Emotional Education Through Narratives About the Basque Conflict: A Critical Understanding of Political Violence.

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Presentation of my Research:

- The process of emotional education of citizens that unfolds in a book-club reading literature about the Basque conflict (1960 to present).

- Explore empirically the theoretical assumption, which holds that:
  - The reading of narratives about the experience of victims (of the Basque conflict),
  - Can Provoke certain emotions in the reader
  - Which can be transformed into moral sentiments
  - That may enable a critical understanding of political violence Nussbaum (1995,1997,2003), Mate (2013) Bárcena & Mélich (2000).

Book Club

In order to collect empirical data,

I facilitate a book club.

- **12 participants,**

- **Reading and discussing 4 novels,**

- **During 4 months,**

- **Once a week,**

- **For 2 hours.**

Pedagogical Tool

A pedagogical tool is used to structure the process of narrative imagination, guiding the discussion about:

- the narratives
- the experience of the victims
- participants´ emotions and sentiments
- participants´ understanding of conflict and violence.

Data Collection Strategies

- **A pre-post Questionnaire** with 20 questions with general information about the topic.

- **Weekly group discussions.**

- **Interviews** with each participant towards the end of the book club.

- **Portfolio**: Systematic compilation put together by the participant, drawing from her/his work productions during the workshop.

  - Participants´ Diary
  - Reflections about Moral Dilemmas
  - Reflections about Sentiments cards
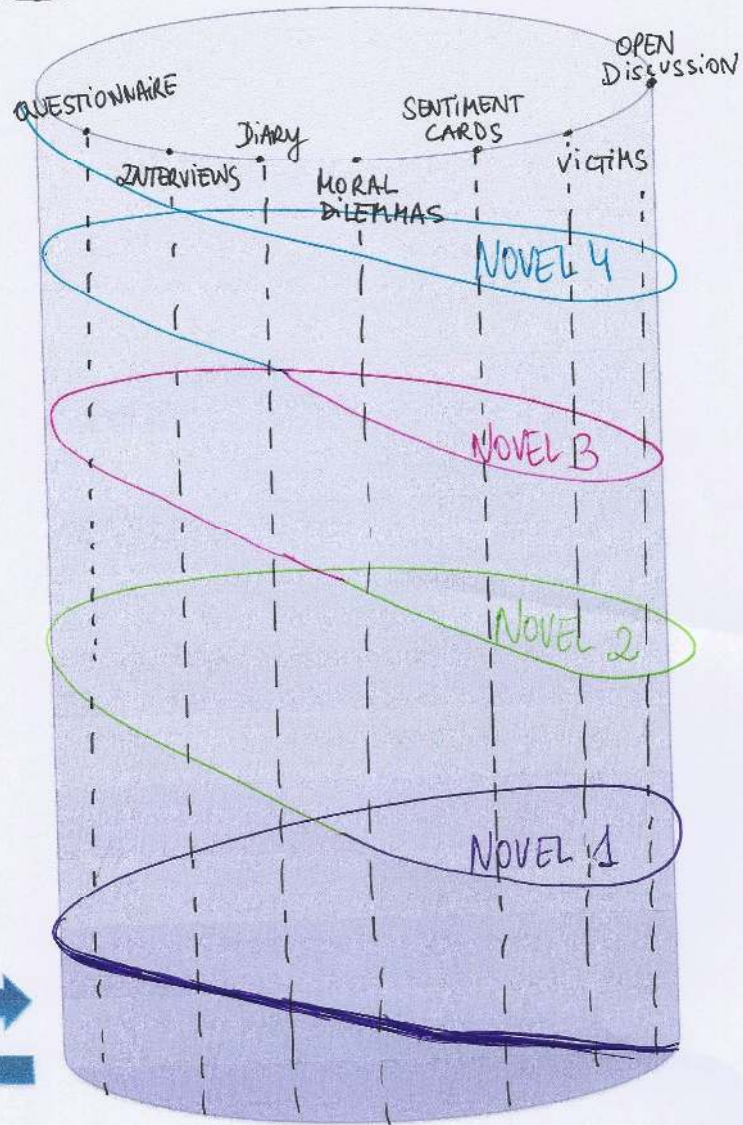
Cylinder Book-Club

CONE
Participants' process
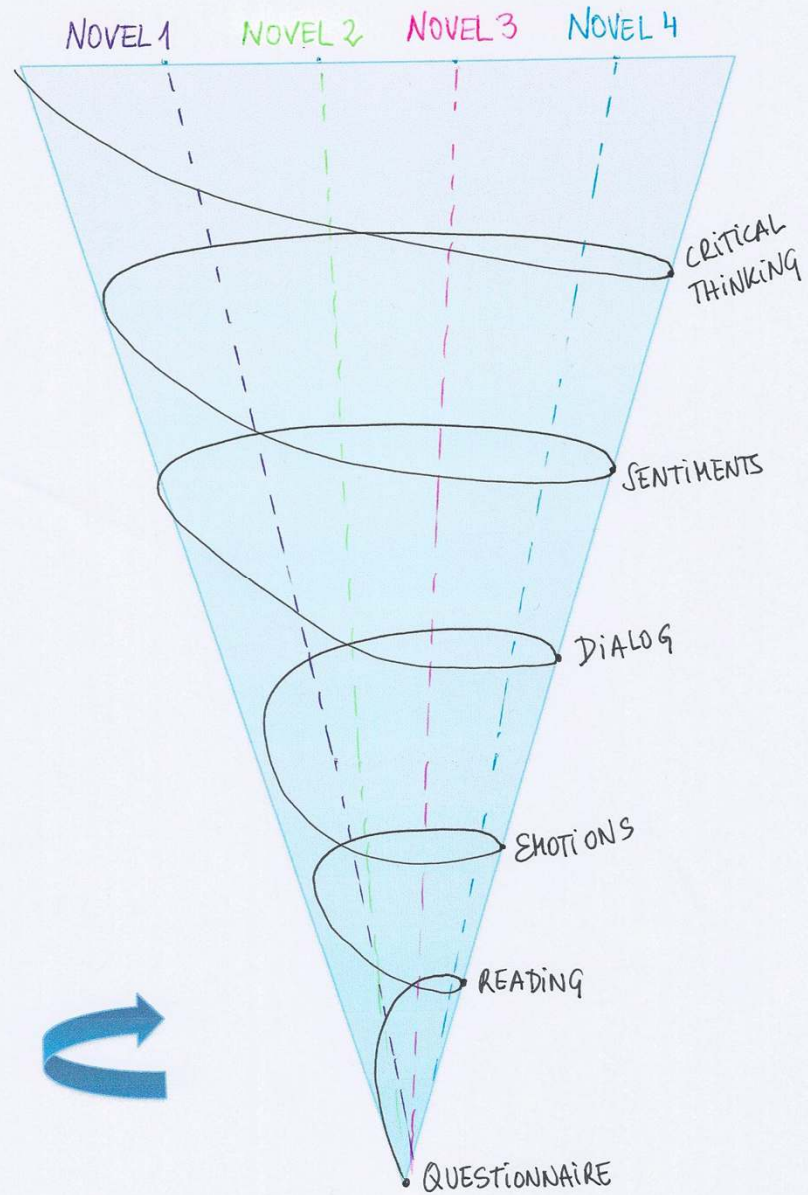
DATA

- **Transcriptions of group discussion, two hours each** (16)
- **Participants´ Diaries (open)** (12)
- **Participants´ written reflections (guided)** (12)
- **Portfolios** (12)
- **Interviews** (12)

Narrative Analysis

My data consists:

- Transcriptions of group discussion
- Participants' reflection about reading.

With only occasional fragments of participants´ story telling about their personal experiences regarding political violence and victims.
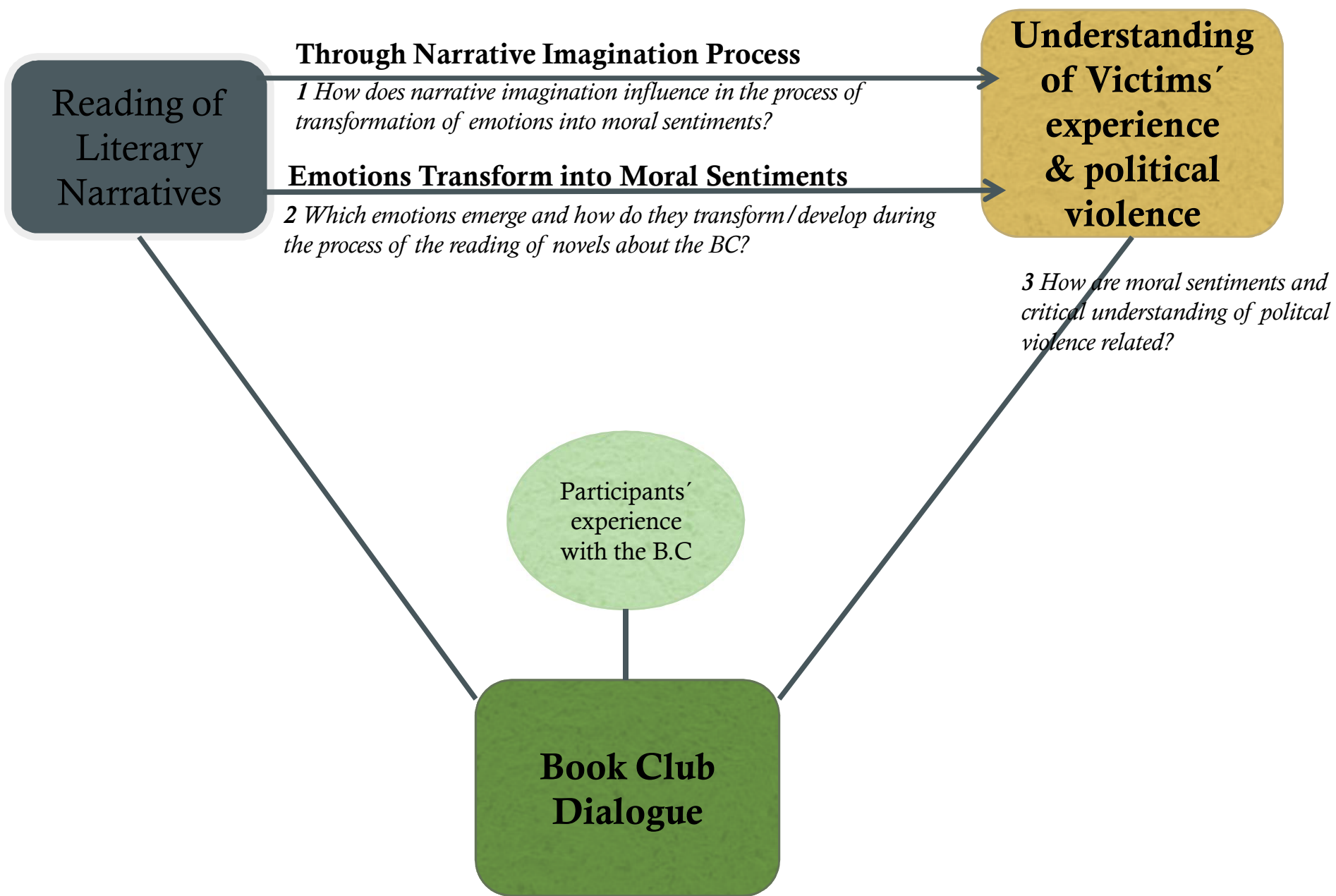
Narrative Analysis ?

So, what does my research have to do with Narrative Analysis?

Theoretical Approach:

Narratives of fiction are closely related to ethics.

Novels may play a role in fostering the development of moral emotions and of a critical understanding of political violence through "narrative imagination".

Reading of Literary Narratives

Through Narrative Imagination Process

1 How does narrative imagination influence in the process of transformation of emotions into moral sentiments?

Emotions Transform into Moral Sentiments

2 Which emotions emerge and how do they transform/develop during the process of the reading of novels about the BC?

Understanding of Victims´ experience & political violence

3 How are moral sentiments and critical understanding of politcal violence related?

Participants´ experience with the B.C

Book Club Dialogue

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- Questions 1 and 2 will be analysed drawing upon models of narrative and discourse analysis.

- Question 3 will be analyzed using a model of four different Critical Inquiry Tools (Bermudez, 2012). This part is not discussed here.

Analytic Models

	Analysis Layers	Theory	Preliminary Examples
Emic (grounded on participants) Discourse Reconstruction	Narratives	*Analytic questions* What narratives of victimization emerge in the group conversation, and in participant's work? How are they similar or different? • Salient Themes: The same <u>discourse object</u> can be constructed in very different ways. Locate the various discursive constructions of the object within wider discourses. • Discursive construction and differentiation: Identification of the different ways in which the discursive object is constructed in the text, guided by shared meaning.	• Victims/political violence • Victims deserve what they get • No one deserves any kind of violence. • • • How do participants talk about victims and violence?
	Emotions	*Analytic questions* What emotions are most salient in these narratives? How do emotions emerge and transform in each participant? What aspects in the process of reading, reflecting and discussing foster or hinder such transformation?	• Compassion • Sympathy • Anger • Hate • Pity
Etic (Driven by Theory)	Positioning	*Analytic question:* How do participants position (Harre) themselves and others in relation to those narratives? How does participants' positioning change in process of conversation? Discourses construct subjects as well as objects and, as a result, make available positions within networks of meaning that speakers can take up (as well as place others within).	• Need of context to take into account a position • Different personal experience with the conflict
	Practice	• The relationship between discourse and practice. It requires a systematic exploration of the ways in which discursive constructions and the subject positions contained within them open up or close down opportunities for action.	• Open/close opportunities • To empathize • To engage dialog and approach to victims
	CIT	• Problem Posing • Reflective Skepticism • Multiperspectivity • Systemic Thinking	

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Thank You