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ABSTRACT

Which foundational theorists, concepts, and published literature anchor the emerging narrative perspective in the social sciences, particularly psychology? A panel of 19 scholars who actively publish from this viewpoint and drawn mostly from psychology and sociology (N=10 and 5, respectively) was surveyed to offer expert judgment about this question during three time periods (prior to 1920 and from 1920 through 1970) and contemporaneously (since 1970). They also suggested current graduate programs in the social sciences where interested students might pursue advanced study from a narratively informed stance. (Contains 5 tables and 48 references.) (Author/JDM)

Teaching Narrative in Psychology: Scholarly Foundations and Advisement Resources

by

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Teaching Narrative in Psychology:

Scholarly Foundations and Advisement Resources

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Which foundational theorists, concepts, and published literature anchor the emerging narrative perspective in the social sciences, particularly psychology? A panel of 19 scholars who actively publish from this viewpoint and drawn mostly from psychology and sociology (N = 10 and 5, respectively) were surveyed to offer their expert judgment about this question during three time periods: historically (prior to 1920 and from 1920 through 1970) and contemporaneously (since 1970). They also suggested current graduate programs in the social sciences where interested students might pursue advanced study from a narratively-informed stance.

The emerging narrative perspective in psychology over the past two decades challenges at least some faculty at both undergraduate and graduate levels of instruction to understand and integrate this viewpoint into their teaching. Hevern (1998) defined narrative psychology as "a general psychological perspective which studies how human beings employ story and story-like discourse as a primary strategy by which to construe experience." A growing number of social scientists including psychologists have explicitly adopted this perspective in their work. Citing Hevern's earlier findings, Lieblich, Tuval-Mashiach, and Zilber (1998, p. 4) describe burgeoning scholarly attention to the role of narrative in the social sciences over the last decade. Indeed, the *Thesaurus of Psychological Indexing Terms* (American Psychological Association [APA], 1997) recently admitted both "Narratives" and "Discourse Analysis" as primary referent terms within the PsycINFO© database. Contemporary publications in psychology detail aspects of this perspective from both clinical and non-clinical viewpoints (Crossley, 2000a; Hoshmand, 2000; McAdams, 1999; Polkinghorne, 1988; Sarbin, 1986). Signaling a broader professional recognition of this standpoint, APA Books took over publication of the series *The Narrative Study of Lives* (*TNSL*) (begun in 1993) from Sage within the last year and issued the first volume under its own imprint (McAdams, Josselson, & Lieblich, 2001). Additionally, one important journal, *Narrative Inquiry* (*NI*; formerly, the *Journal of Narrative and Life History*), has moved into a second decade publishing interdisciplinary research from a narrative stance.

Teachers in the social and life sciences need to understand the narrative viewpoint although coming to such an understanding involves difficulties. Bruner (1996) argued for the importance of deploying cultural psychology and its embodiment in narrative across many educational contexts and levels while Frank (1992) offered a passionate appeal for a narratively-oriented clinical pedagogy as a moral requirement for practitioners entering health care professions. Despite rising scholarly attention to narrative across the social sciences, relatively few pedagogical resources in the social sciences exist to help teachers of psychology with their task of appreciating and integrating this perspective into their teaching. At the 1997 APA convention, Hevern reported on the structure, thematic content, and learning exercises associated with an upper-division undergraduate seminar in narrative psychology. In his interview with Hevern (1999b), Ted Sarbin, a key narrative theorist, detailed some historical roots and conceptual notions leading to the development of this viewpoint. At the 2000 APA convention, Division 2, The Society for the Teaching of Psychology, sponsored a symposium on *Teaching and Learning of Narrative Research* (Josselson, 2000). This session provided an overview of strategies for graduate training in data collection and analytic methods from the narrative perspective. The papers of this

symposium are expected to be published in 2002 (McAdams, 2000). Finally, Hevern (2001) continues to provide online an interdisciplinary set of bibliographical and other resources involving narrative.

Notwithstanding the reports cited here, there exists no compendium of influential theorists, themes, and published literature pertaining to the narrative perspective and generated by a panel of contemporary research scholars in this field of study. Interested faculty wishing to gain an appreciation of narrative within the social sciences cannot easily find an empirically-derived or consensually-validated guide to the perspective's historical roots and contemporary expression. Indeed, most histories of psychology make no mention of narrative or similar discursive approaches (e.g., Goodwin, 1999; Leahey, 2000) and only occasionally do individual historians offer a sympathetic reading of non-traditional voices within contemporary psychology (e.g., Smith, 1997, pp. 799-870). Further, students who wish to pursue graduate study of the narrative perspective have few means of advisement by which to plan their future professional development.

This study provides resources for both faculty and students for three areas requiring further attention. These include

- An historical summary of key persons themes, and published literature across two periods--before 1920 and 1920-1970--which serve as background to the present-day narrative perspective;
- A parallel summary in the contemporary scholarly arena of persons, themes, & literature since 1970 by which narrative psychology is currently understood; and,
- A listing of suggested graduate programs in psychology and allied disciplines which permit students to pursue an interest in narrative at an advanced level.

Method

This study's data were derived from a survey undertaken among authors who published in the two primary serials mentioned earlier, *NI* and *TNSL*. These serials present some of the best contemporary research and commentary on the narrative stance within the social sciences. A non-redundant initial request to participate was made to senior authors of papers appearing in *NI* (vols. 1-10; 1991-2000; N = 132) and *TNSL* (vols. 1-6; 1993-1999; N = 17). Contact addresses were derived from those published in author notes though the Internet and other sources were used when addresses did not accompany articles. Requests were sent to 102 US and 47 foreign addresses (12 in Israel, 11 in Canada, 5 in the UK, and 19 in other nations). Seventeen solicitations were returned by the post office as undeliverable (16 from US addresses and 1 from a foreign address). Thus, 132 individuals were potentially contacted. Because of limited financial support available for this study, no follow-up mailing was made following the initial solicitation. Using the institutional addresses of participants as an indication of their scholarly field of expertise, Table 1 suggests the scope of disciplines represented among those initially contacted.

Questionnaire. Each participant received a three-page questionnaire and cover letter explaining the purpose of the study. The questionnaire was divided into five sections. The first three sections—labeled "Historical Contributions to the Narrative Perspective: Prior to 1920," " Historical Contributions to the Narrative Perspective: 1920 to 1970," and "Contemporary Contributions to the Narrative Perspective: 1970 to Today"—asked respondents to identify *individuals*, *influential themes or concepts*, and *publications (books, articles, etc.)* which contributed "directly to the narrative perspective in the social sciences, particularly psychology." For each category (individuals, themes, and publications) respondents were invited to cite up to three examples in each of the two historical periods and up to five responses for the contemporary period. A fourth section requested participants to identify schools or programs within their discipline at which students might receive "graduate training at the Masters or doctoral-level training from a narrative perspective." Finally, participants were asked to identify their own principal scholarly discipline (and, optionally, disciplinary subfield).

Participants. Nineteen participants completed the questionnaire and identified a variety of disciplinary backgrounds: psychology (N = 10), sociology (N = 5), linguistics & language, literature, communications, and education (N = 1 for each area). The number of participants represents only 14% of those potentially contacted. However, the almost complete absence of respondents from fields outside of psychology (22% of whom responded) or sociology/anthropology (45% of whom responded) may signal that the questionnaire's emphasis upon "the social sciences, particularly psychology" persuaded many non-social scientists in fields such as English, the health sciences, or education to refrain from replying. One scholar of literature did return a blank questionnaire; she declined to participate because its focus, she wrote, lay outside her field of expertise.

Data Analyses. Simple counts were made of each individual theorist and each publication cited by participants. If individuals were mentioned in different time periods, they were assigned to that period in which the majority of respondents placed them. For example, Bakhtin was published in the West following 1970 though most respondents judged that he belonged to the period 1920 through 1970. All responses offered by participants as examples of important themes or concepts within each historical period were examined systematically in a content analysis and grouped by similarities of focus or underlying concern. My own judgment was employed in grouping these responses. Finally, some participants were unwilling to limit their nominations to either the 3 or 5 examples called for by the questionnaire's wording in the differing periods under review. Because this study relies upon the expert judgment of respondents, it seemed more reasonable to accept all responses and include them within the analyses.

Results

I. Historical Contributions to the Narrative Perspective.

Which individuals, themes, and scholarly literature serve as the historical grounding for the narrative perspective in the social sciences, especially psychology? The judgment of the respondents are summarized for the period before 1920 within Table 2 and for the half-century from 1920 through 1970 within Table 3. Note that the data for both *Individuals* and *Themes* are listed in descending order of agreement. With only two exceptions among the *Suggested Literature*, all tabular results across individuals, themes, and publications represent the consensus minimally of two participants.

Prior to 1920. As Table 2 suggests, the earliest grounding for the narrative perspective can be found in a broad range of philosophical traditions and psychological schools. The oldest source is Aristotle whose *Poetics* (1986) informed the West's understanding of narrative over millenia by defining so many terms of classical literary

theory. Three philosophical schools clearly contribute to contemporary narrative understanding. First, Nietzsche challenged Enlightenment beliefs regarding objectivity and rationality and argued for an aesthetic grounded in sensual experience. Secondly, William James and the pragmatic viewpoint appealed to human experience and the continual need to weigh how theory affects the concrete lives of people. Allied to pragmatism was the seminal work of C. S. Peirce and the development of semiotics, the science of signs, which would have profound influence upon both linguistic and culturally-grounded research programs across the social sciences of the 20th century. Finally and preeminently the hermeneutic-phenomenological stance of Wilhelm Dilthey and Edmund Husserl complements the rationalist traditions of 19th century natural science with appeals to a distinctive set of human sciences seeking understanding (*Verstehen*) rather than mere description as these sciences explored human life and, particularly, human consciousness.

With psychology a newly autonomous scientific discipline in the academy before 1920, respondents point to multiple psychological concepts important for the later development of the narrative perspective. Freud and psychoanalysis generally contribute in at least two separate ways: first, through intensive case study as a privileged methodological

strategy and, secondly, in appreciating the profoundly complex and symbolic quality of human behavior which calls for interpretive strategies of analysis. Adler offered an early defense of the uniqueness of the person in his theory of *individual psychology*, a position echoed later in the personality theory of Gordon Allport. The nascent Gestalt school presaged the importance of configurational analysis in perception and a rejection of psychology as an ultimately atomistic science. Between the twin figures of William James and George Herbert Mead (cited in the next historical period), reflections on the self as a socially-grounded reality served to initiate the perspective titled *symbolic interactionism*. This school of thought pioneered many of the everyday life concerns within social science, particularly sociology, which engaged narrativist researchers many decades later (Adler, Adler, & Fontana, 1987). Finally, Wundt's (1900-1920) late work in charting a "second" *cultural psychology* (Cahan & White, 1992) -- misunderstood and rejected by contemporaries and others (Nerlich & Clarke, 1998) - nonetheless provided an alternative to the positivist excesses of psychological scientism by situating people within their world rather than exclusively in the laboratory.

1920-1970. The ascendancy of behavioral and experimental approaches may have marked the middle period of 20th century psychology; but, as Table 3 demonstrates, new theoretical directions and some individual psychologists offered alternatives to the positivist creed. Existential, field-theoretical, and cognitive psychology challenged the behaviorism of this period. A triumvirate of Harvard researchers argued that the study of individual lives was a paramount concern for psychologists. Gordon Allport consistently offered a defense of the individual as a fit subject for psychological science - in his seminal 1937 text on personality, in his pedagogical use of the *Letters from Jenny* (1965) and other personal documents with generations of Harvard students, and in his lifelong advocacy of idiographic research methods (Hevern, 1999a). Henry Murray undertook detailed personality studies at the Harvard Psychological Clinic and, in the development of the Thematic Apperception Test, advanced a research instrument which anticipated later qualitative methodologies with a focus on story construction. Robert W. White directed a multi-decade set of studies of 56 individual Harvard and Radcliffe students. Published as *Lives in Progress* and updated across three editions (1952, 1965, and 1975), White's research integrated both quantitative and quantitative data in persuasive fashion. White began his studies in 1938 only three years after Dollard (1935) had argued for the necessity of weighing cultural, social, and family factors in any psychological inquiry into individual lives. Later in this period, Erikson's (1958) analysis of Luther demonstrated how effectively historical figures might be appreciated from a psychological vantage. Unknown to most psychologists in the West until the 1960s, Soviet psychologist Lev Vygotsky conducted research throughout the 1920s on the paramount role of society and culture in cognitive and linguistic development. Meanwhile in the US, Mead (1934) explored the critical role of society in the construction of the self as he extended the Jamesian dichotomy of self as both "I" and "me."

Respondents cite three further themes across the other social sciences and humanities: first, the search for underlying structure at multiple levels of human behavior; secondly, the increasingly visible role assigned to everyday language in philosophical and social scientific theorizing; and, finally, a recognition of dramaturgical and literary characteristics in daily life. Scholars in anthropology (principally Lévi-Strauss), literary theory (the Russian Formalists, particularly Propp) and linguistics (Sapir, Whorf, Chomsky) rejected behaviorism as naïve. Their work elucidated tensions between universal structural elements (be they the binary oppositions within social relations or in-built language acquisition engines) and the particular cultural contexts within which these elements find meaningful expression. Philosophers, especially Wittgenstein and Heidegger, elaborated Husserl's phenomenological thrust and placed language at the heart of philosophical anthropology. Finally, dramaturgical and literary concepts were advanced to account for the quotidian behavior of individuals. Hidden from the West during the Stalinist period, Bakhtin and his circle developed crucial theories regarding the imagination as dialogical; Sarbin (1954) applied role theory to explain social psychology (which Goffman [1959] also elaborated); and Labov and Waletsky (1967) published their groundbreaking monograph on narrative structure within human communication.

II. Scholarly Foundations: Contemporary Contributions Since 1970

Two publications in the same year register the emergence of narrative psychology more properly understood: (1) Sarbin's (1986) collection of essays including his opening brief for contexualism as a world view and narrative as the root metaphor for contextualism and (2) Bruner's oft-cited 1986 essay on the two modes of thought, *paradigmatic* and *narrative*. Other psychological voices, often advocating qualitative research techniques, complement Sarbin's and Bruner's. Carol Gilligan (1982) pioneered interviewing methods which directly challenged ungendered theories of individual development while Riessman (1993) detailed the steps necessary to carry out narrative analytic studies of rigor and validity. Gilligan's work with younger women and Ruthellen Josselson's (1987) among adult women illustrate how crucial feminist considerations had become within psychological research. Runyan (1982) explored new approaches to *psychobiography* beyond its psychoanalytic roots while highlighting the continuing importance of case study methodologies. Meanwhile, developmental psycholinguists have often investigated narrative aspects of the acquisition of language by children and adolescents. (See Table 4)

The figure of Kenneth Gergen serves to underscore the importance of *social constructionism* (and, *contextualism* more broadly) for contemporary narrative research. In his controversial though seminal article in the *American Psychologist*, Gergen (1985) argued for the primacy of social relations in establishing human meaning, whether through acts of language or non-verbal performance. His may be the most well-recognized face of postmodernism within psychology, particularly in his arguments about the self as continuously malleable and subject to social negotiation (Gergen, 1994). The postmodern or poststructural sensibility of some (though not all) narrative scholars is grounded in what many term the *crisis of representation* in theories of knowledge. The Cartesian pact assuring an isomorphism between the real world and our mental representation of that world has been assaulted so powerfully that it no longer appears to many social scientists as a viable tenet of epistemology (Rosenau, 1992).

Linked to the postmodern stance is a broad set of contemporary critical theories of literature and, more generally, "texts" which require interpretation (Leitch, 2001; Marshall, 1993; Rivkin & Ryan, 1998). Narrative scholars employ dramaturgical concepts such as role, plot, agency, and intentionality in order to understand human identity and behavior and, thus, enter into alliance with differing schools of literary criticism. For example, researchers from points of view as diverse as the study of moral development and clinical psychology frequently embrace the Bakhtinian notion of the dialogical as crucial in describing the self psychologically. Other narrativists examine human behavior from more ideological positions and employ, for example, post-colonial, feminist or queer theory in their analyses. Still others consult more formal literary theories such as *narratology*, which Todorov (1969) described as the study of the structures of narratives (Jahn, 2001).

The narrative turn in the social sciences draws insight from the present-day humanities, particularly philosophy and history. Four philosophers – Hans-Georg Gadamer, Paul Ricoeur, Alasdair MacIntyre, and Donald Polkinghorne – were cited by these respondents. Ricoeur (1984-96) and Gadamer have been central figures in considering the profoundly historical and social qualities of human existence and identity while MacIntyre (1981) proposes that appreciating the narrative order of human life stands as the foundation of any moral philosophy. Polkinghorne (1988) weaves together a century or more of philosophical and social scientific considerations of narrative in his synthetic overview. In his controversial reflections on the philosophy of history, *Metahistory* (1976), Hayden White challenges naïve positivist tenets which ignore the role of historian in choosing or constructing the plotted narrative by which historical data are assembled and publicly reported.

III. Academic Advisement for the Narrative Perspective

Fifteen of the 19 respondents to this survey including 9 psychologists and 4 sociologists offered suggestions about possible sites for graduate study from a narrative

viewpoint. A total of 36 universities or programs within the social sciences were named and these are listed in descending frequency of mention in Table 5. In some cases, specific graduate professors were also cited to support the recommendation, e.g., Dan McAdams at Northwestern or George Rosenwald at Michigan. The naming of individual graduate faculty may remind potential graduate students of the crucial role of mentors and the traditional self-advisement strategy of identifying scholars with whom a student might wish to work.

Discussion

Psychologists and other social scientists unfamiliar with the narrative perspective may find the broad spectrum of individuals, themes, and literature cited here disconcerting. Names and scholarly publications may be unfamiliar while some concepts advanced by respondents doubtless will appear subjective, vague, trendy, or otherwise unsuitable for consideration by a scientific discipline such as psychology. Yet, the very diversity illustrated by the data in this study stands as an explicit feature of the culture within which narrative social science has developed: "In narrative studies," medical anthropologists Cheryl Mattingly and Linda Garro (2000) argue, "it makes little sense to band together in exclusionary tribes. There is too much to be gained from cross-fertilizations that draw widely upon the social sciences, as well as literature, history, and philosophy" (p. 6).

The pervasive influence of literary and critical studies among contemporary narrative social scientists may offer the most difficult challenge to more traditional psychologists who find themselves willing to explore "the narrative turn." After all, the social sciences diverged from literary studies at the end of the 19th century for powerful ideological and administrative purposes; they adopted an objectivist voice whose legacy informs research methods classes in the social science disciplines almost universally (Lepenies, 1988 as cited by Frank, 1992; see, also, Danziger, 1990, 1997). Yet, the instrumental function of 20th century social science which sought greater social control (Fisher, 1993), is distrusted by narrativists who argue that method and authorial voice are intrinsically tied to the engineering aims of social science. Further, as Bruner (1990) argues, so much psychological science misses what it seeks to study--the human person--precisely because it adopts both conceptual metaphors and ensuing research methods which guarantee the person will be lost in the effort. The renewed interest in literary and critical theory by many social scientists reflects a passionate desire that these sciences recapture personhood in ways closer to how it is actually lived and experienced while eschewing the instrumental *sequelae* inherent in exclusively positivist methodologies.

While a *postmodern* sensibility informs much of the contemporary academic community reviewed here, narrativists appear to be developing a synthesis in which postmodern tenets contribute, but do not dominate or exclude other considerations. More specifically, some commentators judge that postmodernism's emphasis upon the social origin of language and the cultural forces by which meaning inheres in rituals and other performances has tended to obliterate the individual actor and to render the self mute. Crossley (2000b) warns of the danger that social constructionist and other discourse analytic approaches will "[lose] the subject" (p. 529) and argues that narrative psychology necessitates a realist epistemology which honors the "unity and integrity of everyday lived experience" (p. 542). Murray (2000) proposes multiple levels of narrative analysis which allow individuals to express their experiences while remaining open to "interpersonal, positional, and social" analytic approaches (p. 337). Similarly, Freeman (1999) struggles to secure the conceptual advances of postmodernism's appreciation of the role of the social while acknowledging autobiographical narratives as the "products of imaginative labor" of a self conceived "poetically" (p. 107), that is, as configurational acts ("never strictly solitary", p. 110) of a subjectivity constituted within language and confronted by the Other.

Lawrence Waterhouse, the gifted cryptographer in Neal Sephenson's (1999) *Cryptonomicon*, argues throughout this epic novel of military and industrial espionage that the absence of expected data is itself an important datum worthy of reflection. The almost

complete absence of the clinical psychological uses of narrative in this study is striking. Only one clinical psychologist was cited by any respondent in the contemporary period: the Dutch clinician Hubert Hermans, who has generated extensive theoretical work on the dialogical nature of the self (Hermans, 1996) as well as deployed narrative approaches in the treatment of psychological problems (Hermans & Hermans-Jansen, 1995). Yet, a broad set of constructivist or discursive therapies which often employ narrative as a root metaphor (in Sarbin's [1986] formulation) have appeared since the late 1980s and fostered a scholarly literature (e.g., Neimeyer & Mahoney, 1995; Roberts & Holmes, 1999; White & Epston, 1990). Indeed, one variant associated originally with Michael White and David Epston labels itself as "Narrative Therapy" (Payne, 1999). It is unclear, however, that clinical and academically-aligned psychologists have yet established a dialogue of any great depth or intensity with a focus on common beliefs regarding narrative.

I want to end this paper by moving to a first-person voice explicitly in order to say some things which otherwise I don't believe I could say. I suspect that some readers will not be persuaded by my comments why the responses of only 19 participants are worthy of notice. Indeed, I recall an editor who challenged me years ago to demonstrate "how representative" was a *randomly-generated* sample through which nearly 10% of a complete universe under study actually participated in a research protocol I had devised. In his demand, he didn't actually seem to understand the function of randomization within survey methodology. I concluded that some people just can't be convinced if they don't want to be. While I would have appreciated a larger response rate in this study, I am content with these results for two reasons. First, after almost a decade of work within the narrative perspective, the results here don't especially surprise me. I feel confident that most knowledgeable social scientists in this area wouldn't seriously challenge any of the individuals or suggested literature cited here. They might wish to see certain omissions rectified, but would probably not quibble too strongly with those named here. Secondly, that a handful of world-class social scientists (who will go nameless) gave their expert opinion encourages me though I recognize this appeal to anonymous authority will satisfy few readers. I would have wished that greater or explicit notice was given to certain persons, ideas, and publications: Ferdinand de Sassure in linguistics; Kenneth Burke in literary theory; Michel Foucault and Charles Taylor in philosophy; Michael Bamberg, Michael Cole, and George Kelly in psychology; Rick Shweder and Bradd Shore in cultural anthropology; Eliot Mishler in medical anthropology; Berger & Luckman's (1966) *Social Construction of Reality*; and the concepts of cultural psychology and personal construct theory generally. I suggest that readers who are unfamiliar with contemporary critical theory rush to read the remarkable bibliographical essay "Modern and Contemporary Critical Schools and Movements" in Leitch (2001, pp. 2532-2552). And, finally, I encourage any readers to contact me to seek clarification of any uncertainty they may have after reading these pages and to continue the dialogue over a narratively-informed pedagogy which this report hopes to foster.

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Table 1

Scholarly Fields of Authors Publishing in *NI* and *TNSL*

	N (%)
Psychology & Human Development	45 (0.30)
Education	17 (0.11)
English, Comparative & Foreign Languages	15 (0.11)
Linguistics and Discourse Analysis	14 (0.09)
Medicine, Psychiatry & Allied Health Professions	13 (0.09)
Sociology and Anthropology	11 (0.07)
Communications and Journalism	10 (0.07)
"Behavioral" or "Social Sciences"	7 (0.05)
Other, unspecified, or unknown	17 (0.11)

Table 2

Historical Contributions to the Narrative Perspective: Prior to 1920

Individuals [a]

Sigmund Freud [8]
William James [6]
Aristotle [3]
Wilhelm Dilthey [3]
Alfred Adler [2]
Edmund Husserl [2]
Carl Gustav Jung [2]
Friedrich Nietzsche [2]
Wilhelm Wundt [2]

Themes

Psychoanalysis and psychodynamic interpretation [6]
Hermeneutics and the search for "Understanding" ("Verstehen") in social science [5]
Psychological and philosophical *pragmatism* [4]
Adler's *Analytic Psychology* [4]
Phenomenology [3]
Rise of *Symbolic Interactionism* [3]
Traditional literary theory (e.g., Aristotle's *Poetics*) [3]
Gestalt Psychology [2]
Semiotics [2]

Suggested Literature

Adler, A. (1927). *The practice and theory of individual psychotherapy* [2]
Dilthey, W. (1883/1988). *Introduction to the human sciences* [1] [b]
Freud, S. (1900). *The interpretation of dreams* [3]
Freud, S. (various). Case studies, e.g., Dora, the Wolf Man, Leonardo da Vinci [2]
James, W. (1890). *The principles of psychology* (Vols. 1-2) [4]
Wundt, W. (1900-1920). *Völkerpsychologie* (Vols 1-10.) [1]

Note. Numbers in brackets are counts of participants citing the individual, theme, or literature.

a. Other individual figures mentioned were Augustine, James Mark Baldwin, G. W. F. Hegel, Karl Marx, Charles Sanders Peirce, Marcel Proust, "Russian Formalists", Ferdinand de Saussure, William Shakespeare, Giambattista Vico, and Max Weber.

b. This work of Dilthey (1883/1988) available in English was substituted for a recommended work (Dilthey, 1910/1970) which has only been published in German.

Table 3

Historical Contributions to the Narrative Perspective: 1920-1970

Individuals [a]

Mikhail Bakhtin [7]
George Herbert Mead [5]
Gordon Allport [4]
Robert White [4]
Lev Vygotsky [3]
Erik Erikson [2]
Claude Levi-Strauss [2]
Henry Murray [2]
Vladimir Propp [2]
Ludwig Wittgenstein [2]

Themes

The study of individual lives [7]
Emergence of non-behavioral psychologies [5]
Development of qualitative methodologies [5]
Linguistics & sociolinguistic studies [4]
Continuing development of phenomenology & hermeneutics [4]
Quest for culturally-informed social science [3]
Advances in literary criticism and narratology [3]
Philosophical theories of language [2]
Emergence of personality psychology [2]
Role theory [2]
Structuralism [2]

Suggested Literature

Allport, G. W. (1937). *Personality: An interpretation*. [2]
Allport, G. W. (1965). *Letters from Jenny*. [2]
Bakhtin, M. (1975/1981). *The dialogic imagination*. [3]
Dollard, J. (1935). *Criteria for the life history*. [2]
Erikson, E. (1958). *Young man Luther*. [2]
Labov, W., & Waletsky, J. (1967). "Narrative analysis..." [2]
Mead, G. H. (1934). *Mind, self, and society*. [3]
Propp, V. (1928) *Morphology of the folktale*. [4]
Sarbin, T. R. (1954). "Role theory." [2]
White, R. (1952, 1965, 1975). *Lives in progress*. [4]

Note. Numbers in brackets are counts of participants citing the individual, theme, or literature.

a. Other individual figures mentioned were Frederick C. Bartlett, Walter Benjamin, Martin Buber, Kenneth Burke, John Dollard, Erving Goffman, Norbert Hanson, J. R. Kantor, Julia Kristeva, Emmanuel Levinas, Alexander Luria, Ernst Schachtel, Alfred Schutz, Virginia Woolf, and Frederick Wyatt.

Table 4

Contemporary Contributions to the Narrative Perspective: 1970 to Present

Individuals [a]

Jerome Bruner [10]
Kenneth Gergen [7]
Theodore Sarbin [7]
Paul Ricoeur [6]
William Labov [5]
Alasdair MacIntyre [4]
William McKinley Runyan [4]
Hans-Georg Gadamer [3]
Donald Polkinghorne [3]
Jacques Derrida [2]
Carol Gilligan [2]
Rom Harré [2]
Ruthellen Josselson [2]
Hayden White [2]

Themes

Interpretive, qualitative methods of research [8]
Constructivism in the human and social sciences [6]
Culturally-grounded social science [6]
Contextualism [5]
Narrative Identity [5]
Poststructuralism & Postmodernism [5]
Dramaturgy [4]
Feminism, Feminist Theory & Social Science [4]
Narrative Psychology [4]
Autobiographical and (Psycho)biographical Studies [3]
Developmental Psycholinguistics [3]
Discourse Analysis [3]
Dialogism [2]
Literary Criticism [2]
Narratology [2]
Philosophical Perspectives [2]

Suggested Literature

Bruner, J. S. (1986). *Actual minds, possible worlds*. [6]
Bruner, J. S. (1990). *Acts of meaning*. [6]
Gilligan, C. (1982). *In a different voice*. [2]
MacIntyre, A. (1981). *After virtue*. [3]
Ricoeur, P. (1984-86). *Time and narrative* (3 vols.). [4]
Riessman, C. K. (1993). *Narrative analysis*. [2]
Runyan, W. M. (1982) *Life histories and psychobiography*. [2]
Sarbin, T. R. (1986). *Narrative psychology: The storied nature of human conduct*. [7]
White, H. (1976). *Metahistory*. [2]

Note. Numbers in brackets are counts of participants citing the individual, theme, or literature.

a. Other individual figures mentioned were Roland Barthes, Gregory Bateson, Peter Brooks, Rae Carlson, David Carr, Wallace L. Chafe, Julie Cruikshank, Norman Denzin, Alessandro Duranti, Paul John Eakin, Umberto Eco, Walt Fisher, Arthur Frank, Frye Northrup, J. P. Gee, Clifford Geertz, Gérard Genette, Jay Gubrium, Hubert Hermans, Arthur Kleinman, Alyssa McCabe, Elliot Mishler, Katherine Nelson, James Olney, Alan Radley, Catherine Kohler Riessman, David E. Rumelhart, and Oliver Sacks.III.

Table 5
Narrative in the Social Sciences: Recommended Graduate Schools and Areas of Study

Clark U. (6)	Anthropology, Cultural Studies, Developmental Psychology, Human Development, Psychology, Social/Personality Psychology
Harvard U. (3)	Educational Psychology/Ed.D Program, Psychology
CUNY Graduate Center (2)	Psychology
Hebrew U., Jerusalem, Israel (2)	Anthropology, Human Development, Psychology
Northwestern U. (2)	Human Development and Social Policy Program (McAdams), Psychology
UC, Los Angeles (2)	Human Development, Psychological Anthropology
U. of Chicago (2)	Committee on Human Development, Psychology
Yale U. (2)	Sociology
Ben Gurion U., Israel (1)	Social Work
Duquesne U. (1)	Psychology
Saybrook Institute (1)	Psychology
U. of California (various campuses) (1)	Psychology
UC, Davis (1)	Personality Psychology (Elms)
UC, San Diego (1)	Psychological Anthropology
UC, Santa Cruz (1)	Developmental Psychology, History of Consciousness
U. Colorado (1)	Communication
U. Illinois, Urbana-Champaign (1)	Anthropology, Educational Psychology-Human Development
U. Michigan (1)	Psychology (Rosenwald et al.)
U. Nevada, Reno (1)	Social Psychology
U. Seattle (1)	Psychology
U. Texas (1)	Communication
Washington U. (1)	Psychology
West Georgia State U. (1)	Psychology

Note. Numbers in parentheses are counts of participants who provided recommendations for graduate study (N = 15). Names in parentheses indicate professors in specific programs whom participants cite.

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