

# PACIFICA GRADUATE INSTITUTE

Ph.D. Depth Psychology III - K Track  
Fall 2001

Research V: Process Seminar (DP-990)  
Instructor: Mary Watkins, Ph.D.  
(805) 969-3626, Extension 127

**Office Hours: During class weeks:**  
**Monday: 12:30-1:15; Tuesday: 12:45-1:15; Wednesday: 12:15-12:45 or by appointment**

## COURSE SYLLABUS

I think you learn by doing. I'm a Deweyite from way back, from childhood experience and reading. You learn by doing, and you figure out how to do things by watching other people do them. That's the way you learn to be a good carpenter, for example, and the way you learn to be a good physicist. Nobody can train you on how to do physics. You don't teach methodology courses in the natural sciences. You may in the social sciences. In any field that has significant intellectual content, you don't teach methodology. You just watch people doing it and participate with them in doing it. So a typical, say, graduate seminar in a science course would be just watching people working together, not all that different from an artisan picking up a craft and working with someone who is supposedly good at it. I think the same is true of these things....There's things you can do in groups you can't do by yourself. In fact, that's true of the most advanced sciences. Very little is done individually. It's usually done in groups by collective action and interchange and critique and challenge, with students playing an active and often critical role. The same is true here.

Noam Chomsky, ZNet Commentary,  
"Propaganda and Indoctrination," 12/10/00

### A. Course Description

In this research pod we will be tacking back and forth between the students' research interests (arising from community/ecological fieldwork and dissertation ideas) and a small participatory research project chosen and carried out by the participants. Both will provide a context for the following: 1) learning about research question formulation; 2) interviewing experience in three modes (phenomenological, dialogical, and group dialogue oriented to the development of critical consciousness); 3) analysis of interview data using three approaches (phenomenological, heuristic, and Gilligan and Belenky's work in discerning the various voices within an interview ("voice-centered" methodology); 4) exploration of how to move back and forth between the reflection engendered through qualitative research and action intervention in a system. Emphasis will be placed on the dialogical opportunities and liberatory possibilities available at each stage of research, as well as attention to ethical concerns that such an approach demands. Each student will have the opportunity to present his/her recent fieldwork and/or preliminary ideas regarding the dissertation with the aim of exploring research implications/possibilities for dissertation work.

Voice-centered feminist approaches to interview material intersect with depth psychological understandings of the self. Both describe a multiplicity of the self that can be heard in narratives and seen in dreams. Through careful work with transcribed narratives, we will learn how to track the multiple voices that comprise complex identity, and study how such voices are exiled, elevated, silenced--both reflecting and transcending cultural constraints.

## **B. Course Schedule**

**Week I:** Research question formulation; relevant ethics; open-ended and structured interviewing, dialogical interviewing; presentation and discussion of student fieldwork and research and preliminary ideas for dissertation research.

**Week II:** Group interviewing and the development of critical consciousness; analysis of interview material using three methods: Giorgi's phenomenological analysis, Moustakas' heuristic approach; Gilligan et al's voice centered listening guide; presentation and discussion of student fieldwork and research and preliminary ideas for dissertation research.

**Week III:** Continuation of interview analysis; participatory action approaches to the research question; presentation and discussion of student fieldwork and research and preliminary ideas for dissertation research.

## **C. Required Readings:**

### **Week I**

Brydon-Miller, M., & Tolman, D. (Eds.). (1997). Transforming psychology: Interpretive and participatory research methods. Journal of Social Issues, 53(4), 597-656.

Gluck, S., & Patai, D. (1991). Women's words: The feminist practice of oral history. New York: Routledge. Pp. 1-58.

Kvale, S. (1966). InterViews: An introduction to qualitative research interviewing. Thousand Oaks, CA: Sage. Pp. 1-175.

Moustakas, C. Heuristic research: Design, methodology, and applications. Newbury Park, CA: Sage Publications. Pp. 9-57.

### **Week Two**

Brydon-Miller, M., & Tolman, D. (Eds.). (1997). Transforming psychology: Interpretive and participatory research methods. Journal of Social Issues, 53(4), pp. 657-724.

Gluck, S., & Patai, D. (1991). Women's words: The feminist practice of oral history. New York: Routledge. Pp. 59-106

Kvale, S. (1966). InterViews: An introduction to qualitative research interviewing. Thousand Oaks, CA: Sage. Pp. 176-298

### **From the Reader:**

Gilligan, C., Brown, L., & Rogers, A. (1990). Psyche embedded: A place for body, relationships, and culture in personality theory. In A. Rabin, R. Zucker, R. Emmons, & S. Frank (Eds.), Studying persons and lives (pp. 86-147). New York: Springer.

Giorgi, A. (1989). One type of analysis of descriptive data: Procedures involved in following a scientific phenomenological method. Methods, 39-61.

### **Week III**

Brydon-Miller, M., & Tolman, D. (Eds.). (1997). Transforming psychology: Interpretive and participatory research methods. Journal of Social Issues, 53(4), pp. 725-end.

Gluck, S., & Patai, D. (1991). Women's words: The feminist practice of oral history. New York: Routledge. Pp. 107-175, 205-223

## **D. Suggested Readings**

### **Week I:**

Mishler, E. (1986). Research interviewing: Context and narrative. Cambridge: Harvard University Press.

Seidman, I. (1991). Interviewing as qualitative research. New York: Teachers College Press.

### **Week II:**

Rogers, A. (1994). Exiled voices: Dissociation and the 'return of the repressed' in women's narratives. *Work in Progress*, #67, Stone Center, Wellesley College.

Mishler, E. (1999). Storylines: Craftartists' narratives of identity. Cambridge, MA: Harvard University Press.

Sommer, D. (1988). "Not just a personal story": Women's *testimonios* and the plural self. In B. Brodzki & C. Schenck (Eds.), Life/Lines: Theorizing women's autobiography. Ithaca: Cornell University Press.

## **E. Course Assignments**

### **Week I:**

- 1) Bring a tape recorder with adequate microphone for one-on-one and small group interviewing and two sixty-minute tapes. In advance, test its capacity for picking up voices.

- 2) Be ready to present (15-25 minutes) and discuss either aspects of your fieldwork that bear on research issues and/or dissertation research ideas. This will be your time to bring the group into your ongoing work. Please carefully discern in advance what you most need from this group over this quarter and let us know at the beginning. Two or three students will present each session. I will create a schedule in late summer. If you need audiovisual aids for this presentation, please arrange with Nina Falls (ext. 106) well in advance.
- 3) Bring a research question that could be addressed by all the group members; i.e., that concerns an experience that all members have had. We will chose one question to pursue from the list generated by your offerings.

**Week II:**

- 1) Bring one package of index cards (any size), and four colored pencils (blue, red, green and yellow).
- 2) Bring nine copies of an interview that you have conducted and transcribed (to be described in Class I).

**Week III:**

- 1) Bring analytic summaries of interview material, as well as any further necessary transcribed interview material (described in Class II).

**F. Course Evaluation**

Presentation of fieldwork and/or dissertation ideas:	40% of grade
Interview/Transcription	20%
Analytic summaries:	40%