrative potential to inform collective action. The paper proposes three ways in which narratives can guide the future action of both listeners and tellers: a) they form *identity* (providing a story-thread that connects the past and present while cueing what could happen next), b) they offer *instruction* (communicating life lessons that can be applied in the future), and c) they provide *inspiration* (moving people to understand their own stories in new ways and imagine how they can tell or live out their narrative differently). Of particular interest is the connection between personal and collective narratives, and how collective narratives can guide the work of creating a new future together. The paper will end by discussing how the action potential of narratives can be maximized through the use of participatory action research (PAR) approaches that are gaining momentum among community- engaged researchers interested in knowledge mobilization.

Rich Janzen is Research Director at the Centre for Community Based Research (CCBR) and a PhD candidate at Wilfrid Laurier University. Rich sees research as a tool for social innovation and change--to find new ways of bringing people who are on the edge of society to live within community as full and equal members. Rich has an academic background in community psychology and religious studies. He has been involved in 70-plus participatory action research projects of various sizes and scope, many focused on issues of cultural diversity or mental health.

Saturday, May 22

Session 52 3:30-5:00pm

Grand Ballroom A

Panel

Using Health Narratives to Address Health Concerns and Bridge Disciplinary Gaps: A Pilot Program for Graduate Students of English and Medical Studies

Gilbert, Pamela K.

Department of English
College of Liberal Arts and Sciences
University of Florida
Gainesville, FL, USA

Stoyan-Rosenzweig, Nina

Director of Medical Humanities
College of Medicine
University of Florida
Gainesville, FL, USA

Dowbnai, Renee

Amorim, Jackie
Weems, Sandra
Department of English
College of Liberal Arts and Sciences
University of Florida
Gainesville, FL, USA

Kirtane, Kedar

Reddy, Venu
Stowe, Jessica
College of Medicine
University of Florida
Gainesville, FL, USA

Narratology examines how narrative structure orders understanding. Academic disciplines construct narratives differently, often in ways that create divides, rather than understanding vital for promoting healing and communicating health information. Since the primary act of doctoring involves eliciting and listening to a patient's history, it requires narrative competence. While this narrative competence is vital in all aspects of health care, there are conditions that particularly require such understanding. Obesity, a condition dramatically increasing in frequency, is a pertinent issue for medics and cultural critics in the US due to its relationship to many complicated, life threatening health issues. Treatment for obesity can be challenging for patient and physicians. Many patients who suffer from these conditions find it difficult to comply with treatment regimens because the complexity associated with weight gain and loss goes far beyond the issue of "will-power." Underlying the physical are body image issues linked to daily, culturally specific practices. This particularly complicated health issue also can serve as fertile ground for examining how narratives of health, illness, treatment, and living can increase understanding and facilitate healing. Also, obesity is of particular interdisciplinary interest to scholars of culture and the body within and without clinical disciplines. Obesity studies can initiate conversations adding to the depth of skills that students in different disciplines ordinarily acquire. Medical students develop a broader perspective on health, and graduate students experience the challenges of empathetically applying learning to practical situations. In summer 2009, University of Florida professors ran a pilot program encouraging students from literature and medicine to consider the implications for humanities, narrative studies, and clinical practice of an integrative approach to obesity. This panel will focus on lessons learned from the experience and plans to repeat the program, including presentations by all participants in the pilot.

Pamela K. Gilbert received her PhD in English from the University of Southern California in 1994. She has published widely in the areas of Victorian literature, cultural studies and the history of medicine. Her first book, *Disease, Desire and the Body in Victorian Women's Popular Novels*, was published by Cambridge University Press in 1997, followed by *Mapping the Victorian Social Body* (SUNY Press, 2004) and *The Citizen's Body* (Ohio State University Press, 2007), and *Cholera and Nation* (SUNY Press, 2008). She has edited a collection entitled *Imagined Londons* (SUNY Press, 2002), and co-edited *Beyond Sensation: Mary Elizabeth Braddon in Context* (SUNY Press, 1999, with Marlene Tromp and Aeron Haynie). She has also published many essays in edited collections and academic journals. She currently chairs the Department of English in the College of Liberal Arts and Sciences at the University of Florida.

Nina Stoyan-Rosenzweig is director of the Medical Humanities Program in the University of Florida College of Medicine, as well as the archivist and historian for the entire Health Science Center. She teaches in the College of Medicine, including a variety of electives for the first, second and third years, and in the biomedical ethics class for second year medical students. She also teaches undergraduate courses in arts and healthcare in Sub-Saharan Africa and with 4th year medical students on melding medical humanities and clinical practice. She works with the arts in medicine program in the hospital to develop ways of training medical students in bedside art and has an adjunct position in the Center for Arts in Healthcare Research and Education. Her work with arts in healthcare includes leading research and clinical care trips to West Africa, with a resultant adjunct position in the Center for African Studies at the University of Florida. As health center archivist she collects, preserves and interprets materials relating to the history of the center, including conducting oral history interviews with the Samuel Proctor Oral History Program, and she teaches history of the health sciences. She also works at the local and national level to develop programming promoting humanism and humanistic medical practice in medicine.

Renee Dowbnia and Jackie Amorim, graduate students in the Department of English at the University of Florida, will discuss their experiences in the project. They also developed individual projects as part of a larger course centered in the English Department and can talk about their own research with and work on narrative.

Kedar Kirtane, Venu Reddy and Jessica Stowe are currently second year medical students who participated in the project and will discuss their own experiences in developing this interdisciplinary dialogue.

Sandra Weems is a graduate student in the Department of English who is interested in exploring the use of writing and narrative as healing modalities in hospitals and in medical practice. She currently has her master's degree in English and will develop a dissertation project that addresses issues of healing narratives.

Saturday, May 22

Session 53 3:30-5:00pm

Grand Ballroom B

Panel

Narrative Research for Critical Issues in Brazil: Where We've Been, What We're Aiming At

Machado de Almeida Mattos, Andrea (Chair)
Faculty of Linguistics and Modern Languages
Federal University of Minas Gerais
Brazil

Jucá, Leina
School of Human and Social Sciences
Department of Languages and Linguistics
Federal University of Ouro Preto
Brazil

de Azevedo Evangelista, Helivane
Curriculum Development
Ánima Education
&
Reading and Academic Writing
UNA University Center
Brazil

Dos Santos Jorge, Miriam Lucia
School of Education
Department of Teaching Methods and
Techniques
Federal University of Minas Gerais
Brazil

Globalization seems to have influenced the teaching of English in developing countries, such as Brazil, in manifold ways. As the interest in English as a Foreign Language (EFL) rises in the country and the number and diversity of students increase at an exponential pace, so do the demands on foreign language (FL) teachers and, consequently, on FL teacher education. This panel tries to bridge past and future in our experience as English teachers and FL teacher educators through narrative research. The papers will present and discuss:

A) how narratives and stories have been used to understand the FL classroom as a diverse site for struggles and conflicts, how stories of hope and hopelessness in the lives of FL teachers and teachers-to-be have supported professional choices in Brazil, and how critical literacy may help to empower teachers and students through narratives and stories as a form of strengthening identities and grappling with conflict;

B) the results, based on narrative analysis, of a collaborative work on teacher education involving a university professor, undergraduate students (teachers-to-be) and public high school teachers in using communicative teaching techniques, critical literacy and genre analysis, uncovering a great range of difficulties, which involve personal and national aspects such as teaching beliefs and foreign language teaching policies in Brazil;

C) the implications of the withdrawal of disciplines such as Business English and English for Specific Purposes from the curricula of most undergraduate courses (International Trade, Business Administration, and Information Technology, just to mention a few) on teacher identity, since the opportunities for professional engagement for English teachers in Brazil have been limited to both primary and secondary education, to language institutes, and to a couple of undergraduate courses (mainly Teacher Education and Letters);

D) critical aspects of English teaching in Brazil, based on the political and pedagogical dimensions of *World Englishes* (Kachru, Kachru and Nelson, 2006), on Critical Applied Linguistics (Pennycook, 2001) and the Post-Method Pedagogy (Kumaravadivelu, 2007), exploring teachers' and students' perspectives through narratives and stories that point to issues of affective nature, the racialized Other and different manifestations of the African diaspora, which challenge the implementation of a context-adequate teaching approach.

Andréa Machado de Almeida Mattos is an Assistant Professor at the Federal University of Minas Gerais, Brazil, where she teaches English and Applied Linguistics to graduate and undergraduate students. She has a MA in Applied Linguistics and is currently professor at the Centre for Globalization and Cultural Studies, at the University of Manitoba, Canada. She has published several academic articles and book chapters both in her home country and abroad, and is the editor of “*Narratives on Teaching and Teacher Education: an international perspective*”, recently published by Palgrave/MacMillan (2009). Her main research interests are Teacher Development, Classroom Research, Critical Literacy, Narrative Inquiry and Hope.

Leina Jucá has a degree in English Language and Literature from the Federal University of Minas Gerais (1992) and a MA in Applied Linguistics from the same institution (1998). She is currently an Assistant Professor at the Federal University of Ouro Preto, Brazil, where she teaches English to undergraduate students. Her main interests are Language Teaching, and Teacher Education, especially collaborative work in pre-service and in-service teacher education. She is the author of *Aprender a ler (Learning to read, 2007)*, and *Prime: Inglês para o Ensino Médio (English for High School, 2009)*, co-authored with Reinildes Dias and Raquel Faria.

Helivane de Azevedo Evangelista has a doctoral degree in Applied Linguistics (Federal University of Minas Gerais, Brazil). She is Head of Curriculum Development at *Ânima Education* and teaches Reading and Academic Writing to undergraduates at UNA University Center, a higher education institution belonging to *Ânima*. Her main research interests include curriculum development, assessment, teacher education, and language teaching (especially writing).

Miriam Lúcia dos Santos Jorge has a PhD in Applied Linguistics from the Federal University of Minas Gerais, where she is currently Adjunct Professor and teaches graduate and undergraduate students. She specializes in English Teacher Education, and her main research interests include Narrative Inquiry, Foreign Language Teacher Development, Critical Pedagogy and issues of Race. She was visiting professor at the Department of Black Studies, University of California, Santa Barbara, in 2004. She has published widely in Brazil and is the co-author of *Literaturas Africanas e Afro-Brasileiras na Prática Pedagógica (African and Afro-Brazilian Literatures in Pedagogic Practice, 2007)*.

Saturday, May 22

Session 54 3:30-5:00pm

Grand Ballroom C

Panel: Co-Creating a Narrative Home: Continuity of Experience (in the form of a Reader's Theatre Imaginarium)

Shields, Carmen

Faculty of Education
Nipissing University
North Bay, ON, Canada

Lindsay, Gail

Faculty of Health Sciences
University of Ontario Institute of
Technology
Oshawa, ON, Canada

Novak, Nancy

Independent Scholar
Ajax, ON, Canada

Within a process of a Readers Theatre Imaginarium, three inquirers weave their ongoing experience of living narratively. In our graduate work at the turn of the millennium, we each began investigating autobiographies of adoption, sibling disability, or disowning professional identity that now flows forward into our teaching-learning, research and policy-making. Thinking through how to be in relationship with students, patients and colleagues includes notions of continuity and temporality – how stories change over time and reveal narrative threads. Exploring directions that our inquiries and activities are currently taking us, we keep our stories from freezing in time by engaging one another in a three dimensional inquiry space. We create a narrative dwelling place, not found in other places in our world. Through sharing personal stories, family stories, stories of knitting, cooking, painting, film and collage, we continue to provide a home space for shared inquiry that is both restorative and a source of energy. Through sharing our ongoing exploration of experience within relationship, we hope to draw our audience into participating with us as panel members / performers. We invite others to respond with reflection and dialogue; all of us authors of experience and a life worth living.

54.1. *Shields, Carmen*

In this Reader's Theatre format, I interweave stories of experience across time with my colleagues that speak to my understanding of narrative inquiry as a way of life. Since my doctoral years of study, former students and colleagues have become part of my living and learning community and this community provides me with an avenue to continue to share personal stories, teaching stories, artifacts that I know will hold meaning for us all, such a films, books and events, in an atmosphere of care and understanding. Perhaps best of all, this community offers a place to carry on my inquiring into my personal narrative in my ongoing journey to becoming myself.

Carmen Shields, EdD, is currently 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. Recently, she 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 completed a four year SSHRC Grant studying issues of marginalization and belonging in Faculties of Education across Canada.

54.2. *Lindsay, Gail*

To stay or to go – what to do? That has been the question ever since my grade ten guidance counselor told me that girls aren't vets and I decided to go into nursing because that's what my best friend Lora was doing. Practicing at the margins or in-charge for almost two decades as a way to manage the tensions of nursing's traditional role and functions, I moved to post-secondary education for, what to my surprise, is another two decades. Living within a research program based in narrative inquiry, and passionate about nurses' narrative construction of identity and knowledge, I find my research, teaching and service are interlaced with concerns for nurses in practice settings where the prevailing paradigm works against nurses as knowledge workers who value caring, context and connection. Accompanying my father in the contemporary healthcare system, I despair at being part of that system and at sending nursing students into that system. Coming to terms with these tensions happens within our narrative home through conversation and aesthetics – come join us for the respite and inspiration.

Gail Lindsay, RN, PhD, is an Associate Professor in Health Sciences at the University of Ontario Institute of Technology. Her undergraduate teaching focuses on BScN students' narrative explorations of their experience to understand how identity and knowledge are constructed, as well as sharing formal nursing knowledge. Her graduate teaching facilitates creating a community of MHSc scholars who are co-participants in a research colloquium. Her research program contributes to a science of nursing by inquiring with students, teachers and nurses how praxis is narratively constructed and a social contribution. Recently, she has taken a turn for aesthetics as method and presentation.

54.3. **Novak, Nancy**

Life, growth and learning come to me in many different places and in the simplest of ways, just as in my knitting where the simplest twist of wool creates the most intricate of stitches. In it's creation I find powerful realization of story and its power to represent and inform all that I do both personally and professionally. It has been in the process of inquiring narratively, authoring stories and participating in the work that is inspired by my inquiry, that I have discovered in myself a place of real voice, making a journey to a liberation found in that self-discovery and understanding. I claim my stories, my authority, crossing the threshold of Heilbrun's (1999) place of liminality, "where as women and as creators of literature, we write our own lines and, eventually, our own plays" (p. 102). For times and experiences both personally and professionally, I try to use the knowledge gained from past stories to guide me back to authenticity and awareness. The stories I wear like a shawl, to drape over my shoulders, conform to my shape, keep me warm when challenges present themselves, and serve as reminders and gauge for the individual and expert journey.

Nancy Novak, RN, BNSc, MEd, 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.

Session 55 3:30-5:00pm

Grand Ballroom D

Papers

Power/Resistance

55.1. *The Raging Grannies' Narrative Construction of Gender and Aging*

Caissie, Linda T.

Department of Gerontology

St. Thomas University

Fredericton, NB, Canada

Many of today's social scientists are now beginning to explore the meaning of storytelling and the importance of narratives in understanding human behaviour (Kenyon, 1996). However, there has been little study of narratives in social movement research despite the abundance of stories that can be found within social movements and among activists (Davis, 2002). Thus, the aim of this qualitative study was to explore how a group of older activists, the Raging Grannies, challenge the social construction of age and gender by providing "counter-stories" to the dominant or master narrative (Nelson, 2001; Gimlin, 2007; Gullette, 2004).

This study also demonstrates how the Raging Grannies provided stories of empowerment by challenging the narratives of decline (Gullette, 2004) as these women are not passively *getting* old but actively *growing* old (Randall & McKim, 2008). The Raging Grannies provide the space where older women not only have the opportunity for social justice but to also assist in challenging the conventional image of older women as weak, passive, and dependent, and transforming the image to strong, political, and independent old women. It was concluded that that the Raging Grannies formulated their own narrative maps of aging and redefined their own ageing self (Pheonix & Sparkes, 2006).

Linda T. Caissie, PhD, is an Assistant Professor in the Department of Gerontology at St. Thomas University. Her areas of research include qualitative methods, gender and aging, feminist gerontology, and sociology of aging.

55.2. Text and CounterText: Beyond the Telling...

Halldórsdóttir, Tanya Maria
School of Education
University of Manchester
Manchester, UK
&
Ministry of Education
Yemen

Narrative inquiry has long been lauded for its ability to shed light on hitherto hidden or silenced lives, but as we move away from reification of story itself, is it enough just to make stories available? In narrative research undertaken with an emancipatory agenda, how can we be certain that placing these narratives in the public domain serves the interests of those whom we seek to emancipate or empower? There is a real danger of such stories being read in a manner that merely serves to reinforce dominant paradigms and their entrenched inequalities rather than challenging them. In order to harness the transformative potential of narrative then, emancipatory researchers have a responsibility to explore how stories of difference, resistance and transgression are likely to be received, in order to mediate them in a fashion that affords audiences genuine insight into how those storytellers think and feel about their lives and experiences. This paper details my ongoing efforts to gauge readers response to the life histories of women with whom I work in Yemen, in order to try and help future audiences to read against the 'grain' of tales that could all too readily be unthinkingly consigned to the 'misery porn' genre.

Tanya Halldórsdóttir has been working in Yemen since 1997, training English language teachers, trainers and inspectors, and advising the Ministry of Education on curriculum reform and primary teacher education. Tanya is currently working with the life histories of female teachers in Yemen for her doctoral research, which explores the ways in which working women construct and experience professional identity in such a deeply conservative and strictly segregated society.

Saturday, May 22

5:00-6:00pm

Session 56

Governor's Ballroom

Plenary

Where to from Here?