

### **Narrative Workshop III**

**Tuesday, March 19th, 10:00 – 5:00**  
**King's College, Cambridge**

*The Indian Cowgirl Warrior :  
Power, Phantasy and the Dialogic Imagination in children's stories of schooling*

*Phil Cohen*

This talk is based on a research project into cultures of racism in primary schools. The research deliberately tried to involve all sections of the school community, children, parents, teachers and ancillary staff in a dialogue about how to investigate and understand issues of race; we explored with them the different standpoints from which particular incidents might be recounted, and how the negotiation of power entered into the construction of both official and unofficial narratives. In this session we will look at a video clip of a playground fight, and also at some material from narrative interviews with children subject to bullying and name-calling. Finally we will look in detail at the talk that goes on amongst a group of girls as they draw a composite phantasy figure whom they name 'the Indian Cowgirl warrior' and use as a means of working through some of the anxieties and hopes which their experience of schooling throws up.

**Phil Cohen** is Director of the Centre for Cultural Innovation Studies at the University of East London and before that was in charge of the Centre for New Ethnicities Research. He worked for many years as a contract researcher at the Institute of Education in London where he ran a series of projects combining visual ethnography and narrative analysis to look at children's cultures in and out of school. He recently completed an ESRC funded project (with Les Back and Michael Keith from Goldsmith's College) focusing on young peoples constructs of safety and danger in Deptford and the Isle of Dogs .

His recent publications include *Rethinking the Youth Question* (Macmillan 1996), *New Ethnicities, Old Racisms* (Zed Books 2000), and two forthcoming collections of research papers ' *Questioning Ethnographies* (Macmillan 2002 ) and ' *Race and the Other Scene* ' (Sage 2002). He is currently developing a new project ' Born to Flying Glass ' which looks at changing narratives of infant trauma and national memory generated by the 'blitz' in Britain and Germany during the 2<sup>nd</sup> World War.

***Working with Narratives from Adolescent Boys:  
The Method of Using Narrative-in-Talk as Data for the Analysis of Identity-Claims***

***Michael Bamberg***

This seminar is planned as a workshop in which we will jointly work from data of video-taped group discussions between four 10-year-old boys and an adult moderator on the topic of 'girls'. We will first engage in the analysis of a segment of a ten-year-old boy (Victor), in which he relates an occasion from way back in preschool, where he was pursued by a girl named Heidi. We will address the questions whether this segment is or entails a narrative, and if the answer is positive, how to analyze this segment (as a narrative unit) in terms of what it means. From here we will systematically extend the unit of analysis to 'Narrative-in-Talk' in order to see how narratives are embedded in the conversational flow of other narrative units, and to learn to 'read' narratives as claims as to who we are (identity claims) - more specifically, here in the context of Victor's narrative - as constructions of gendered positions which can be characterized as 'male'. In sum, this workshop is structured and planned as an exercise in data analysis on the topic of 'youth' and 'masculinity' - relevant for psychologists and instructors who are concerned about a better understanding of the type of positions male youth bring to the business of instruction and learning.

**Michael Bamberg** is Professor of Psychology at Clark University, in Worcester, Massachusetts, and editor of the journal *Narrative Inquiry* and the book series 'Studies in Narrative'. After finishing his undergraduate studies in Marburg, Germany (Social Sciences and German Language & Literature) he received an MPhil in Linguistics (University of York, UK) and a PhD in Psychology (UC Berkeley, USA). Michael has taught in the Sociology Department of the Free University in Berlin, and the Foreign Language Department of the Tongji University in Shanghai, before settling in the Psychology Department of Clark University. His research interests are narrative and discourse as the constitutive means for identity. In his project on identity formation in 10- to 15-year-olds, he is investigating the discursive means by which young males construe themselves as adolescents and as male.

*Old narratives, new stories?:  
Technologies of the female self in education*

*Maria Tamboukou*

In this paper I use genealogical strategies to look at women's narratives in education. In isolating points of convergence between narratives, feminist theories and the Foucauldian genealogical project, I explore the deployment of what I have called *technologies of the female self in education*. What I suggest is that a genealogical approach to narratives creates new perspectives for theorising the different modes in which women in education have chosen to mould themselves and calls into question dominant discourses surrounding the female subject in education. In this light, a number of themes have been traced as effects of a genealogical approach to narratives. These themes address: 1) the turn to the importance of space and its crucial interrelation with time in the analysis of narratives, 2) how narratives are imbued with strong power relations that determine their visibility or renunciation and 3) how the complex and multifarious narratives of the body are crucial in the formation of *technologies of the female self*. Working with these technologies I have therefore identified two sets which emerge from the genealogical analysis, which I have called *technologies of space* and *technologies of resistance*.

**Maria Tamboukou** is Lecturer in Psychosocial Studies and co-director of the Centre for Narrative Research in the Social Sciences at the University of East London. She received her PhD from King's College, University of London, where she is a Visiting Research Fellow. Her research interests and publications are in the area of Foucauldian analytics, feminist genealogies and the use of auto/biographical narratives in sociological research. She is currently editing a book with Stephen Ball on genealogy and ethnography.

***Truth rather than justice:  
South African autobiographies of the anti-apartheid struggle  
and the Truth and Reconciliation Commission, educational institutional, and  
transformative politics***

***Elaine Unterhalter***

This paper examines similarities and differences in the framing of the person in projects of national liberation and national reconciliation. It contrasts the narratives framed in autobiographies of the South African anti-apartheid struggle, published up to 1995, and the narratives that have emerged in major publications linked to the South Truth and Reconciliation Commission (TRC), between 1996 and 1999. In this session we will look at extracts from texts from both phases of writing. We will look in detail at gendered identities, the narrative form and their implication for framing understandings of the nation. The session will look particularly at questions of recognitional justice and the extent to which truth telling in narrative form inside and outside formal educational institutions offers the possibility of a transformative politics in South Africa.

Elaine Unterhalter is a Senior Lecturer in Education and International Development at the Institute of Education, University of London. Her specialist teaching areas are gender, education and development. She has worked on a number of projects concerned with education transformation in South Africa, notably the RESA (Research on Education in South Africa) linked to the work of the ANC education and research departments from the mid 1980s. Since 1990 she has worked on collaborative projects with the Education Policy Units at a number of South African universities. She is currently working with colleagues at the University of Natal on a research project on gender, violence, HIV and schooling. Her research interests also include work on South African autobiographies, gender and higher education in Commonwealth countries, and work on the implications of theories of justice for education.