

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Department of Sociology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	METHK390	SEMESTER	6 <sup>th</sup> and over
COURSE TITLE	Biographical narrative approach in Sociology (seminar)		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures, discussions, laboratory exercises, oral student presentations.		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Skills development (seminar)		
PREREQUISITE COURSES:	METHK131 Methods and techniques of sociological research: qualitative methods.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	<a href="https://elearn.uoc.gr/course/view.php?id=558">https://elearn.uoc.gr/course/view.php?id=558</a>		

### (2) LEARNING OUTCOMES

#### Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

After the successful completing of the seminar students are expected to be able to:

- Identify the characteristics that constitute the "narrative turn" in the social sciences.
- Identify the relationship between storytelling and lived experience.
- Explain the ways in which the narrative act is connected to the construction of individual and collective identities.

- Describe the basic features of biographical narrative research and formulate appropriate research questions.
- Be aware of the stages of conducting a biographical narrative research.
- Create and use a biographical narrative interview guide.
- Be aware of the basic principles and procedures of narrative analysis.

#### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*  
*Adapting to new situations*  
*Decision-making*  
*Working independently*  
*Team work*  
*Working in an international environment*  
*Working in an interdisciplinary environment*  
*Production of new research ideas*

*Project planning and management*  
*Respect for difference and multiculturalism*  
*Respect for the natural environment*  
*Showing social, professional and ethical responsibility and sensitivity to gender issues*  
*Criticism and self-criticism*  
*Production of free, creative and inductive thinking*  
*.....*  
*Others...*  
*.....*

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Working independently
- Team work
- Project planning and management
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

### **(3) SYLLABUS**

This seminar aims to familiarize students theoretically and methodologically with the biographical and narrative approach in sociology. In the first part of the seminar will be discussed the "narrative turn" in social sciences. More specific emphasis will be given at the importance of biographical narratives in the context of daily communications. There will be discussed those considerations that recognize the ability of people to narrate their life course in the form of a biography as a fundamental process of constructing their identities. There will be also presented methodological views that consider biographical narratives as an appropriate place to explore one's experience, the orientations of action and the dialectical relationship between the individual and the social dimension. Emphasis will be also placed on the analysis and interpreting of the biographical trajectories of suffering as well as processes of personal disorganization. Moreover, there will be demonstrated the features of the production and analysis of biographical narratives. In the second part of the seminar, students will be able to produce and process biographical narrative texts in practice, trying to analyze and interpret them. In conclusion, in this seminar will be presented biographical narrative studies of Greek and/or international literature.

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#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face																				
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Support of learning procedure and communication with students via online learning platform “elearn”.																				
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1"> <thead> <tr> <th>Activity</th><th>Semester workload</th></tr> </thead> <tbody> <tr> <td>Lectures</td><td>39</td></tr> <tr> <td>Study and analysis of bibliography</td><td>41</td></tr> <tr> <td>Project</td><td>50</td></tr> <tr> <td>Essay writing</td><td>20</td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td>Course total:</td><td><b>150</b></td></tr> </tbody> </table>	Activity	Semester workload	Lectures	39	Study and analysis of bibliography	41	Project	50	Essay writing	20									Course total:	<b>150</b>
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<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Language of evaluation: Greek  Evaluation procedure: <ul style="list-style-type: none"> <li>● Active participation in the course</li> <li>● Essay/report</li> <li>● Public presentation</li> </ul>																				

#### (5) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <ul style="list-style-type: none"> <li>● Bertaux, D. (επιμ.) (1981). <i>Biography and Society</i>. Beverly Hills: Sage.</li> <li>● Bruner, J. (1990). <i>Acts of Meaning</i>. London: Harvard University Press. Chamberlayne, Pr., Bornat, J. &amp; Wengraf, T. (επιμ.), <i>The Turn to Biographical Methods in Social Science</i>. London: Routledge.</li> <li>● Crossley M. (1999) “Making sense of HIV infection: Discourse and Adaptation of life with a long-term HIV positive diagnosis”. <i>Health</i> 3 (95-119).</li> <li>● Elliot, J. (2005) <i>Using narrative social research. Qualitative and Qualitative Approaches</i>. London: Sage.</li> <li>● Inowlocki L. &amp; Lutz H. (2000) <i>Hard Labour. The ‘Biographical Work’ of a Turkish Migrant Woman in Germany. The European Journal of Women’s Studies</i>. Vol. 7, 2000: 301–319.</li> <li>● Kohler Riessman C. (2003) <i>Performing identities in illness narrative: masculinity and multiple sclerosis. Qualitative Research</i>. vol. 3 (1) 5-33.</li> <li>● Maynes, M.J, Pierce, J.L. &amp; Laslett, B. (2008), <i>Telling Stories. The use of personal narratives in the social sciences and history</i>. Ithaca / London: Cornell University Press.</li> </ul>
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- Riemann, G. (2003). *A Joint Project Against the Backdrop of a Research Tradition: An Introduction to Doing Biographical Research*. *Forum Qualitative Sozialforschung* (Ηλεκτρονικό περιοδικό). 4(3), 18. <http://www.qualitative-research.net/fqs-texte/3-03/3-03hrs-g-e.htm>.
- Roberts, Br. (2002), *Biographical research*. Buckingham: Open University Press.
- Rosenthal G. (2003) *The Healing Effects of Storytelling: On the Conditions of Curative Storytelling in the Context of Research and Counselling*. *Qualitative Inquiry*. Vol. 9, No 6, 915-933.
- Serdedakis, N. & Tsiolis, G. (2000). *Biographical trajectories and identity: Traditional overdetermination and individualization*. *Young*, 8, 2.
- Serdedakis, N., Tsiolis, G., Tzanakis, M. & Papaioannou, S. (2003). *Strategies of social integration in the biographies of Greek female immigrants coming from the Former Soviet Union. Self Employment as an alternative*. *International Review of Sociology*, 13, 1.
- Smith B. & Sparks A. (2002) *Men, sport, spinal cord injury and the construction of coherence: narrative practice in action*. *Qualitative Research*. vol. 2 (2) 143-171.
- Thomas, W. & Znaniecki, Fl. (1958). *The Polish Peasant in Europe and America (1919-1921)*. New York: Dover Publication.
- Tsiolis, G. (2012) *Biographical constructions and transformations: using biographical methods for studying transcultural identities*. *Papers. Revista de Sociologia*. Vol 97, no 1, pp.113-127.
- Wagner I. & Wodak R. (2006) *Performing success: identifying strategies of self-presentation in women's biographical narratives*. *Discourse & Society*. Vol 17(3): 385–411.
- William, E. S. and Maureen, J. M. (2000) *Owning the Story: Ethical Considerations in Narrative Research*, *Ethics & Behavior* 10(4) :311-336

- Συναφή επιστημονικά περιοδικά:

- Narrative Inquiry
- Journal of Narrative and Life History
- Qualitative Inquiry
- International Journal of Qualitative Studies in Education
- Qualitative Research Journal (Association for Qualitative Research)
- Qualitative Social Work
- Qualitative Sociology
- Forum Qualitative Sozialforschung / Forum Qualitative Social Research