

**PROGRAM CUPSYNET SEMINAR
UNIVERSITY OF COPENHAGEN, 24TH -25TH OF
NOVEMBER, 2017**

Department of Psychology, second floor, Øster Farimagsgade 2A, 1353
Copenhagen



Thursday 23rd

Arrival, checking in at *Cabinn Metro* (see attachment for information)

19.00 Get together Dinner (payment on your own): Let us know if you want to join us, and we will find a proper and affordable location .

Friday 24th – meeting will take place in the department cantina

10.00 – 10.30: General introduction; aim of seminar, participants attending.

10.30 – 11.45 **Academic writing from a rhetorical perspective.** Video with rhetorician Ma, PhD Signe Pildal Hansen.

We recommend that you prepare yourself for this presentation by reading the attached file "Commonplace and character". Discussions in groups and presenting in plenum.

Break

12.00 – 13.00 Group work: Presenters and reflective teams. (see below for guidelines)

Please prepare a (spoken, not PowerPoint) presentation of an academic problem, you are presently working with.

13.00 – 14.00 Lunch

14.00 – 15.00 Group work: Presenters and reflective teams.

Break

15.15 – 16.30 Feedback – feedforward ... (see below in group-work)

16.30 – 17.30 A drink on the house ...

SIDE 2 AF 3

18.00 Dinner at ChAo Viet Kitchen, Kattesundet 8.

Saturday 25th – meeting will take place in the department cantina

10.00 – 12.30 Lecture: *Institutions are instituted* , Morten Nissen, MA, PhD, Dr., Prof. at Århus University

Abstract: “Institution”: The lay concept points to a formally (legally, organizationally etc.) recognized context that frames but leaves mostly untouched the real activities and relations that unfold within it. Thus, the institution of marriage has nothing to do with love; and the school’s resources and rules are mere conditions on which teaching and learning unfold. Structural-functionalist social theory will then reveal that, since institutions are the organs of society and its cultural reproduction, they nevertheless form the basic assumptions that guide practice and discourse and define roles within them. Some objections to such functionalism have displaced reproduction to the institution itself, as a self-sustaining system of habits (of thinking and doing) carried by symbols but reflexively performed and potentially modified by participants. Other post-functionalisms have returned to the lay concept by separating the formal institution from communities of practice - which, more or less constrained by the institution and its formalisms, engage in activities that are meaningful because they connect and contribute to praxis, the historically evolving production of the common good - and/or from an open civil society landscape where agents pursue their interests and make use of institutions as part of their everyday lives. These theories share a limitation inherent to the sociological concepts of agency, structure and society: What is missing is the understanding that institutions are instituted - i.e. constituted in dynamics of recognition by subjects who are constituted in the same processes. I plan to unfold what this might mean when we approach practices that can be recognized as institutional - like social work.

In order to prepare yourself for this lecture, please read the attached article: Nissen, M.: Who "we"? The constitution and the singular identity of the collective. Subjectivity,

Group discussions on the mutual development of personal and institutional subjectivity.

12.30 – 13.30 Lunch.

13.30 – 15.00 We would like to keep this time slot open for following particular engaging themes that Which might mean, that there might be attending who won't present...

15.00 – 17.00 Coffee break and ending plenum discussions: Future meetings ...

19.00 Dining (own payment) ... we will make an affordable arrangement.

Format of group-work:

The intentions with the group work is that each of us present our project and a current issue/problem that we are working with and would like to share with the group. Each of us have prepared this presentation in advance of the meeting

Presenters and reflective teams

The group is divided in 4 mixed groups with approximately 5 persons in each

- 1) Presenters present their present work in 15 min.
- 2) Debate and questions, 10 min – all participate.
- 3) Reflective team work 10 min – the presenter only listen.
- 4) Write notes, 5 min. to the presenters on:
 - a) a strength of the project
 - b) a question to the project
 - c) a resource the reflective team can offer to the project.

During the next round of group-work the presenters for each group will sit together and discuss what they achieved by the session and how it can('t) help them in the further work. After this session, the presenters will share their experience in a plenum discussion.