Supported by Grant-in-Aid for Scientific Research (A): “Methodology of Clinical Support and Dialogical Education based on Polyphonic Narrative-Fieldworks across Multiple Cultures”

**CHICAGO PROJECT 2011**

Schedule

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<td>Arrival at Chicago (projectors), Meeting at Northwestern University</td>
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<td>July 12th (Tue)</td>
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International Colloquium on the Life Story

July 13th at Northwestern University (NU)

Program

Introductions. (9:30 a.m. – 10:00 a.m.)

Session 1. (10:00 a.m. – 12:15 p.m.)

10:00 a.m. – 10:30 a.m.
“The Psychology of Life Stories”
   Dan P. McAdams (Northwestern University, Director of the Foley Center for the Study of Lives)

10:30 a.m. – 11:00 a.m.
“Visual Narrative of Life Cycle and Death”
   Yoko Yamada (Kyoto University)

11:00 a.m. – 11:15 a.m. Coffee break

11:15 a.m. – 11:45 a.m.
“Narrative Identity and Culture: What kind of narrative do Japanese comics provide for youth?”
   Akihiko Ieshima (Shimane University)

11:45 a.m. – 12:15 p.m.
“The Best of Times, the Worst of Times: Narrating High Points and Low Points in Life Stories”
   Keith S. Cox (Northwestern University)

Lunch break, tour of Northwestern campus. (12:15 p.m. – 2:30 p.m.)

Session 2. (2:30 p.m. – 5:00 p.m.)

2:30 p.m. – 3:00 p.m.
“Autobiographical Memories and Depression”
   Jennifer Sumner (Northwestern University)

3:00 p.m. – 3:30 p.m.
“Narratives of Infertility and Adoption among Adoptive Parents”
   Miriam Klevan (Northwestern University)

3:30 p.m. – 3:45 p.m. Coffee break

3:45 p.m. – 4:15 p.m.
“Narrative and the Meaning of Life: A New Approach to Assessing Meaning Systems”
   Yu Urata (Kyoto University)
4:15 p.m. – 4:45 p.m.
“On the Functions of Life Storytelling”
Josh Wilt (Northwestern University)

4:45 p.m. – 5:00 p.m.
Wrap up
Dan P. McAdams (Northwestern University)

Reception and dinner party at McAdams/Pallmeyer home (6:00 p.m. –)
(1101 Ashland Ave., Wilmette)

Others in attendance: Daisuke Kawashima (Hokkaido University of Education), Mayumi Kuroda (Kyoto University), Naoko Nishiyama (Kyoto University), Kazuma Takeuchi (Kyoto University), Nahoko Takahashi (Kyoto University), Rayane Alamuddin (Northwestern University), Michelle Albaugh (Northwestern University), Brady Jones (Northwestern University), Erika Manczak (Northwestern University), Masami Takahashi (Northeastern Illinois University), Keegan Walden (Northwestern University), Claudia Zapata (Northwestern University).

International Symposium of Life-span Developmental Psychology

July 15th at Northeastern Illinois University (NEIU)

Program

Opening session

Session1. (10:00 a.m. – 12:00 p.m.) “Visual Image and Narrative”
“How Do Children's Drawings Measure Their Implicit Theories of Social Roles?”
Saba Ayman-Nolley (Northeastern Illinois University)

“Visual Narrative of Intergenerational Relationship”
Naoko Nishiyama (Kyoto University)

Lunch break. (12:00 p.m. – 2:00 p.m.)
Session 2. (2:00 p.m. – 4:00 p.m.) “Death and Culture”

“The Social Context of Adolescent Suicidality”
  Christopher Merchant (Northeastern Illinois University)

“Meaning reconstruction and the aftermath of suicide”
  Daisuke Kawashima (Hokkaido University of Education)
Dan McAdams

Dan McAdams received his BS degree from Valparaiso University in 1976 and his PhD in psychology and social relations from Harvard University in 1979. Honored as a Charles Deering McCormick Professor of Teaching Excellence at Northwestern, Professor McAdams teaches courses in Personality Psychology, Adult Development and Aging, Theories of Personality and Development, and the Literatures of Identity and Generativity. He is the author of the award-winning book “The Redemptive Self: Stories Americans Live by,” and “George Bush and the Redemptive Dream.”

Rayane Alamuddin

My general interests lie in exploring narratives of youth going through transitions, especially immigrant youth. I am currently working on a project exploring the intergenerational transmission of virtue, with a focus on the narratives of emerging adults. I am also beginning to develop a longitudinal project in which I will look at the life stories of Arab American youth in Chicago who are transitioning out of high school, and how the stories relate to their positive development.

Selected publications
Michelle Albaugh
Doctoral Student
Human Development and Social Policy

Michelle Albaugh received a bachelor’s degree, magna cum laude, from DePaul University in music in 1994 and a master’s degree in Human Development & Social Policy from Northwestern University in 2007. Her research thus far has centered on the intersection of personal faith and political ideology. She collaborated with Professor Dan McAdams, using his narrative theory of personality and associated methodologies to study how committed Christians, politically liberal and conservative, differ from each other. Michelle’s dissertation work examines differences among 4 groups of Christians’ (mainline Protestants, evangelical Protestants, black Protestants, and Catholics) low point narratives. Preliminary results indicate that both religious and nonreligious coping in the narratives are related differentially to well-being outcomes, based on group membership. Narratives are being explored further to discover how religious and nonreligious coping stories differ among the 4 groups. In addition, quantitative analyses will test the hypothesis that religious and nonreligious coping styles partially mediate the robust relationship between personality traits and well-being.

Keith Cox
Doctoral Student
Clinical and Personality Psychology

Keith Cox received his bachelor's degree from the University of Georgia. He earned a master's degree in religious studies from the University of Virginia, where he studied the intersection of religion and psychology, especially positive psychology. His current research in the Foley lab has two main foci: self-narratives and positive psychology.
I’m a third year doctoral student in the Human Development and Social Policy program at Northwestern. Right now, I’m pursuing two different but related research topics. First, I’m working on a paper on how people (like family members, teachers, mentors, and role models) and institutions (like schools, clubs, religious organizations, etc.) might, over the life course, socialize individuals to become generative. Second, I have an education policy interest in teachers in primary and secondary US schools – why they choose to go into teaching, why they stay, and what makes them satisfied with their jobs. This second line of research relates more broadly to what motivates people to work for idealistic reasons rather than for financial rewards and what kinds of cultural narratives keep them in low-paying but psychologically fulfilling careers.

My broad research interests include narrative psychology, adult development, family relationships, infertility, adoption, and foster care. I am currently analyzing the narratives of 38 parents who adopted children after experiencing infertility. My talk will focus on the tension between themes of agency and fate in the narratives of adoptive parents.

Conference presentations
- 'Meant to Be Ours': The Uses of Fate in the Narratives of Adoptive Parents." 2nd International Conference on Adoption and Culture, Pittsburgh, PA, October 11-14, 2007.
- Resolving Race in the Narratives of Adoptive Parents.” 3rd International Conference on Adoption Research, Leiden, the Netherlands, July 11-15.
Erika Manczak
Doctoral Student
Clinical psychology

I have just completed my first year in the clinical psychology program. My research primarily focuses on the use of narratives to explore parent-child relationships across the lifespan. Within this, I am especially interested in investigating the mechanisms that facilitate intergenerational transmission of psychopathology. Recently, I’ve also begun examining regulatory focus theory as it relates to personality and developmental psychology.

Selected publications:

Ben Schalet
Doctoral Student
Clinical and Personality Psychology

Ben Schalet received his BA in Fundamentals: Issues and Texts from the University of Chicago in 1995. His general research interests center on the relationship between enduring traits and the development of psychopathology. He has reported on the structure and correlates of hypomanic personality, using a multi-method approach.

He is currently working with Professors Emily Durbin, William Revelle, and Dan McAdams to investigate the relationship among Openness to Experience, Intellect, Absorption, peculiar experiences, and psychopathology. His interests further include observational research methods, personality theory and psychotherapy outcome.
My primary research interest lies in examining how cognitive risk factors confer liability to psychopathology. Over the past five years at Northwestern, I have cultivated this interest by examining how the specificity of autobiographical memory recall relates to depression. I have studied how reduced specificity and greater overgenerality in autobiographical memory confers vulnerability to depression, as a predictor of the recurrence of depression and of a worse course of depressive disorder. I have also been interested in studying the ways in which we assess specificity in autobiographical memory. Most research to date has used a cue word paradigm to measure memory specificity, and I have been interested in extending this work by examining specificity in autobiographical memory narratives. My talk will present results from a recent study on specificity in autobiographical memory narratives and how it relates to depression.

Selected publications:
Joshua Wilt received a bachelor’s degree, magna cum laude, from The Ohio State University in psychology with a biochemistry minor in 2005. He received a master’s degree from Wake Forest University in psychology in 2007. He has collaborated with Professor Dan McAdams, using his narrative theory of personality and associated methodologies to study how individual scenes in life-stories are linked together, the relations between personality traits and characteristics of life-stories, and how people narrate authentic and inauthentic experiences. His current research interests include personality theory, psychometrics and the functions of life-storytelling and autobiographical memories.

Keegan Walden

I am broadly interested in emotion and in the ways in which emotion manifests in life narratives. I am specifically interested in how people express different kinds of negative emotion in their life stories, and in the extent to which emotion regulation strategies narrated in life stories are related to various measures of well-being. Another line of research I am currently involved in utilizes neuroimaging techniques to differentiate healthy individuals from those with unipolar depression and bipolar depression on the basis of electrical activity in frontal brain regions.
Claudia Zapata

Doctoral Student
MPES Fellow
Human Development and Social Policy

I am interested broadly in the development of narrative identity of first and second generation Latinos. Specifically, I am interested in the effects of school policies and family practices on the identity development of students. Currently, I am working on a project examining minority students’ perceptions of college. I am also working on a project examining the motivations revealed in the life stories of midlife adults.
Developmental Psychology
Research areas include creativity, social concepts, social relationships, and learning processes involving non-verbal communication (i.e., drawing & gesture).

Research areas include ecological predictors of depression and suicide among adolescents and young adults.

Lifespan Developmental Psychology
Research areas include development of wisdom in old age, meaning of spirituality and religiosity; documentary film maker ("Last Kamikaze: Testimonials from WWII suicide pilots").
David Poveda, Ph.D.
Professor
Universidad Autonoma de Madrid

My research interests center around social diversity in education and socialization and children’s linguistic practices across developmental contexts. My work draws, broadly speaking, from a socio-cultural perspective on education and development and is based on qualitative/ethnographic forms of inquiry.
Participants from Japan

My main research interest is to construct new models of life-span developmental psychology based on various Japanese folk images and visual narratives, compared with other cultures, such as Vietnam, England, France, Austria, and USA. I am a chief director of Japanese Association of Qualitative Psychology, and a head researcher of the scientific project “Methodology of Clinical Support and Dialogical Education based on Polyphonic Narrative-fieldwork across Multiple Cultures.”


Yoko Yamada, Ph.D.
Professor
Kyoto University
My main research interest is to examine the ways of living with loss and death. I have studied the meanings of death and life of elderly Jodo Shinshu monks and laymen. Recently, I have conducted suicide prevention researches including the topics of suicide intervention skills, suicide prevention in school setting, and suicide survivor's grief process.


My primary research interest has been in the development of ideal-self throughout the life-span. In the past few years, I have been exploring various narrative methodologies while examining the impact of mass media on the process of identity formation via in-depth interviews. In brief, the results of these studies suggest that some Japanese people, especially those who are exposed to media since youth, learn more about their ideal-self from fictitious characters than from people in their immediate environment. I hope to pursue this line of research with people from a variety of ethnic backgrounds.


I am interested in relating theoretical and empirical issues in the meaning of life. My current work focuses on the following topics: (1) model construction about the meaning of life which integrates philosophical foundation and empirical research; (2) the meaning systems approach which assesses meaning of life depth and breadth; (3) life-span development of the concept of the meaning of life.


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I belong to graduate school of education, Kyoto University. My study is child's behavior in English class at the elementary school. I observed the child in an elementary school and study the following points: How do children bring an everyday class manner into the English class? ; How do children learn the new manner at the English class? I want to catch the figure of children in the English class as it is.


My special field is a life-span developmental psychology. My research inquires how women imagine and visually represent their relationships among three generations: grandmother-mother-daughter. So far I’ve had collected and analyzed the drawing data from young adult daughters and middle-aged mothers. Through my study, I would like to expand the temporal perspective from two to three generations and from a life-span to a generative-lifecycle-span. Using the Image Drawing Method (IDM), I’m exploring possibilities of folk image as a visual narrative.


I’m a graduate student of doctoral course in Education at Kyoto University. I began a volunteer work at a Children’s Home (institutional care home for neglected, abused, and orphaned children) when I was junior and I have been interested in psychological development of children living there. Now, I’m trying to describe the quality of the support practices of care workers in a Children’s Home by means of a network involving a Children’s Home and various social resources, using interview method.

My main research interest has been in the teaching of informal education. My research subject is the master of traditional Japanese dance. She belongs to *Shinozuka-ryu*. I have clarified how teacher teach to used fieldwork or interview. Especially this research focuses on the practice (*Keiko*) which the master teaches to her pupil. On the based on her practice, I interview with the master about how you get her skills. In conclusion, this study clarifies what the master teaches, and how the master gets her experience.
