



# PNI Practicum II: Larger-scale PNI

## *Syllabus*

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## Part 1: Introduction, Fundamentals, Planning

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### Meetings

- a. Project progress: I will go over the “PNI Practicum II Description” presentation (the one on the web site) and answer questions about the course. Each student will talk a little about the project they want to do. Then I’ll go over the “PNI Fundamentals” WWS-S chapter
- b. Sandbox: I will gather some stories in individual interviews.

### Activities

- a. Get NarraFirma set up
- b. Answer some questions about your project and participants
- c. Tell project stories
- d. Answer the PNI Planning Questions
- e. Observe conversational story sharing

### Short readings

- WWS-S, Chapter 1 (“Introduction”)
- WWS-S, Chapter 2 (“Story Fundamentals”)
- WWS-S, Chapter 3 (“PNI Fundamentals”)
- WWS-S, Chapter 4 (“Project planning”)

## Part 2: Collection I

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### Meetings

- a. Project progress: Each student will “pitch” their project to the group, as if they were seeking funding or approval for it.
- b. Sandbox: I will gather some stories in a group interview.

### Activities

- a. Choose and adapt a story form
- b. Build your privacy policy
- c. Gather stories in an individual interview
- d. Transcribe stories
- e. Improve your story form
- f. Build your NarraFirma survey

### Short readings

- WWS-S, Chapter 5, up to “Facilitating Story-sharing Sessions”

## Part 3: Collection II

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### Meetings

- a. Project progress: Each student will talk about what has been going on in their project.
- b. Sandbox: I will facilitate a group story-sharing exercise.

### Activities

- a. Gather stories in a group interview
- b. Transcribe stories
- c. Invite people to take your online survey

### Sandbox

I will facilitate a group story-sharing exercise.

### Short readings

There are no readings in Part 3. Use the time to collect stories and transcribe them. You might also want to go back over some of the previous readings.

## Part 4: Collection III

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### Meetings

- a. Project progress: Each student will talk about what has been going on in their project.
- b. Sandbox: will show you the first part of catalysis in NarraFirma.

### Activities

- a. Facilitate a group story-sharing session
- b. Transcribe stories
- c. Promote your online survey

### Short readings

- WWS-S, Chapter 5, starting at “Facilitating Story-sharing Sessions”

<b>ONE WEEK BREAK</b>
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## Part 4A: Catalysis I

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### Meetings

- a. Project progress: Each student will talk about what has been going on in their project.
- b. Sandbox: I will show you the second part of the catalysis process in NarraFirma.

### Activities

- a. Check data integrity
- b. Create and answer qualitative annotation questions
- c. Mark remarkable patterns
- d. Write at least one observation
- e. If necessary, strengthen your patterns

### Short readings

- WWS-S, Chapter 6 (“Narrative Catalysis”), up to “Writing Interpretations”

## Part 4B: Catalysis II

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### Meetings

- a. Project progress: Each student will talk about what has been going on in their project.
- b. Sandbox: I will facilitate a sensemaking session with a variety of story-contact tasks and a patterns-contact task.

## Activities

- a. Write observations and interpretations
- b. Cluster your observations or interpretations
- c. Prepare your catalytic material
- d. Prepare your story cards

## Short readings

- WWS-S, Chapter 6 (“Narrative Catalysis”) (the whole thing)

# Part 5: Sensemaking I

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## Meetings

- a. Project progress: Each student will talk about what has been going on in their project.
- b. Sandbox: I will facilitate a sensemaking session with two-phase contact and a pattern-focused intermingled story exercise.

## Activities

- a. Facilitate a sensemaking session with either
  - two-phase contact (stories then patterns)
  - a story contact task and a story-based exercise (no patterns) (choose this option if you are new to narrative sensemaking or your catalysis materials are not yet ready)

## Short readings

- WWS-S, Chapter 7 (“Narrative Sensemaking”)

# Part 6: Sensemaking II

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## Meetings

- a. Project progress: Each student will talk about what has been going on in their project.
- b. Sandbox: I will facilitate a sensemaking session with two-phase contact and a pattern-focused juxtaposed story exercise.

## Activities

- a. Facilitate a sensemaking session with either
  - a story contact task and a pattern-focused intermingled story exercise
  - two-phase contact (stories then patterns)

## Short readings

There are no readings in Part 6. As you think about what happened in your first sensemaking session and plan your second, you might want to go back and look over previous readings.

# Part 7: Sensemaking III

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## Meetings

- a. Project progress: Each student will talk about what has been going on in their project.
- b. Sandbox: I will facilitate a session in which we build a narrative simulation.

## Activities

- a. Facilitate a sensemaking session with either
  - a story contact task and a pattern-focused juxtapose story exercise
  - a story contact task and a pattern-focused intermingled story exercise

## Short readings

There are no readings in Part 7. As you think about what happened in your first and second sensemaking sessions and plan your third, you might want to go back and look over previous readings.

# Part 8: Intervention and Return

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## Meetings

- a. Project progress: Each student will talk about what has been going on in their project.
- b. Sandbox: In our last sandbox session, each student will make a presentation to the class about their project: what they wanted to do, what they did, what happened, and what they learned.

## Activities

- a. Plan and carry out a narrative intervention
- b. Return stories to the community
- c. Create a project report
- d. Reflect on the project

## Short readings

- WWS-S, Chapter 8 (“Intervention and Return”)

# Wrap-up meeting

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Our last meeting will be a discussion and Q&A session on the PNI Practicum and on PNI in general.

# Notes

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## On the readings

- **Please try to at least skim the short readings before our Zoom meetings.**
- Parts 3, 6, and 7 have no readings. I did this for two reasons.
  - Some activities take longer than others. Taking a break from absorbing new information in those parts gives you more time to focus on the activities.
  - Some parts of the course start new project phases (like Collection and Sensemaking). For those parts, I want you to have all the information you need for the whole phase. You can go back and review those readings again later.
- All of the medium and long readings are optional. Dip into whatever seems useful to you, during or after the course. Consider the readings a menu rather than a checklist.
- On references:
  - *WWS* means *Working with Stories*, which you can find at <https://workingwithstories.org>.
  - *WWS-S* means *Working with Stories Simplified*, which you can find at <https://workingwithstories.org/morewws.html>.
  - *MWWS* means *More Work with Stories*, my (unfinished) second PNI book, which you can find at <https://workingwithstories.org/morewws.html>
  - For the long readings, when I do not specify a book chapter, it means I think the whole book is worth reading. (It's usually a short book.)

## On the sandbox meetings

- In our sandbox sessions, I will facilitate an activity that you will facilitate in the *next* part of the course. Because of this, you will often participate in activities you have not yet read about. If you would rather read about each activity first, you can read (or skim) ahead to the next part's readings before the sandbox session.
- At the end of each sandbox session, if there is time, we will talk about the activity and how you can use it in your own projects.

# Medium-length and long readings

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## Part 1

### Medium-length readings

- Introduction to PNI, planning projects
  - *WWS*, Chapter Six ("Introducing Participatory Narrative Inquiry"), pp. 85-92.
  - *WWS*, Chapter Seven ("Project Planning"), pp. 93-107.
- Fundamentals
  - *WWS*, "What is a Story," pp 15-22.
  - *WWS*, "The best stories for story work," pp 22-23.
  - *WWS*, "Stories in conversation," pp 35-45.
  - *WWS*, "Functions of story sharing in communities and organizations," pp 63-72.

## Long readings

- On the foundations of PNI
  - MWWS, "PNI Justified," pp 8-24.
- On the nuances of PNI
  - MWWS, "PNI Opportunities and Dangers," pp 39-66.
  - MWWS, "Planning projects with stories in personalities," pp 100-104.
  - MWWS, "Ethics in PNI work," pp 104-124.
- On what it's like to do PNI projects
  - MWWS, "PNI Stories," pp. 224-284.
- On story form, function, and phenomenon
  - Story form
    - *Story* by Robert McKee, especially Chapter 7 ("The Substance of Story") and Chapter 13 ("Crisis, Climax, Resolution").
  - Story function
    - *Tell Me a Story: Narrative and Intelligence* by Roger C. Schank, especially Chapter 1 ("Knowledge is Stories") and Chapter 2 ("Where Stories Come From and Why We Tell Them").
    - *Sources of Power: How People Make Decisions* by Gary Klein, especially Chapter 5 ("The Power of Mental Simulation") and Chapter 11 ("The Power of Stories")
  - Story phenomenon
    - *Story, Performance, and Event* by Richard Bauman, especially Chapter 2 ("A contextual study of expressive lying") and Chapter 3 ("The management of point of view in personal experience narratives").
    - *Memory, Identity, Community: The Idea of Narrative in the Human Sciences*, edited by Lewis P. Hinchman and Sandra K. Hinchman, Chapter 2 ("The Narrative Quality of Experience"), Chapter 4 ("Storytelling in Criminal Trials: A Model of Social Judgment"), Chapter 8 ("Narratives of the Self"), and Chapter 11 ("The Virtues, The Unity of a Human Life, and the Concept of a Tradition")
    - *On the Origin of Stories* by Brian Boyd, especially Chapter 11 ("Narrative: Representing Events") and Chapter 12 ("Fiction: Inventing Events").
- On how stories flow in conversations
  - *Conversational Narrative: Storytelling in Everyday Talk* by Neal R. Norrick, especially Chapter 3 ("Formulaicity and Repetition in Storytelling").
- On how stories flow in communities and organizations
  - *Storytelling in Organizations: Facts, Fictions, and Fantasies* by Yiannis Gabriel, especially Chapter 1 ("Same Old Story or Changing Stories?") and Chapter 2 ("Storytelling and Sensemaking").
  - *Narrating the Organization: Dramas of Institutional Identity* by Barbara Czarniawska, especially Chapter 2 ("On Dramas and Autobiographies in the Organizational Context").
- On narrative inquiry
  - *Handbook of Narrative Inquiry*, edited by D. Jean Clandinin, especially Chapter 6 ("Talking to Learn: The Critical Role of Conversation in Narrative Inquiry") and Chapter 21 ("The Ethical Attitude in Narrative Research: Principles and Practicalities")
- On action research
  - *Do It Yourself Social Research* by Yoland Wadsworth
  - *Participatory Action Research* by Alice McIntyre
- On oral history

- *The Oral History Reader*, edited by Robert Perks and Alistair Thomson

## Part 2

### Medium-length readings

- *WWS*, Asking People to Tell Stories, Asking Questions About Stories, pp 122-157.
- *WWS*, Stories and Personalities, pp 45-50.
- *WWS*, On Transcribing Storytelling, page 183.

### Long readings

- On interviewing
  - *The Oral History Reader*, Chapter 10 (“Ways of Listening”), pp 114-121.
  - *The Oral History Reader*, Chapter 14 (“Learning to Listen”), pp 157-171.
  - *MWWS*, “Habits of story collection,” pp 135-138.
  - *Research Interviewing: Context and Narrative* by Elliot G. Mishler, Chapter 4 (“Language, Meaning, and Narrative Analysis”), pp 66-116.
- On facilitating story sharing
  - *Reflections on Therapeutic Storymaking* by Alita Gersie, Chapter 5 (“The Intricacy of Listening and Responding to Stories”), pp. 113-153.
- On asking questions about stories
  - *MWWS*, “The story fundamentals questions explained,” pp 140-162.
  - Essay, “The Story-Sharing Journey (or, Stories and Nonviolent Communication)” (PDF file).
  - Essay, “Stories, narratives, and hasty generalizations” (PDF file).
- On transcribing stories
  - *The Oral History Reader*, Chapter 32 (“Perils of the Transcript”), pp 389-392.

## Part 3

There are no readings in part 3.

## Part 4

### Medium-length readings

- *WWS*, Facilitating Group Story Sessions, pp 166-183.
- Readings for particular exercises
  - Twice-told stories - *WWS*, pp 187-190.
  - Narratopia - [narratopia.com](http://narratopia.com)
  - Timeline - *WWS*, pp 190-199.
  - Landscape - *WWS*, pp 199-211.
  - Ground truthing - <https://workingwithstories.org/GroundTruthingWithStories.pdf>
  - Local folk tales - <https://workingwithstories.org/LocalFolkTales.pdf>

### Long readings

- On group story sharing
  - *Storycatcher* by Christina Baldwin
  - *A Safe Place for Dangerous Truths* by Annette Simmons



- MWWS, PNI skills, pp 76-92.
- MWWS, What to expect when expecting stories, pp 173-198.

## Part 4A

### Medium-length readings

- WWS, first half of Catalysis chapter (up to “Accumulating Observations”), pp. 215-264.

### Long readings

- On narrative catalysis
  - MWWS, Details on verifying data integrity, pp. 204-212.
  - MWWS, Details on scoping catalytic exploration, pp. 212-217.
- On narrative inquiry
  - *Narrative Methods for the Human Sciences* by Catherine Kohler Reissman, especially Chapter 3 (“Thematic Analysis”) and Chapter 4 (“Structural Analysis”)
  - *Handbook of Narrative Inquiry*, edited by D. Jean Clandinin, especially Chapter 4 (“Talking to Learn”) and Chapter 21 (“The Ethical Attitude in Narrative Research”)
  - *Using Narrative in Social Research* by Jane Elliott, especially Chapter 3 (“Interpreting people’s stories: narrative approaches to the analysis of qualitative data”)
- On mixed-methods research
  - *Designing and Conducting Mixed Methods Research* by John W. Creswell and Vicki L. Plano Clark, especially Chapter 3 (“Choosing a Mixed Methods Design”) and Chapter 7 (“Analyzing and Interpreting Data in Mixed Methods Research”)
- On grounded theory
  - *Constructing Grounded Theory* by Kathy Charmaz, especially Chapter 3 (“Coding in Grounded Theory Practice”) and Chapter 5 (“Theoretical Sampling, Saturation, and Sorting”)
- On basic statistics
  - *Statistics for Research Students* by Erich C. Fein et al, available at <https://usq.pressbooks.pub/statisticsforresearchstudents> (the whole book is good)
  - Introductory Statistics by Barbara Illowsky and Susan Dean (available at <https://openstax.org/books/introductory-statistics/pages/1-introduction>), especially
    - Chapter 2: Histograms, Frequency Polygons, and Time Series Graphs
    - Chapter 2: Skewness and the Mean, Median, and Mode
    - Chapter 3: Contingency Tables
    - Chapter 12: Scatter Plots
    - Chapter 12: Testing the Significance of the Correlation Coefficient
  - *Introduction to Statistics* by David Lane et al. (available at the Open Textbook Library at <https://open.umn.edu/opentextbooks/textbooks/459>), especially
    - Chapter 1: Distributions
    - Chapter 3: Measures of Central Tendency
    - Chapter 4: Introduction to Bivariate Data
    - Chapter 17: Contingency Tables

## Part 4B

### Medium-length readings

- WWS, second half of Catalysis chapter (start with “Accumulating Observations”), pp. 264-297.

### Long readings

- On narrative catalysis
  - *MWWS*, Habits of Catalysis, pp. 201-204.
- On multiple interpretations of stories
  - *The Oral History Reader*, Chapter 27 ('That's not what I said')
- On discovering and exploring multiple perspectives
  - *Three Strands in the Braid: A Guide for Enablers of Learning* by Paula Underwood
  - *Suspicious Minds* by Rob Brotherton, especially Chapter 6 (“I Want to Believe”)
  - *Trickster Makes This World: Mischief, Myth, and Art* by Lewis Hyde, especially Chapters 2, 5, and 10 (though the whole book is worth reading)
  - *Connecting Across Differences: Finding Common Ground with Anyone, Anywhere, Anytime* by Jane Marantz Connor and Dian Killian, especially Chapter 1 (“Another Way to See the World”) and Chapter 3 (“Really Listening”)

## Part 5

### Medium-length readings

- WWS, Chapter 11 (“Narrative Sensemaking”)
- WWS, Chapter 12 (“Group Exercises for Narrative Sensemaking”)

### Long readings

- On sensemaking
  - *Sensemaking in Organizations* by Karl E. Weick, especially Chapter 2 (“Seven Properties of Sensemaking”)
  - *Sense-Making Methodology Reader: Selected Writings of Brenda Dervin* by Brenda Dervin and Lois Foreman-Wernet, especially Chapter 8 (“Sense-Making’s Journey from Metatheory to Methodology to Method”)
  - “The cost structure of sense making” by Daniel M. Russell et al, *ACM Conference on Human Factors in Computing Systems* (1993), accessible at <https://www.researchgate.net/publication/235961374> [The cost structure of sense making](#)
- On narrative sensemaking
  - *Three Native American Learning Stories: Who Speaks for Wolf, Winter White and Summer Gold, Many Circles* by Paula Underwood
  - *Narrative Life: Democratic Curriculum and Indigenous Learning* by Neil Hooley, especially Chapter 11 (“Participatory Narrative Inquiry”)
  - *Games for Actors and Non-Actors* by Augusto Boal
- On facilitation
  - *Participatory Workshops: A Sourcebook of 21 Ideas & Activities* by Robert Chambers
  - *Small Groups as Complex Systems* by Holly Arrow, Joseph E. McGrath, and Jennifer L. Berdahl, especially Chapter 3 (“Groups as Complex Systems: Overview of the Theory”)

- *Using Conflict in Organizations*, edited by Carsten De Dreu and Evert Van De Vliert, especially Chapter 4 (“Mitigating Groupthink by Stimulating Constructive Conflict”) and Chapter 10 (“Productive Conflict: Negotiation as Implicit Coordination”)

## Part 6

There are no readings in part 6.

## Part 7

There are no readings in part 7.

## Part 8

### Medium-length readings

- WWS, Chapter 13 (“Narrative Intervention”)
- WWS, Chapter 14 (“Narrative Return”)

### Long readings

- On narrative therapy
  - *Narrative Therapy in Practice: The Archaeology of Hope* by Gerald Monk et al., especially Chapter 1 (“How Narrative Therapy Works”)
  - *Maps of Narrative Practice* by Michael White, especially Chapter 2 (“Re-Authoring Conversations”)
- On participatory theatre
  - *The Applied Theatre Reader*, edited by Tim Prentki and Sheila Preston, especially Chapter 6 (“Provoking Intervention”), Chapter 18 (“Introduction to Participation”), and Chapter 24 (“The Complexity and Challenge of Participation”)
  - *Telling Stories to Change the World*, edited by Rickie Solinger et al. (read the chapter titles of this book and find an example that connects to what you want to do)