

PSYC 7810B: THE SELF'S LIVING VOICES

Fall 2017

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Office Hours: By appointment in person

Class Meetings: WED, 10:00-10:55am, Melson 104

COURSE DESCRIPTION

This class is about “voice”, a phenomenon we experience each day in others and in ourselves. It is pervasive to our life, to our sociality – and it is something we relate immediately to: loving a voice, rejecting another, expecting a voice and being surprised to hear another one, and being bewildered by our own voice when we listen to it on recordings. Voice is at the core of my language psychological questioning, since I am researching language as a dialogic performative activity, i.e. as an activity we can hear and sense, see and experience in ourselves and in others. The class will introduce a notion of voice as belonging inherently to a polyphonic self, manifesting and shaping its dynamics as dialogical manifoldness. The complex richness of the phenomenon will be approached from two specifically related sides. **1** The first side shows voice as audible event, as we experience it in time, with others, while speaking and listening. **2** The second side indicates voice as psychological phenomenon; it is an expression of a perspective, of a stance to reality.

The framing topic to this questioning is the notion of the dialogical self and its dynamics in voiced positions, relating self and language. Hence it is an important aim to develop a notion of the dialogicality of self, which is experienceable (by oneself) observable (in others) and performable through the self's different voices. This includes sensitizing ourselves for listening

to speaking voices, their positional qualities, for the changes in voicings. Further, it means to explore the non-individual range of the phenomenon: types of voices, typical voices, familiar voices, cultural voices: How does this relate to psychology? How does this matter for a therapist? For a researcher? This results in a comprehensive view on voice beyond a simple materialistic and purely individual notion of voice, opening up for psychological processes linked to voice(s) that are grounded in a non-individualistic framework.

AIM OF KNOWLEDGE AND UNDERSTANDING

The dialogical self and its dynamics in voiced positions, relating self and language is the key notion the class is aiming at. This leads to develop a notion of the dialogicality of self, which is experienceable (by oneself), observable (in others), and performable through the self's different voices.

Specific aims:

- 1) Introduce to a notion of voice as belonging inherently to a self, manifesting and shaping its dynamics as dialogical manifoldness.
- 2) Sensitize for listening to speaking voices, their positional qualities, for the changes in voicings.
- 3) Relate the notion of voice to a pragmatic and alterity based notion of language.
- 4) Relate to psychological topics such as identity and self, specifically on cultural and socially specific aspects of identity/self formation.

ASSIGNMENTS, REQUIREMENTS

All the texts that we will read and talk about in class will be supplied as pdf on Course Den. If possible, the book sources will be placed on a bookshelf at Ingram Library.

Regarding attendance, we expect that you will be attending classes regularly, as well as participating actively. The following specific assignments will be given:

- **all sessions:** active reading in preparation and discussing in class;
- **one session:** watching a video and preparing notes for the discussion;
- **facilitating:** you will be asked to prepare a short overview to a text passage (possibly a whole text with your peers), **together with a short handout**
- **final paper due by December 9.** You are asked to record a small episode of speech, to describe what you hear using the notions we discussed in class, and to relate this description to your vision of psychology and/or to your research focus.
- Extended guidelines for writing this paper will be provided, as well as a grading scheme.
- **Overall grading is composed of the final paper, facilitating, and course participation (= reading preparation + attendance)**

Grading Scheme: *(possible 400 points)*

Final Paper 200

Facilitating 100

Course Participation 100

Grading Scale:

A = (360-400 pts

B = (320-360(pts

C = (280-320(pts

D = (240-280(pts

F = <240 pts

SCHEDULE OF CLASSES

Week 1 Wednesday, August 09

Introduction to the course: overview on content and common organization

Week 2 Wednesday, 08/16

Bertau: "A Speaking Voice"

Week 3 Wednesday, 08/23 *no classes – Tokyo: The 17th Biennial Conference of the ISTP*

Week 4 Wednesday, 08/30

Model of the Dialogical Self: **Hermans (2001)**

You might also consult Hermans and Gieser's (2012) Handbook of Dialogical Self Theory for further readings

Week 5 Wednesday, 09/06

Polyphony and Heteroglossia:

Polyphony: **Bakhtin 1929/1984, pp. 17, 21-22; Bertau 2013, pp. 45-48**

Heteroglossia: **Bakhtin 1934-35/1981, pp. 262-263, Glossary of Bakhtin's book, p. 428;**

Wertsch 1993, pp. 56-66 (social languages)

Week 6 Wednesday, 09/13

Interfering voices, so called reported speech: **Vološinov (1929/1986, pp. 115-123)**

Please bring literary examples

Week 7 Wednesday, 09/20

Interfering voices and further into ventriloquizing;

Tannen 2007, pp. 103-105 + 112-119; p. 21-22;

Cooren 2012, p. 4 starting with the 5th paragraph beginning with “So first, what do I mean by communicatively constitutive?” to p. 6.

Week 8 Wednesday, 09/27

Notion of voice in 5 aspects: **Bertau 2012, pp. 46-end**

Week 9 Wednesday, 10/04

Voice as gestalt; emerging holoform in infancy – **Gratier and Bertau 2012, p. 94 - end**

Week 10 Wednesday, 10/11

Notion of language as dynamic gestalt “inbetween”: **Bertau (2014)**

Week 11 Wednesday, 10/18

Familiar voices: **Siddis and Kreiman (2008)**

Week 12 Wednesday, 10/25

Cultural voice – Hermans (2001) again, and examples (Bertau)

Week 13 Wednesday, 11/01

Voices in writing: **Prior (2001)**

Week 14 Wednesday, 11/08

Speaking and acting through voices in gestalt therapy: **Fritz Perls and Gloria (1965)**

Week 15 Wednesday, 11/15

Fritz Perls and Gloria (2)

Week 16 Wednesday, 11/22 *no classes- Thanksgiving Break November 20-24*

Week 17 Wednesday, 11/29

Reading of voices:

- 1) **Bamberg and Georgakopoulou 2008, p. 383-385**, transcript example
- 2) **Skidmore and Murakami 2016, p. 191**, transcript example

Week 18 Wednesday, 12/06

Conclusion, reflections, perspectives

Fall classes end December 1

Term ends December 11

PAPER DUE BY DECEMBER 9

REFERENCES

- Bakhtin, M. M. (1984). *Problems of Dostoevsky's poetics*. (C. Emerson Trans. & Ed.). Minneapolis, MN: University of Minnesota Press. (Original work published in 1929) online: <https://quod.lib.umich.edu/cgi/t/text/text-idx?type=simple&rgn=full+text&q1=polyphony&cc=acls&idno=heb08865.0001.001>
- Bakhtin, M. M. (1981). Discourse in the novel. In M. M. Bakhtin, *The dialogic imagination. Four essays* (M. Holquist Ed., C. Emerson & M. Holquist Trans.) (pp. 259-422). Austin: University of Texas Press. (Original work published in 1934-35)
- Bamberg, M. and Georgakopoulou, A. (2008). Small stories as a new perspective in narrative and identity analysis. *Text & Talk*, 28(3), 277-396.
- Bertau, M.-C. (2008). Voice: A pathway to consciousness as 'social contact to oneself'. *Integrative Psychological and Behavioral Science* 42(1), 92–113.
- Bertau, M.-C. (2012). Voice as heuristic device to integrate biological and social sciences. A comment to Sidtis & Kreiman's 'In the Beginning was the Familiar Voice'. *Integrative Psychological and Behavioral Science*, 46(2), 160-171.
- Bertau, M.-C. (2012). Exploring voice. A psycholinguist's inquiry into the dynamic materiality of language. In M.-C. Bertau, M. M. Gonçalves & P. T. F. Raggatt, (Eds.), *Dialogic Formations. Investigations into the origins and development of the dialogical self* (pp. 41-68). Charlotte (NC): Information Age.
- Bertau, M.-C. (2013). Voices of others unto the self, voices of others in the self. Polyphony as means and resource for constructing and reconstructing social reality. In A. Liégeois, J. Corveleyn, M. Riemslogh & R. Burggraeve (Eds.), *'After You !' Dialogical ethics and the pastoral counselling process* (pp. 37-65). Leuven – Dudley (MA): Academic Publisher Peeters.
- Bertau, M.-C. (2014). Exploring language as the 'in-between'. *Theory and Psychology*, 24(4), 524-541. DOI: 10.1177/0959354314534334
- Cooren, F. (2012). Communication theory at the center: ventriloquism and the communicative constitution of reality. *Journal of Communication* 62, 1–20.
- Gratier, M. & Bertau, M.-C. (2012). *Polyphony: A vivid source of self and symbol*. In M.-C.

- Bertau, M. M. Gonçalves & P. T. F. Raggatt, (Eds.), *Dialogic Formations. Investigations into the origins and development of the dialogical self* (pp. 85-119). Charlotte (NC): Information Age.
- Hermans, H. J. M. (2001). The dialogical self: Toward a theory of personal and cultural positioning. *Culture & Psychology*, 7(3), 243-281.
- Hermans, H. J. M. & Gieser, Th. (Eds) (2012). *Handbook of Dialogical Self Theory*. Cambridge: Cambridge University Press.
- Prior, P. (2001). Voices in text, mind, and society. Sociohistoric accounts of discourse acquisition and use. *Journal of Second Language Writing*, 10, 55-81.
- Sidtis, D. and Kreiman, J. (2012). In the beginning was the familiar voice. *Integrative Psychological and Behavioral Science*, 46(2), 146-159.
- Skidmore, D. & Murakami, K. (2016). How prosody marks shifts in footing in classroom discourse. In D. Skidmore & K. Murakami (Eds), *Dialogic pedagogy. The importance of dialogue in teaching and learning* (pp. 186-202). Bristol, Buffalo, Toronto: Multilingual Matters.
- Tannen, D. (2007). *Talking voices. Repetition, dialogue, and imagery in conversational discourse*. Cambridge (MA): Cambridge University Press.
- Vološinov, V. N. (1986). *Marxism and the philosophy of language* (L. Matejka & I. R. Titunik Trans.). Cambridge (MA), London (UK): Harvard University Press. (Original work published in 1929)
- Wertsch, J. V. (1993). *Voices of the mind. A sociocultural approach to mediated action*. Cambridge (MA): Harvard University Press.

ONLINE MATERIAL

Fritz Perls and Gloria (1965): <https://www.youtube.com/watch?v=it0j6FIxIog>

COURSE POLICIES

Accessibility. Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. To make an appointment, please contact Counseling & Career Services in 123 Row Hall, or call 678-839-6428. For additional information, visit the following website: http://www.westga.edu/counseling/index_8884.php. Any student in this course who has a disability that prevents the fullest expression of abilities should also contact me as soon as possible to discuss appropriate accommodations.

Civility. We should work together to create a classroom atmosphere conducive to learning. While we may sometimes disagree with each other on topics discussed in class, it is important that we remember that appreciating diversity in perspectives is an important part of the learning process. With that said, all opinions are welcome. However, disagreements should be directed at an argument and not the person. It is expected that everyone will be treated with respect. **If you ever feel that you are not being treated with respect in the classroom, please let me know.**

Cell phones and other noisy things. Cell phones, pagers, iPods, headphones, etc. are not to be in use while in class or during exam days. Please refrain from texting, instant messaging, gaming, and emailing while in class. It is distracting to the instructor as well as to those around you. If you require an exception to this rule, come and talk to me about your situation asap. If any of these issues becomes a problem, you will be excused from the class.

Academic and Personal Integrity: As outlined by the University of West Georgia Honor Code, “West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity.” Violations of this policy will be met with sanctions and ignorance of its provisions is not an acceptable excuse. Make sure to read the university policy on plagiarism and academic dishonesty in your student handbook. Plagiarism involves the use of others’ words and/or ideas without giving them proper credit, which includes passing another person’s paper off as your own and failing to cite a source. If you copy a student’s paper or copy a paper off the internet, you will get caught. Plagiarism software can detect copied papers and copied text. You are responsible for knowing how to properly cite sources with APA formatting.

Communication Policy. As the instructor, I will endeavor to reply to all messages that conform to conventional standards of polite, respectful correspondence within 48 hours. I will reply to

other (i.e., less than polite) messages as circumstances permit. Please note that I reserve the right (and have the responsibility) to purge offensive or excessively aggressive posts to Course Den. Although it should go without saying, please refrain from attacking, harassing, or threatening either fellow students or instructors via the Course Site (or any other means, for that matter).

Intellectual Property Rights. Course materials prepared by the instructor, together with the content of all lectures and notes presented by the instructor are the property of the instructor. Unless explicit permission is obtained from the instructor, course materials may not be modified and **must not be transferred or transmitted to any other person**, whether or not that individual is enrolled in the course.

Note: The syllabus contains a lot of essential information about the course so please make sure to read it carefully and revisit it regularly during the semester. In addition, all students must review the following information about university policies:

https://www.westga.edu/administration/vpaa/assets/docs/faculty-resources/common_language_for_course_syllabi_v2.pdf