

TABLE OF CONTENTS

DEDICATIONS	III
ACKNOWLEDGEMENTS	V
ABSTRACT	I
TABLE OF CONTENTS	I
I.	1
1.1	What I Will Study and How..... 3
1.1.1	A brief outline of the method of inquiry. 4
1.2	The Research Questions 6
1.3	A Brief Summary of Findings 6
1.4	Flow of the Dissertation..... 7
1.5	Journey Toward a Question 11
1.6	A Brief Encounter with Social Construction 12
1.7	Social Location.....13
1.7.1	Parents. 13
1.7.2	Cincinnati. 15
1.7.2.1	<i>Where and how I lived.</i> 16
1.7.3	School Days. 17
1.7.3.1	<i>Walnut Hills High School (WHHS) - The declaration of an equal possibility horizon.</i> 17
1.7.3.2	<i>Summering in Moultrie.</i> 18
1.7.4	Higher education and the journey to the question: The intersection of personal context and intellectual disciplines 18
1.7.4.1	<i>Morehouse College.</i> 18
1.7.4.2	<i>Washington University.</i> 20
1.7.4.3	<i>Additional graduate and professional studies.</i> 22
1.8	Formulating a Question..... 22
1.8.1	Four primary approaches to equalizing possibility horizons. 23
1.8.2	My early work in the field. 24
1.8.3	Transforming historical harms. 26
1.8.4	A luta continua 27
1.9	Greensboro, NC 28
1.9.1	Understanding Greensboro. 29
1.9.2	The Greensboro TRC. 31
1.9.3	Original engagement, questions, and early results. 32

1.9.4	Early results of listening.	34
1.9.5	Organic methods.	35
1.9.6	Shifting question and emerging methods.	36
1.9.7	A moment and an insight.	37
1.10	How Performance Insights (Re)Shaped My Research	40
1.10.1	Epiphany and convergence: the advent of “Performing Greensboro”.	42
1.10.2	The beginning of “Performing Greensboro”.	43
1.11	Preview of Chapter II	43
CHAPTER II - LITERATURE REVIEW		45
2.1	SECTION I: SITUATING AND FRAMING THE INQUIRY	46
2.1.1	Modern/positivist philosophical traditions.	47
2.1.2	Postmodern/non-positivist philosophical traditions.	48
2.1.3	Postmodernism.	49
2.1.4	Significance of language in post-modernity.	50
2.1.5	What are paradigms?	54
2.1.6	Social constructionism as a paradigm.	55
2.1.7	Poststructuralism and social construction.	59
2.1.8	Discourse.	62
2.1.9	Discursive position.	63
2.2	A Foucauldian Framing of Power/Knowledge	66
2.2.1	Power is not uniformly effective, constraining, or productive.	67
2.2.2	<i>Foucault did not assume that all power was repressive.</i>	68
2.2.3	Study power from outside of individual relationships or institutional arrangements.	68
2.3	Foucault, Discourse, and Performance	72
2.4	Performance or Performativity?	72
2.4.1	Erving Goffman’s performance.	73
2.4.2	Judith Butler’s performativity.	75
2.5	Narrative	80
2.6	How Narrative and Performative Principles Shaped My Work in Greensboro	82
SECTION II		86
2.7	Additional Constructs Critical to My Argument	86
2.7.1	Trauma.	86
2.7.2	Traumagenic.	86
2.7.3	Historical trauma.	87
	<i>Historical Trauma</i>	87

2.7.4	Multigenerational transmission of trauma.	87
2.7.5	Legacy and Aftermath.	87
2.7.6	Cultural trauma.	88
2.7.7	Damaged identities.	88
2.7.8	Counterstories.	89
2.7.9	Narrative Compression.	89
2.7.10	Racism/Race.	90
2.8	Approaches to Race Relations and Achieving Equity	93
2.8.1	Connection and understanding.	93
2.8.2	Societal transformation through education.	94
2.8.3	Coercive power dynamics.	95
2.8.4	Trauma healing.	96
2.9	SUMMARY AND TRANSITION	98
CHAPTER III – METHODOLOGY		99
3.1	THE METHOD FOR DEVELOPING METHODS	99
3.2	BRICOLAGE	101
3.2.1	Research context from which tools and methods were derived.	102
	Figure III-1 Overall engagement process	104
3.3	METHODOLOGICAL APPROACH	104
	Figure III- 2 - Conversation I - Narratively Modified Focused Conversation	105
3.3.1	Conversation I	106
3.3.1.1	<i>Focus groups.</i>	107
3.3.1.2	<i>Participatory action research.</i>	109
3.3.1.3	<i>Focused conversation.</i>	112
3.3.2	Insights taken from ORID.	113
3.3.3	Constructionist reframing of ICA presuppositions.	114
3.4	GRANULAR COMMUNICATIONS A NARRATIVE MODEL FOR ANALYSIS AND INQUIRY	115
3.4.1	Communication as co-action.	117
	Figure III - 5 Granular Communications Cycle of Effective Communication	118
3.4.2	Stages of granular communication process.	118
	Figure III – 6a -- Performance and Observation in Communication Process	123
	Figure III- 7 Argyris' Ladder of Inference.	124
	Figure III - 8 Dimensions of exchange in granular communications	129
	Figure III – 9b Distance of Communication – Referential	131

	Figure III – 9c Distance of Communication – Representational.....	131
3.5	Implications for Granular Communication Analysis and Inquiry.....	132
3.6	Constructionist and Narrative Modification of ORID in Light of Granular Communications.....	134
3.7	Narrative Inquiry.....	137
	Figure III - 10 Narrative Inquiry as essential component of NMFC.....	137
3.8	Narratively Modified Focused Conversation	139
	Figure III -11 - Flow of Narratively Modified Focused Conversations.....	139
3.9	Conversation II	142
	Figure III - 12 - Conversation II – Collective Narrative Restorative Conferencing	142
	3.9.1 Theory of methodological bricoles for conversation II.	142
3.10	Narrative Mediation	143
	Figure III - 13 - Logic of Narrative Mediation	143
	3.10.1 The nine (9) hallmarks of narrative mediation.	145
	3.11 Collective Narrative Practice	148
	Figure III - 14 Guiding Principles Collective Narrative Practice.....	148
3.12	Restorative Justice.....	150
	Figure III - 15 Guiding Principles/Questions of Restorative Justice	150
	Table 1 Restorative Justice Guiding Principles and Questions	151
3.12	Analytical Methods - Bricolage.....	152
	3.12.1 Turnbull’s eight steps for constructionist theory building.	153
	3.12.2 Heikkinen’s five principles of validation for narrative action research.	154
	3.12.3 Foucauldian archeology/power analysis.	156
3.13	Why Not Critical Race Theory?	156
	Summary and Transition	158
	CHAPTER IV – METHODS	159
4.1	METHODS	159
4.2	THE RESEARCH QUESTIONS	160
4.3	Justification of Methodology.....	160
4.4	Ethics Considerations for Research Design	163
4.5	How/Who/What - The Beginning of Performing Greensboro	164
	4.5.1 <i>Participants - Identify the “Right Mix” of Community Voices</i>	164
	4.5.2 Venue for the gathering.	165
	4.5.3 Conversation I.	167
	4.5.4 Conversation II - narrative restorative community conferencing.	171

4.5.4.2	Participants.....	171
4.5.4.4	Session II.	172
4.5.5	Narrative restorative community conferencing re: Greensboro.....	176
4.5.6	Closure and wrap up.	178
4.6.	Summary of Methods	179
4.7	Data Collection.....	180
4.8	Coding	181
4.9	Data Analysis	181
4.10	IMPORTANCE AND LIMITATIONS OF THIS STUDY	182
4.12	Summation of Chapter	183
4.13	Transition to Next Section.....	185
SECTION II – INTRODUCTION TO PROCESS ANALYSIS		187
CHAPTER V NARRATIVELY MODIFIED FOCUSED CONVERSATION		189
Figure V-1 Flow of overall community engagement experience.....		190
5.0.1	The Icebreaker: Who are you when...?.....	191
5.1	Overall Flow of the Facilitated Processes.....	192
5.2	Theory of Change.....	192
5.3	Conversation I - Narratively Modified Focused Conversation	194
5.3.1	Introductions.	194
5.4	Dialogue	198
5.4.1	The prompt.	200
5.4.2	Personal narratives serve as foundation for observations.	204
5.4.3	Exchange # 2.	209
5.4.4	Connecting the two exchanges.	211
5.5	<i>Trouble in Mind</i> as Freirian Problem-Posing Material	211
5.6	Identifying Performativity and Shifting Performance	213
5.7	Conclusions Thus Far	215
Future Application of granular communication narrative stream analysis.....		215
5.8	Transition.....	216
CHAPTER VI - NARRATIVE RESTORATIVE COMMUNITY CONFERENCING		217
6.1	Introduction to the NRCC Model	217
6.1.1	Big view.....	218
6.2	Contributions of Conversation #1 to Success of Conversation #2.....	219
6.2.1	Contribution # 1 – Introduction of metaphors.....	219
6.2.2	Contribution # 2 - Began externalizing conversations.....	224

6.3	Preview of Conversation #2.....	226
6.4	Reconceptualizing Narrative Restorative Conferencing.....	227
6.5	Facilitator Interventions.....	230
6.6	Flow of the Second Conversation	233
6.6.1	Introductions.	234
6.6.2	Big View /review/ preview.	234
6.6.3	Process description preview.	235
6.6.4	Practice dialogue – Focused on <i>Trouble in Mind</i>.	236
6.6.5	Externalizing conversation.	237
6.6.6	Mapping.	239
	Figure VI- 2 - A graphic representation of a mapped problem Performing Greensboro.....	240
6.6.7	Externalizing conversation naming significant problematics of Greensboro.	241
6.7	Mapping	250
6.7.1	Facilitator intervention – Double listening.	250
	Figure VI .3 Mapping Trouble in Mind	254
	Fig VI .4 - Greensboro Mapping	255
6.7.2	Building a complete and textured conflict-saturated narrative.	256
6.8	Reverse Mapping	258
6.9	Choosing a Preferred Narrative.....	260
6.10	Preferred Narrative Becomes the Platform for Community Action	263
6.11	Closure	264
6.12	Future Refinement of the Process	265
6.13	Performing Greensboro	266
6.14	Why Narrative Restorative Community Conferencing, and not Truth and Reconciliation Commissions?	266
6.15	A Measure of Validity for the Development of the Methods.....	269
6.16	Summary and Observations	273
6.16	PREVIEW OF CHAPTER VII	274
	CHAPTER VII - CONTENT ANALYSIS	275
7.1	DISTINCTIONS BETWEEN METHOD ANALYSIS AND CONTENT ANALYSIS	275
7.1.1	Why Foucault’s power analysis is well suited to enhance community change efforts. 278	
7.2	A Foucauldian Framing of Power.....	278
7.3	Power Analysis.....	280
7.3.1	Dividing practices and modes of inquiry.	281
7.3.1.1	Employment/economics.	282

7.3.2	Mechanisms to establish or maintain relations of power.	289
7.3.3	Systems of differentiation.	290
7.3.4	Traditional statuses or privilege.	291
7.3.5	Appropriation of wealth and goods.	292
7.3.6	Instrumental modes.	297
7.3.7	Forms of institutionalization.	299
7.3.8	Degrees of rationalization.	301
7.4	Summary of Power Analysis	307
7.5	What Emerged Through this Engagement Model	309
7.5.1	Externalizing the problem.	310
7.5.2	Characterization of the problematic.	313
7.5.3	Problematic is destabilized.	316
7.6	CHAPTER SUMMATION	320
7.7	Section Summary	322
CHAPTER VIII - A PRELIMINARY CONCLUSION		325
8.1	Framing – This is What I Want to Communicate	325
8.1.1	Discourse.	326
8.1.2	Power.	327
8.1.3	Restorative justice.	328
8.1.4	Performance.	328
8.1.5	Performativity.	329
8.2	Bringing It All Together	333
8.2	What I did	334
8.2.1	Process.	334
8.2.2	Methods.	334
8.3	Results	336
8.4	Findings	336
8.4.1	Development of methods.	336
8.4.2	Community analysis (via consideration of the text).	338
8.5	Thoughts about Social Construction as Framing for this Work	340
8.6	Study Limitations	342
8.6.1	Range of participants.	343
8.6.2	More space for storytelling and deconstructive listening.	343
8.6.3	Logistics and process.	344
8.6.4	Granular communications not fully tested.	344

8.6.5	Incorporating actual theatre games.	344
8.7	Going Forward	345
8.7.1	Implications for research.	345
8.7.2	Implications for practice.	346
CONCLUSION	347
EPILOGUE: PERFORMATIVE SOUNDINGS OF COMMUNITY	349
APPENDIX – A	352
REFERENCES	353