

HERMENEUTIC PHENOMENOLOGICAL RESEARCH AND WRITING

EDCP 585D - 032

University of British Columbia

Winter II 2015; Wed 4:30-7:30, Scarfe 1210 WEB: <http://normfriesen.info>

Course Description:

What is the experience of an exhilarating moment in class? How does a child live through failure or abandonment (and what can we actually “know” about it)? How are presence and absence experienced in a Skype video call? The purpose of this course is to give a “hands-on” introduction to the methods involved in the research of the nature and meaning of these and other lived experiences. Based largely on the work of Max van Manen, but relying on texts by Gadamer, Merleau-Ponty and others, it focuses on the practices of writing and analysis in hermeneutic phenomenological research. It is intended to provide students with an opportunity to learn about and apply of hermeneutic phenomenology as it relates to advanced graduate research projects, particularly dissertation work. It will engage students in a number of hermeneutic phenomenological research practices and writing exercises, with an emphasis on descriptive writing and re-writing. Students will also learn about phenomenological research as a way of formulating a research question, and of “dwelling with” that question as research progresses.

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Valued Ends of the Course:

My intention is to help you develop a background and a depth of expertise for using hermeneutic phenomenology in research and writing.

Text (Required):

Van Manen, M. (2014). *Phenomenology of Practice: Meaning-Giving Methods in Phenomenological Research and Writing*. Walnut Creek CA: Left Coast Press.

Assessment (for details, see below):

Deadline:

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|--|------------------|
| Participation in Seminar, reading & research activities (20%) | Ongoing |
| iPod Exercise: 1/2 – 2/3 of a page (10%) | January 21 |
| Anecdote (w/ some reflection) on a chosen lived experience (10%) 1 page | Jan. 28 & Feb. 4 |
| Proposal (15%) Include anecdote & reflection as introduction to topic; formulate question and possible sources. See criteria for anecdote & paper. (2-3 pages) | Feb 20 & March 1 |
| Draft paper (45%) | April 8 |

- **Academic Honesty and Standards, and Academic Freedom:** Please refer to *UBC Calendar*
- **Policies and Regulations (Selected):** <http://www.students.ubc.ca/calendar>
- **Academic Accommodation for Students with Disabilities:** Students with a disability who wish to have an academic accommodation should contact the Disability Resource Centre without delay (see UBC Policy #73 <http://www.universitycounsel.ubc.ca/policies/policy73.pdf>).

EDCP 585D Course Schedule & Readings

Each session will generally consist of discussion based on readings and research methodologies or techniques. Texts may also be supplemented with image and sound resources and some primary sources.

| Date | Topic/Assignment | Class introductions / Course introduction / “Handshake” Exercise / Discussion |
|--|--|---|
| Week 1 7 Jan | Course Intro | EXAMPLES: Various from student writing. |
| <i>Introduction to Phenomenology</i> | | |
| Week 2 14 Jan | Readings iPod Exercise | van Manen, M. (2014). <i>Phenomenology of Practice</i> . Ch. 1 & 2 Pp. 15-71. EXAMPLE: Bull, M. (2012). iPod Culture: The Toxic Pleasures of Audiotopia. <i>Oxford Handbook of Sound Studies</i> , Pp. 526-543. |
| <i>Basic Methods and Structures</i> | | |
| Week 3 21 Jan | Readings & Anecdote Dev. | van Manen, M. (2014) Ch. 8. Pp. 215-239. EXAMPLE: Friesen, N. (2014). Telepresence and Tele-absence. <i>ADAPTED FROM Phenomenology & Practice</i> 8(1). Pp. 17-30. |
| <i>The Reduction</i> | | |
| Week 4 28 Jan | Readings & Anecdote Exercise. | van Manen, M. (2014). Ch. 9. Pp. 240-296. Merleau-Ponty, M. (2012). Preface. <i>Phenomenology of Perception</i> . London: Routledge. |
| <i>Writing & the Question</i> | | |
| Week 5 4 Feb | Readings & Anecdote Exercise. | van Manen, M. (2014). Ch. 10 & 11. Pp. 297-341. ADDITIONAL: Gadamer, H.-G. (2005). <i>Truth & Method</i> . Pp. 356-371. |
| <i>The Question</i> | | |
| Week 6 11 Feb | Readings & Proposal Dev. | van Manen, M. (2014). Ch. 12. Pp. 342-356. ADDITIONAL: Heidegger, M. (1993). What calls for Thinking? <i>Basic Writings</i> . New York: Harper Collins. |
| ----- <i>Spring Break February 16-20</i> ----- | | |
| <i>Experiential Data & Gathering</i> | | |
| Week 7 25 Feb | Readings & Proposal Dev. | van Manen, M. (2014). Ch. 13 & 14. Pp. 357-391. ADDITIONAL: Walker, W. (2011) Hermeneutic inquiry: Insights into ... interviewing. <i>Nurse Researcher</i> 18(2), 19-27. |
| <i>Proposals</i> | | |
| Week 8 March 4 | Presentation of Proposals | Presenters to make proposals available to class by Feb 20 |
| <i>Proposals</i> | | |
| Week 9 March 4 | Presentation of Proposals | Presenters to make proposals available to class by March 1 |
| <i>Phenomenology and Technology, Pedagogy</i> | | |
| Week 10 March 18 | Readings & Draft Dev. | Henriksson, C. (2012). Hermeneutic Phenomenology and Pedagogical Practice. <i>Herm. Phen. in Education</i> . Pp. 119-137. Friesen, N. (2011). “Dissection and Simulation” and responses <i>Techne</i> : 15(3; Fall) 185-200. |
| <i>Drafts: Presentation & Development</i> | | |
| Week 11 March 25 | Presentation of Drafts | Presenters to make proposals available to class by March 20 |
| <i>Drafts: Presentation & Development</i> | | |
| Week 12 April 1 | Presentation of Drafts | Presenters to make proposals available to class by March 28 |
| <i>Drafts: Presentation & Development</i> | | |
| Week 13 April 8 | Presentation of Drafts | Presenters to make proposals available to class by April 3 |

ASSESSMENT CRITERIA:

Anecdote: (from Max van Manen: www.maxvanmanen.com/files/2014/03/LED.pdf)

Describe an instance of a human experience as much as possible in concrete personal terms. Try to give a description of the experience as you live through it.

Avoid as much as possible introductions, rationalizations, causal explanations, generalizations, or interpretations. As well, avoid writing poetry or short story plots in a literary sense (there does not have to be “a beginning, a middle, and an end”). In other words, the point is not to beautify your account with *belle mots* but rather to render a vivid description of a particular experience or of a particular kind of experience.

Lived experience anecdotes are not themselves phenomenological texts but rather starting points for reflectively writing phenomenological texts. They are part of our “data” for analysis. For the aim of phenomenology is to bring to explicit awareness the meaning aspects of a selected lived experience as we live through it and as it presents itself to us. If possible keep to a single page.

- describe from the inside—just write it almost like a state of mind, a mood, feelings, emotions. *Not your thoughts!*
- try to focus on an example of the experience which stands out, in your memory, for its vividness or as it happened
- try to think of a particular event or situation--perhaps the first or last time you had this experience
- if appropriate, start with a concrete detailed experience: how the body feels, how things smelled, felt, sounded, etc.
- or you may also want to attend to the way that space or time or other people are experienced
- it is a personal account, not a private self-description (“I” could be “we”) we are less concerned whether the experience really happened, but more in the plausibility of it--whether it is true to our living sense of it
- sometimes recalling in the present tense may provide for a more vivid account than retelling it in the past tense

Paper: (Limit to 12-15, 3500-4500 words + references).

Draft a phenomenological or philosophical paper (appropriate as an article, chapter, etc.) using hermeneutic phenomenology (or a thesis or dissertation proposal to use hermeneutic phenomenology). The document can also be a work in progress, such as a section or chapter of a dissertation or thesis. Or if undertaking a new research topic, choose a phenomenon that or type of lived experience that lends itself to a phenomenological description and reflection.

1. Clarity of communication / writing: Is the question and its exploration focused and organized?
2. Grammar & Style: Organization, sentence structure, paragraphs, spelling; APA or Chicago Style (format, references)
3. Oriented: “To be oriented as researchers ... means that we do not separate theory from life, the public from the private. We are not simply being [practitioners] here and researchers there—we are researchers oriented to the world in a pedagogic way.” (van Manen 1997, p. 150)
4. Strong: “A strong pedagogic orientation requires that one reads any situation in which an adult finds himself or herself with a child as a pedagogic situation, as an answer to the question of how we should be and act with children.” (van Manen p. 150)
5. Rich: “A rich and thick description is concrete, exploring a phenomenon in all its experiential ramifications. The educator, as author, attempts to capture life experience (action or event) in anecdote or story, because the logic of story is precisely that story retrieves what is unique, particular, and irreplaceable.” (van Manen p. 150)
6. Deep: “...as Merleau-Ponty (1968) expressed it: ‘Depth is the means the things have to remain distinct, to remain things, while not being what I look at at present’ (p. 219). As we struggle for meaning, as we struggle to overcome this resistance, a certain openness is required. ...Rich descriptions, that explore the meaning structures beyond what is immediately experienced, gain a dimension of depth.” (van Manen, p. 151)

READINGS

Primary Readings (journals and hypertext resources in bold):

- Friesen, N. (2011). *The Place of the Classroom & the Space of the Screen: Relational Pedagogy...*. New York: Peter Lang.
- Gadamer, H. G. (2004). *Truth and method* (2nd rev. ed.). New York, NY: Continuum. Jacob, P. (2003).
- Merleau-Ponty, M. (1968). *The visible and invisible: Followed by working notes*. Evanston, IL: Northwestern University Press.
- Merleau-Ponty, M. (2002). *Phenomenology of perception*. London, UK: Routledge.
- Saevi, T. (Ed., 2006 - present). *Phenomenology & Practice*. <http://www.phandpr.org>
- van Manen, M. (1997). *Researching lived experience: Human science for an action sensitive pedagogy*, London ON: Althouse.
- _____. (2002). *The tone of teaching*. London, ON: Althouse Press.
- _____. (Ed., 1983-92). *Phenomenology + Pedagogy*. <http://ejournals.library.ualberta.ca/index.php/pandp/issue/archive>
- _____. (2011). **PhenomenologyOnline**. (See esp. *Inquiry & Sources*) <http://www.phenomenologyonline.com/>

SECONDARY READINGS (a selection):

Philosophy/Method

- Dreyfus, H. Being-in-the-World: A Commentary on Heidegger's Being and Time, Division I. Cambridge, MA: MIT Press.
- Flyvbjerg, B. (2001). *Making social science matter*. Cambridge: Cambridge UP.
- Friesen, N. (2012). Experiential Evidence: I, We, You. *Hermeneutic Phenomenology in Education: Method and Practice*. (N. Friesen, C. Henriksson & T. Saevi, Eds; 2012) Rotterdam: Sense. Pp. 39-54.
- Friesen, N. (2014). Bernhard Waldenfels' Responsive Phenomenology of the Alien: An Introduction and Review. *Phenomenology & Practice* 8(1), 68-77.
- Heidegger, M. (1992b). D. F. Krell (Ed.), *Basic writings, revised and expanded edition* (pp. 311–341). New York, NY: HarperCollins
- Heidegger, M (2009). Figal, G. (Ed.). *The Heidegger Reader*. Bloomington, ID: Indiana UP.
- Hein, S.F., & Austin, W.J. (2001). Empirical and hermeneutic approaches to phenomenological research in psychology: A Comparison. *Psychological Methods*, 6, 3–17.
- Husserl, E. (1970). *Crisis of European sciences and transcendental phenomenology*. Evanston, IL: Northwestern UP.
- Intentionality. In E. N. Zalta (Ed.), *The Stanford encyclopedia of philosophy*. Retrieved from <http://plato.stanford.edu/entries/intentionality/>
- Jay, M. (2006). The lifeworld and lived experience: A companion to phenomenology and existentialism.
- Levinas, E. (1998). *Totality and infinity: An essay on exteriority* (Vol. 24). Pittsburgh, PA: Duquesne University Press.
- Waldenfels, B. (2003). From intentionality to responsivity. In R. Bernet & D.J. Martino (Eds.), *Phenomenology Today: The Schuwer Spem Lectures, 1998-2002*, Pittsburg, PA: Duquesne University. http://learningspaces.org/files/Waldenfels_1999.pdf
- Waldenfels, B. (2011). *Phenomenology of the alien: Basic concepts*. Evanston, IL: Northwestern University Press.
- Winograd, T., & Flores, F. (1986). *Understanding computers and cognition: A new foundation for design*. Norwood NJ: Ablex.
- “Applied”
- Bleeker, H., & Mulderij, K. (1992). The experience of motor disability. *Phenomenology + Pedagogy*, 10, 1-18.
- Bollnow, O. F. (1989). The pedagogical atmosphere. *Phenomenology + Pedagogy*, 7, 5–63.
- Dourish, P. (2001). *Where the action is: The foundations of embodied interaction*. Cambridge MA: MIT Press.
- Dreyfus, H. (1992). *What computers still can't do: A critique of artificial reason*. Cambridge MA: MIT Press.
- Dreyfus, H. (2008). *On the Internet*. New York, NY: Routledge.
- Feenberg, A. (1989). A user's guide to the pragmatics of computer mediated communication. *Semiotica*, 75(3/4), 257–278.
- Friesen, N. & Saevi, T. (2010). Reviving forgotten connections in North American teacher education: Klaus Mollenhauer and the pedagogical relation. *Journal of Curriculum Studies* 142(1; 2010) 123-147.
- Langeveld, M. J. (1983). The “secret place” in the life of the child. *Phenomenology + Pedagogy*, 1(2), 181–189.
- Leder, D. (1990). *The absent body*. Chicago, IL: University of Chicago Press.
- McCarthy, J., & Wright, P. (2004). *Technology as experience*. Cambridge, MA: MIT Press.
- Mollenhauer, K. (2014). *Forgotten Connections: On Culture and Upbringing*. London: Routledge.
- Rosenberger, R. (2009). The sudden experience of the computer. *AI & Society*, 24(2), 173–180. doi: 10.1007/s00146-009-0190-9
- Tannis, D. (2014). Technology help seeking and help giving in an intercultural community of student life. *Phenomenology & Practice*. 8(1).
- Tuan, Y. F. (2001). *Space and place: The perspective of experience*. Minneapolis, MN: University of Minnesota Press.
- van Manen, M. (1991). *The tact of teaching: The meaning of pedagogical thoughtfulness*. Albany: SUNY Press.
- van Manen, M., & Adams, C. (2009). The phenomenology of space in writing online. *Educational Philosophy and Theory*, 41(1), 10–21.
- Westfall-Greiter, T & Schwarz, J. (2012). Planning for the unplannable: Responding to (un)articulated calls in the classroom. *Phenomenology & Practice*. 6(2).