

Dialogism for Psychology (PSYC 7810)¹
Spring Semester 2017
Tuesdays 12:30pm – 2:00pm
Melson Hall, 207

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Office Hours: By appointment in person

COURSE DESCRIPTION

Dialogic communication is the core activity of any psychological work. Dialogues as a specific language activity are thus an important issue to understand. On the one hand, the course will explore dialogue as co-activity of partners, on the other hand we will also ask for the dialogic movement which is inherent to any language and psychological act. This leads us to the epistemology of dialogism. We will first explore the vibrant context of dialogism as it developed at the beginning of the 20th century, turn then to the key issue of the Other: Where is that Other, and Who is she, he, even it? On this base we will build up a notion of dialogue that transgresses the simple to-and-fro and serves as the core principle of “dialogism”, a specific view of language and communication, of mind and consciousness (Linell, 2009). Further, we will particularly ask for how a “good dialogue”, that supports person developing psychological processes might look like. Dialogue as relational practice will be highlighted (Glenn & Kuttner, 2013). This, in turn, asks for “relation” and “relating” as basic act of human beings (Gergen, 2009). Finally, we might ask: What kind of psychological work, research and practice can be conceived and developed on such a base? (e.g. Rommetveit, 2003).

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 by Bakhtin, Vološinov and Linell will be placed on a book shelf at Ingram Library. You are invited to look at the complete sources, since we will read only short selected passages. Regarding attendance, I expect that you will be attending classes regularly, as well as participating actively. The

¹ This syllabus may be subject to minor alterations.

following specific assignments will be given:

- **all sessions:** active reading in preparation and discussing in class;
- **facilitating one session with:** short comprehensive handout, oral presentation, initiating discussion by raising interesting questions or issues. You are very welcomed to do this in a dialogical form, i.e. together with someone else (try dialogical formats of presenting!);
- in case that we are too many to offer each student the possibility to facilitate speaking and thinking, **minutes** of a class discussion are an alternative assignment;
- **writing a final paper due by May 4, 2016.** You are responsible for choosing a topic that is closely related to one of the class topics and the source here discussed, although I will be happy to guide and counsel you. Extended guidelines will be provided, as well as a grading scheme for the paper
- **Overall grading is composed of the final paper, facilitating/writing minutes, and course participation (= reading preparation + attendance)**

Grading Scheme: (possible 400 points)

Final Paper	200
Facilitating/Minutes	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: January 10

Introduction to the course: content overview and common organization

Week 2: January 17

mcb: A World of Ideas and Persons -- the formation of the vibrant dialogic context of the early 20th century

Week 3: January 24

Common reading and talking on “the utterance”:

Bakhtin’s *Genre* pp.91-92, and *Discourse in the Novel* pp. 293-294

Facilitators:

Week 4: January 31

Common reading and talking:

Vološinov’s *Marxism* pp. 85-86: “the word”, “dialogue” and “utterance” pp. 95-97;

in complement to Vološinov’s definition of dialogue, take Linell, 2009, p. 4-6

Facilitators:

Week 5: February 7

Common reading and talking on “polyphony”: Bertau, 2013, pp. 45-48

Facilitators:

you may bring a piece of polyphonic music (orchestral and/vocal), and you may look at supplements in Bakhtin’s Dostoevsky

Week 6: February 14

mcb -- Otherness: Where, Who Is the Other? Historical and architectural reflections leading from the Sophists to the Missed Third
complemented by Linell, 2009, pp. 89-97, core: diagram p. 95

Week 7: February 21

Common reading and talking: Gergen (2009), part 1

Facilitators:

Week 8: February 28

Common reading and talking: Gergen (2009), part 2

Facilitators:

Week 9: March 7

Common reading and talking: Glenn & Kuttner (2013), part 1

Facilitators:

Week 10: March 14

Common reading and talking: Glenn & Kuttner (2013), part 1

Facilitators:

March 20-25: Spring Break – no classes

Week 11: March 28

Common reading and talking: Turkle (2011): Loosing dialogues? Loosing dialogicality?

Facilitators:

April 4: UWG Scholar's Day – no classes 1pm-4pm

Week 12: April 11

Common reading and talking on Dialogism: Linell, 2009, chapter 2, part 1: 2.1 – 2.9

Facilitators:

Week 13: April 18:

Common reading and talking on Dialogism: Linell, 2009, chapter 2, part 2: 2.10 – 2.13

Facilitators:

Week 14: April 25

If time enough left: What kind of psychological work, research and practice can be conceived and developed on a dialogical base? Possible discussion base; Rommetveit (2003). **Facilitators?**
Otherwise: Summary, questions, ideas, and perspectives

**Spring term ends May 1
PAPER DUE BY MAY 4
Exam week May 3-9, Graduation May 11**

REFERENCES

- 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)
- Bakhtin, M. M. (1984). *Problems of Dostoevsky's poetics* (C. Emerson Ed., Trans.). Minneapolis: University of Minnesota Press. (Original work published in 1929)
- Bakhtin, M. M. (1986). *Speech genres and other late essays* (C. Emerson & M. Holquist Eds, V. W. McGee Trans.). Austin: University of Texas Press.
- Bertau, M.-C. (2013). Voices of others unto self, voices of others in the self. Polyphony as a means and resource for constructing and reconstructing social reality. In A. Liégois, R. Burggraeve, M. Riemslogh, & J. Corveleyn (Eds), "*After You!*" *Dialogical ethics and the pastoral counselling process* (pp. 37-65). Leuven et al: Peeters.
- Gergen, K. J. (2009). Dialogue as collaborative action. *Journal für Psychologie*, 17(2).
- Glenn, Ph. & Kuttner, R. (2013). Dialogue, dispute resolution, and talk-in-interaction: On empirical studies of ephemeral phenomena. *Negotiation Management and Conflict Research*, 6(1), 13-31.
- Humboldt, W. von (1999). *On Language: On the diversity of human language construction and its influence on the mental development of the human species*. Ed. by M. Lonsosky, transl. by P. Heath. Cambridge: Cambridge University Press. [Partly online:
<http://www.marxists.org/reference/subject/philosophy/works/ge/vhumboldt-wilhelm.htm>]
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- Linell, P. (2009). *Rethinking language, mind, and world dialogically*. Charlotte (NC): Information Age.
- Rommetveit, R. (2003). On the role of "a psychology of the second person" in studies of meaning, language, and mind. *Mind, Culture, and Activity: An International Journal*, 10(3), 205-218.
- Turkle, S. (2011). *Alone together. Why we expect more from technology and less from each other*. New York: Basic Books [chapter 10]
- 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)