

INFORMATION AGE PUBLISHING

PSYCHOLOGY 2012

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Apprentice in a Changing Trade

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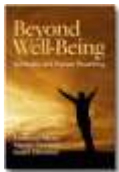
A volume in the series *Advances in Cultural Psychology: Constructing Human Development*
2011. Paperback 978-1-61735-411-3 \$45.99. Hardcover 978-1-61735-412-0 \$85.99

This book is a result of a major research project in Switzerland that brings together the fields of Education and Socio-Cultural Psychology. It is focused on how culture is involved in very concrete educational practices. The reader is invited to follow the research group in a Swiss technical college that trains young people in precision mechanics during a period of major technological change: the arrival of automated manufacturing systems. This transition in the trade is an opportunity to explore the educational and psychological challenges of vocational training from a perspective inspired by activity theory and the consideration of social interactions and semiotic or other technical mediations as crucial to the formation of professional identities and competencies.

What are the most appropriate settings for learning? There is no simple answer to this question. What can lead a pupil to become engaged, even if this is within a school, with all the seriousness of a future professional? Under which conditions is an internship in a company genuinely formative?

Is it necessary to possess the most recent technologies in order to offer high quality training? What do we know about the relation between doing and knowing in the construction of new competences? How can it be planned and informed to become an object of reflection and make sense in the eyes of the learner? Dealing with such questions, this study explores new working hypotheses on the manner in which the young experience their training and on the significant role for them of professional specialization.

CONTENTS: Series Editor's Preface: Learning from the Trade School— Learning for Living. Author's Introduction to the International Edition
General Introduction **1.** Restructuring of Vocational Competence **2.** Where Can Professional Knowledge and Skills Be Acquired? **3.** Introduction of Manufacturing Systems into a College: The Views of the Teachers Involved **4.** What Happens in the Course of Practical Work? **5.** Interacting and Succeeding **6.** Alternative Interpretations of Learning Activities **7.** Occupational Motivations and Their Relation to Learning Situations **8.** Facing Up to the Introduction of New Technologies: Identifying the Dimensions Involved **9.** General Conclusions: Learning Spaces for Creative Initiative and the Taking of Responsibility References.



Beyond Well-Being Spirituality and Human Flourishing

Martin Dowson, *Australian College of Ministries*
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Maureen Miner, *University of Western Sydney*

2012. Paperback 978-1-61735-804-3 \$45.99. Hardcover 978-1-61735-805-0 \$85.99

This volume arose out of a deep concern to assist people in their struggle to lead a flourishing life. Fractured, stressed, relationally broken and spiritually empty people may instinctively reach for the supposed panacea of happiness. But happiness is often a transitory state. More stable and worthwhile than the pursuit of happiness is leading a flourishing life. But what is flourishing? Is spirituality necessary for human flourishing and, if so, in what ways might spirituality provide a unique and important contribution to flourishing?

The volume provides complementary yet diverse accounts of human flourishing. Each account argues that spirituality in general, and Christian spirituality in particular, are vital contributors to flourishing.

The volume will be valuable for those who are dissatisfied with popular hedonistic approaches to flourishing. Such people are ready for a change in approach, but often do not have a clear alternative in view. The Volume will provide a clear alternative to popular culture's representation of the flourishing person, which is largely vested in conspicuous consumption. The book will also be valuable for those who have considered alternatives to popular culture, but who lack an informed basis on which to evaluate these alternatives. Finally, the book will be valuable for those who are committed to Christian spirituality but may not appreciate the rich resources which Christian faith offers for human flourishing. Amongst the latter group are included Christian leaders such as priests and pastors, voluntary church workers and lay people who may or may not be involved in formal religion but who long to flourish in their own lives and to enable others to do the same.

CONTENTS: Foreword. **SECTION I: UNDERSTANDING HUMAN FLOURISHING.** Preface. Spirituality as a Key Resource for Human Flourishing, *Maureen Miner and Martin Dowson*. Spirituality, Human Flourishing, and Disease, *Grant Gillett*. The Contribution of Spirituality to Our

Understanding of Human Flourishing: The Perspective of Christian Theology, *Stuart Devenish*. Theology and Human Flourishing: The Benefits of Being “Known by God”, *Brian S. Rosner and Loyola M. McLean*. **SECTION II: RESOURCING HUMAN FLOURISHING.** Preface. How Australian People Make Sense of Life and Assess its Ultimate Significance—and the Difference it Might Make, *Peter Kaldor, Alan Black, and Philip Hughes*. Human Flourishing in Education: The Relationships Among Student Attachments, Attributions and Self-Regulation, *Tony George, Maureen Miner, and Martin Dowson*. Towards a Theory of Personal Maturity: Links to Spirituality and Human Flourishing, *Martin Dowson and Maureen Miner*. Savoring Life: The Leader’s Journey to Health, Resilience and Effectiveness, *Stephen Smith*. **SECTION III: PRACTICING HUMAN FLOURISHING.** Preface. Spirituality and Community Flourishing: A Case of Circular Causality, *Sue Kaldor and Maureen Miner*. Guidance and Human Flourishing: The Contribution of Spirituality Explored Through Mentoring and Life Coaching, *Diann L. Feldman and Alison D. Feldman*. Wholistic Coaching: A Case Study and Analysis, *Rick Brouwer and Maureen Miner*. The Pilgrim Road to Human Flourishing: When the Psychotherapeutic and the Spiritual Journeys Meet, *Loyola M. McLean and Marie-Thérèse Proctor*. Conclusion. About the Contributors.



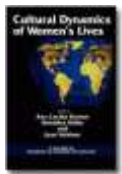
Children, Childhood and Everyday Life Children’s Perspectives

Mariane Hedegaard, *University of Copenhagen*
Karin Aronsson, *Stockholm University*
Charlotte Højholt, *Roskilde University*
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2012. Paperback 978-1-61735-734-3 \$45.99. Hardcover 978-1-61735-735-0 \$85.99

Children live their lives across various social settings, including homes, kindergartens, schools and different kinds of institutions. The different contributions of this book focus on children’s perspectives, and on how children learn and develop through taking part in activities in social communities such as families, peer groups, classrooms, and day care institutions. This collection illustrate different ways of dealing with varying social contexts, and the research presented involves questions about children’s world-making, anchored in children’s daily lives. The studies are inspired by Vygotsky’s theory of development (1998), as well as childhood sociology. One of the aims has been to problematize time, change, continuity, developmental trajectories, and transitions in order to identify novel ways of discussing different trajectories through childhood and youth, that is ”development”.

CONTENTS: Introduction, *Mariane Hedegaard, Karin Aronsson, Charlotte Højholt and Oddbjørg Skjær Ulvik*. **SECTION I: DEVELOPMENT, CHANGE, AND CHILDREN’S PERSPECTIVES ON SOCIAL LIFE.** Being a Child, Coming of Age: Exploring Processes of Growing Up, *Liv Mette Gulbrandsen*. “Being Oneself” and “Being of Use”: On Children’s Appropriation of Values, *Ruth E. Toverud*. “Remaining the Same” and Children’s Experience of Development, *Pernille Hviid*. **SECTION II: FAMILY LIFE PRACTICES AS AN ARENA FOR NEGOTIATIONS AND FORMAL LEARNING.** Children’s Creative Modeling of Conflict Resolutions in Everyday Life as Central in their Learning and Development in Families, *Mariane Hedegaard*. Family Life Activities and Everyday Time Politics, *Karin Aronsson*. Money Talks: Children’s Consumption and Becoming in the Family, *Lucas Gottzén*. Foster Parenting as Cultural Practices: Foster Parents’ Developmental Goals and Strategies for Their Foster Children, *Oddbjørg Skjær Ulvik*. Family Problems: Exploring Dilemmas and Complexities of Organizing Everyday Family Life, *Dorte Kousholt*. **SECTION III: SCHOOLS AS SOCIAL ARENAS.** A Paradox of Inclusion: Administrative Procedures and Children’s Perspectives on Difficulties in School, *Maja Røn Larsen*. Using the Child Perspective to Support Children with Severe Impairments in Becoming Active Subjects, *Louise Bøttcher*. Social Identities in Transition: Contrasting Strategies of Two Boys When Changing School, *Ditte Winther-Lindqvist*. Communities of Children and Learning in School: Children’s Perspectives, *Charlotte Højholt*.



Cultural Dynamics of Women's Lives

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Kristiina Uriko, *Tallinn University*

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*
2012. Paperback 978-1-61735-560-8 \$45.99. Hardcover 978-1-61735-561-5 \$85.99

This book explores the diverse landscapes wherein women struggle for their personal and social identities and lives, between biology and culture, destiny and choice, shared and individual worlds, tradition and modernity. Their “peripheral lives” have “central meaning” (Chaudhary, this volume) in any society – and as such are approached as a primary subject in this book, as the chapters traverse ten different countries on three continents: North America (United States); Latin America (Brazil, Chile, Colombia); Asia (India); and Europe (United Kingdom, Ireland, Portugal, Finland, Estonia).

Throughout these different places, women's lives are an interesting stage for observing the interaction between biology and culture (e.g. sex vs. gender; pregnancy and childbirth vs. transition to motherhood). The focus on the cultural variability of human experience opens the door for the search of commonalities so needed in psychological theorizing. Here, this search is directed by how cultural models of womanhood (and motherhood) constrain personal experiences, especially through developmental transitions.

This book is, ultimately, an opportunity to approach women's lives from the perspective of the women themselves, particularly making audible and explicit their voices and the axis of logic that structures their world. Undoubtedly, it is a valuable opportunity for women and men interested in understanding and constructing human experience inside better worlds.

CONTENTS: Introduction. **PART I: CULTURAL CONSTRUCTION OF GENDER: SYMBOLIC AMBIVALENCES.** Editorial Introduction. Peripheral Lives, Central Meaning: Women and Their Place in Indian Society, *Nandita Chaudhary*. Traditional and Contemporary Mothering in Coexistent Worlds: Theories, Practices, and Cultural Realities, *Maria Cristina Tenorio*. People in Transitions in Worlds in Transition: Ambivalence in the Transition to Womanhood During World War II, *Tania Zittoun, Emma-Louise Aveling, Alex Gillespie, and Flora Cornish*. "Moving Portraits" of Femininity: A Study of the Bilheiras of Piauí, *Elaine Pedreira Rabinovich*. Beyond "Women," "Mothers," and "Me": Imagination, Poetics, and Why Surpassing Social Norms Means Surpassing the Self, *Emily Abbey*. Striving Toward a Normative Identity: The Social Production of the Meaning of Assisted Reproductive Technology in Ireland, *Orla McDonnell*. **PART II: WEAVERS OF MEANINGS THROUGH WOMEN'S CULTURAL REALITIES.** Indigenous Women: Gender, Identity, and Culture in Transition, *Thirza Reis Sifuentes and Maria Cláudia Santos Lopes de Oliveira*. Woman's Self Construction and Sociocultural Mediation, *Zilma de Moraes, Ramos de Oliveira, and Ana Paula Soares da Silva*. Mothers Dealing With Child Abuse: Dynamics of Psychological Processing, *Maria Elisa Molina*. Play and Gender Issues in Rural and Urban Brazilian Contexts, *Ilka Dias Bichara, Eulina da Rocha Lordelo, Ana Karina Santos, and Fernando Augusto Ramos Pontes*. Experiences of a Black Female Professor Against Racism, *Evenice Santos Chaves*. Coping With Sexual Violence: Strategies Used by Mothers of Abused Girls, *Silvia Viodres and Marilena Ristum*. **PART III: LIVING THROUGH LIFE TRANSITIONS: CONTEXTS OF MOTHERHOOD REALITIES OF TRANSITIONS.** Becoming Mother, *Pirkko Niemelä*. Adaptation at the Postnatal Period and the Valuation of Parental Roles, *Kristiina Uriko*. Woman the Caregiver: Ways of Sharing Childcare in Two Contemporary Brazilian Contexts, *Vanessa R. S. Cavalcanti, Ana M. A. Carvalho, and Bárbara M. S. Caldeira*. Meaningful Lives of Women over Three Generations: A Glimpse into Afro-Brazilian Experience, *Maria Cecília Leite de Moraes and Elaine Pedreira Rabinovich*. Childbirth and Pain in the Context of Brazilian Women in Different Socioeconomic Conditions, *Viviane Mutti and Lílían Perdigão Reis*. **PART IV: BECOMING THE MOTHER: DIALOGS WITHIN SELVES.** Negotiating Motherhood: Practices and Discourses, *Filipa Duarte and Miguel Gonçalves*. Meanings Through the Transition to Motherhood: Women Before and After Childbirth, *Ana Patrícia Vargas Borges and Ana Cecília de Sousa Bastos*. Teenage Motherhood as a Family Experience: Ambivalences Between Individual and Shared Worlds, *Roberta Ferreira Takei, Ana Clara Bastos, and Bruna Improta Mendonça*. Ambivalences in the Transition to Motherhood: The Arrival of an Intersexual Baby, *Ana Karina Canguçu-Campinho, Ana Cecília de Sousa Bastos, and Isabel Maria Sampaio Oliveira Lima*. Being a Mother and an Undergraduate Student: The Dialogical Process of Becoming a Mother in the Academic Context, *Ana Maria de Oliveira Urpia and Sônia Maria da Rocha Sampaio*. Having Recurrent Gestational Losses: Persistence in Living, *Vivian Volkmer Pontes*. **PART V: THE DEEP HUMANITY OF KNOWLEDGE: REALITIES OF RESEARCH ENCOUNTERS.** Reflexivity and Subjectivity: Making Race, Class, and Gender Visible, *Mariana Barcinski*. Memories, Field Notes, Poetics: The Underside of a Research, *Ana Cecília de Sousa Bastos*. Does the World Move After Women Talk? Meaning-Making Processes Around Pregnancy and Childbirth from a Mother–Daughter Conversational Setting, *Ana Cecília Bastos, Sara Santos Chaves, and Luiz Fernando Calaça de Sá Jr.* Partnerships in Research, *Roger Bibace*. Appendix: Photo Essay: Images from Novos Alagados: The beauty of the woman, *Marco Illuminati (Pictures)*. *José Eduardo Ferreira Santos and Ana Cecília de Sousa Bastos (Text)*. About the Authors.



Cultural Psychology and Psychoanalysis Pathways to Synthesis

Tania Zittoun, *University of Cambridge (UK) and Neuchatel (Switzerland)*
Sergio Salvatore, *University of Salento*

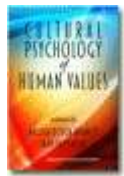
A volume in the series *Advances in Cultural Psychology: Constructing Human Development*
2011. Paperback 978-1-61735-514-1 \$45.99. Hardcover 978-1-61735-515-8 \$85.99

This book explores how psychoanalysis can enrich and complement sociocultural psychology. It presents theoretical integrations of psychoanalytical notions in the sociocultural framework, analyzes the historical similarities, if not intricacies, of the two fields, and presents papers that have tried to apply an enriched theoretical framework in developmental and clinical empirical work. The first section presents editors' theoretical proposition for an integration of one particular stream of psychoanalysis within sociocultural psychology, which emphasizes both the dialogical and the semiotic nature of psychological dynamics. The second section pursues this theoretical dialogue through a historical perspective. The third section pursues the implications of this parallel reasoning. It invites researchers that propose further syntheses between some strands of psychoanalysis and approaches within social and cultural psychology. The contributions collected in this section show how sociocultural psychology and psychoanalysis can complement each other, when it comes to tracing the emergence of meaning in actual interactive settings.

Showing historical common roots, epistemological similarities, and theoretical complementarities, this book intends to suggest how the encounter and reciprocal contamination between cultural psychology and psychoanalysis could provide innovative theoretical and methodological syntheses. Through the various contributions three directions of development emerge as particularly promising for psychological science. Firstly, the semiotic

conceptualization of affects, emerging from several of the contributors, appears to be a significant step ahead in the understanding of the dynamics of sense-making. A second promising direction of development concerns methodology. The reader will find several invitations to rethink the way of analyzing the phenomena of sense-making. Finally, the volume highlights how the connection between theory and practice in psychology is not a mere matter of application. Rather, the psychological intervention could be – needs to be – a theoretical object for cultural psychology, as it already is for psychoanalysis. At the same time, the intervention could be a fertile domain where a psychological practice endowed with reflexive capability generates new theoretical constructions.

CONTENTS: Preface by Series Editor. Uneasiness of Culture: The Discontent with Quantifying Civilization in Cultural Psychology, *Jaan Valsiner*. Editors' Introduction. Cultural Psychology and Psychoanalysis: Pathways to Synthesis, *Tania Zittoun and Sergio Salvatore*. **PART I: FOUNDATIONS.** Outlines of a Psychoanalytically Informed Cultural Psychology, *Sergio Salvatore and Tania Zittoun*. **PART II: HISTORICAL AND THEORETICAL DIALOGUES.** Tatyana on the Couch: The Vicissitudes of Psychoanalysis in Russia, *René Van der Veer*. Freud and Cultural Psychology, *Tania Zittoun*. Affective Hypergeneralization: Learning from Psychoanalysis, *Kenneth R. Cabell and Jaan Valsiner*. **PART III: OVERCOMING BARRIERS.** A Cultural Approach to Clinical Psychology. Psychoanalysis and Analysis of the Demand, *Renzo Carli and Fiammetta Giovagnoli*. A Girl Like a will-o'-the Wisp. Listening to Reports of Cultural Experiences as a Methodological Mean of Accessing the Preconscious Dynamics of Sense Making, *Tania Zittoun*. The Development of Meaning in Social Interaction: Evidence From Empirical Research on Parent–Child Narrative Co-Construction, *Nicolas Favez*. Narration Between Logos and Pathos. The Role of Storytelling in Clinical Psychology, *Maria Francesca Freda*. Psychological Normality, Psychopathology and Evidence-Based Psychotherapy: Are We So Sure “We’re Not in Kansas Anymore”? *Massimo Grasso and Pietro Stampa*. About the Authors.



Cultural Psychology of Human Values

Jaan Valsiner, *Clark University*
Angela Uchoa Branco, *University of Brasilia*

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*
2012. Paperback 978-1-61735-822-7 \$45.99. Hardcover 978-1-61735-823-4 \$85.99

The book provides conceptual and theoretical elaborations on human values from a cultural psychological approach. The authors illustrate their original contributions with empirical data, allowing for productive discussion on the topic of ontogenesis of values from a historical-cultural perspective.

CONTENTS: Editors' Introduction: Values as Culture in Self and Society, *Angela Branco and Jaan Valsiner*. **PART I: SOCIOCULTURAL ECOLOGY OF VALUES.** Values, Virtues, Citizenship, and Self From a Historical and Cultural Approach, *Alberto Rosa and Fernanda González*. Cultural Practices and Value Constructions: The Development of Competition and Individualism Within Societies, *Angela Branco, Marilicia Palmieri, and Raquel Gomes Pinto*. Cultural Ecology of Value Promotion, *Jonathan R. H. Tudge, Cesar A. Piccinini, Rita S. Lopez, Tania M. Sperb, and Selma C. Dansokho*. **PART II: VALUES IN THE FIELD: FRAMING OF ACTIONS.** Values Internalization on the Move: The Revivification of Faith Along the Pilgrims Path, *Zachary Beckstead*. Making Sense of the Bindi: Urban Indians' Appraisal of a Culturally Valued Symbol, *Nandita Chaudhary*. The Semiotic Construction of Values of Violence in the Colombian Context, *Francisco José Rengifo Herrera*. **PART III: VALUES AND PREJUDICES: MARKING THE BORDERS OF APPROACH-AVOIDANCE DYNAMICS.** Persons Living Race in Culture and Society: Psychological Complexity of Symbolic Meaning and Human Values, *Cynthia E. Winston*. Diversity and Inclusion as Central Values in the Construction of a Democratic World, *Ana Flávia do Amaral Madureira and Angela Uchoa Branco*. **PART IV: INCLUSION AND/OR EXCLUSION: CULTURAL AMBIVALENCES.** Education, Peace, or Jail Culture? What is Promoted by Institutions in Charge of Adolescents Involved With Criminal Activities, *Maria Cláudia Santos Lopes de Oliveira and Tatiana Yokoy de Souza*. Between Freedom and Captivity: Life Projects of Male Ex-Prisoners, *Charlotte Mathiassen*. About the Contributors.



Culture and Social Change Transforming Society through the Power of Ideas

Brady Wagoner, *Aalborg University*
Eric Jensen, *University of Warwick*
Julian A. Oldmeadow, *University of York*

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*
2012. Paperback 978-1-61735-757-2 \$45.99. Hardcover 978-1-61735-758-9 \$85.99

This book brings together social scientists to create an interdisciplinary dialogue on the topic of social change as a cultural process. Culture is as

much about novelty as it is about tradition, as much about change as it is about stability. This dynamic tension is analyzed in collective protests, intergroup dynamics, language, mass media, science, community participation, art, and social transitions to capitalism, among others contexts. These diverse cases illustrate a number of key factors that can propel, slow-down and retract social change. An emancipatory and integrative social science is developed in this book, which offers a new explanatory model of human behavior and thought under conditions of institutional and societal change.

CONTENTS: Series Editor Preface: Semiotic Freedom for the Social Sciences: Inquiry in a New Key, *Jaan Valsiner*. Introduction: Changing Times, Changing Science, *Brady Wagoner, Eric Jensen, and Julian Oldmeadow*. **PART I: COLLECTIVE ACTION IN CONTEXT.** The Psychology of Collective Action: Crowds and Change, *John Drury, Steve Reicher, and Clifford Scott*. Commentary: Collectives May Protest, But How Do Authorities Respond? *Flora Cornish*. Change We Can Believe in: The Role of Social Identity, Cognitive Alternatives, and Leadership in Group Mobilization and Transformation, *Stephen D. Reicher and S. Alexander Haslam*. Commentary: Change Non-Westerners Can Believe In, *Fathali Moghaddam, Zach Warren, and Rhea Vance-Cheng*. **PART II: COMMUNICATING CHANGE.** Metaphor and Stories in Discourse About Personal and Social Change, *David Ritchie*. Commentary: The Earth, Olympus, and the Commuter Bus, *Carlos Cornejo*. Balancing Stability and Change: A Neo-Diffusionist Perspective on Cultural Dynamics of Socially Transformative Ideas, *Yoshihisa Kashima, Boyka Bratanova, and Kim Peters*. Commentary: The Meeting of Ideas: Diffusion, Dialogical Interaction, and Social Change, *Brady Wagoner*. Scientific Controversies and the Struggle for Symbolic Power, *Eric Jensen*. Commentary: The Struggle for Scientific Consensus: Communicating Climate Science around COP-15, *Rick Holliman*. **PART III: SOCIETIES IN TRANSITION.** Mediating Social Change in Authoritarian and Democratic States: Irony, Hybridity, and Corporate Censorship, *Eric Jensen*. Commentary: Subversively Funny: Critical Humor in Art, *Lisa Taylor-Sayles*. Assessing Social Change Through Social Capital: Local Leadership and Social-Political Change in Bolivia, *Martin Mendoza*. Commentary: Social Influence and Social Change: States and Strategies of Social Capital, *Gordon Sammut, Eleni Andreouli and Mohammad Sartawi*. Changing Fields, Changing Habitus: The Field of Public Service in Post-Soviet Ukraine, *Anastasia Ryabchuk*. Commentary: Dependent Independence: A Mechanism for Conciliating Determinism and Freedom, *Maaris Raudsepp*. Conclusion: A Cyclical Model of Social Change, *Brady Wagoner, Eric Jensen*. About the Authors.



Dialogic Formations Investigations into the Origins and Development of the Dialogical Self

Marie-Cécile Bertau, *Ludwig Maximilians-University*
Miguel M. Gonçalves, *University of Minho*
Peter T. F. Raggatt, *James Cook University*

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*
2012. Paperback 9781623960377 \$45.99. Hardcover 9781623960384 \$85.99

This volume understands itself as an invitation to follow a fundamental shift in perspective, away from the self-contained 'I' of Western conventions, and towards a relational self, where development and change are contingent on otherness. In the framework of 'Dialogical Self Theory' (Hermans & Hermans-Konopka, 2010; Hermans & Gieser, 2012), it is precisely the forms of interaction and exchange with others and with the world that determine the course of the self's development.

The volume hence addresses dialogical processes in human interaction from a psychological perspective, bringing together previously separate theoretical traditions about the 'self' and about 'dialogue' within the innovative framework of Dialogical Self Theory. The book is devoted to developmental questions, and so broaches one of the more difficult and challenging topics for models of a pluralist self: the question of how the dynamics of multiplicity emerge and change over time. This question is explored by addressing ontogenetic questions, directed at the emergence of the dialogical self in early infancy, as well as microgenetic questions, addressed to later developmental dynamics in adulthood. Additionally, development and change in a range of culture-specific settings and practices is also examined, including the practices of mothering, of migration and cross-cultural assimilation, and of 'doing psychotherapy'.

CONTENTS: Introduction. A Dialogical Paradigm For Psychology, *Marie-Cécile Bertau, Miguel M. Gonçalves, and Peter T. F. Raggatt*. Series Editor's Preface. Voices as Vehicles: How the Mind Can Go Beyond Its Local Context, *Jaan Valsiner*. **SECTION I: BASIC PHENOMENOLOGY.** The Infant's Voice Grows In Intimate Dialogue: How Musicality of Expression Inspires Shared Meaning, *Colwyn Trevarthen*. Exploring Voice: A Psycholinguist's Inquiry into the Dynamic Materiality of Language, *Marie-Cécile Bertau*. Commentary. Shared Voices: Commentary on Trevarthen and Bertau, *Giannis Kugiumutzakis*. **SECTION II: CONSTRUCTING SELF AND SYMBOL.** Polyphony: A Vivid Source of Self and Symbol, *Maya Gratier and Marie-Cécile Bertau*. Self and Symbol Emerging from Dialogical Dynamics, *Maria C. D. P. Lyra*. Commentary. (Dis-)Continuity, (Inter-)Corporeality and Conventionality in Dialogical Development: Commentary on Gratier & Bertau and Lyra, *Chris Sinha*. Infant's Early Voice Can Be Found in Their Emotions, *Andrea Garvey and Alan Fogel*. Negotiating Motherhood: A Dialogical Approach, *Filipa Duarte and Miguel M. Gonçalves*. Commentary. Mothers, Dialogues, and Support: Commentary on Garvey & Fogel and on Duarte & Gonçalves, *Darcia Narvaez*. **SECTION III: PERFORMING A SELF.** Rehearsing Renewal of Identity: Reconceptualization on the Move, *Carla Cunha, Miguel M. Gonçalves, Jaan Valsiner, Inês Mendes, and António P. Ribeiro*. Personal Chronotopes in the Dialogical Self: A Developmental Case Study, *Peter T. F. Raggatt*. Commentary. Grappling with the Good: Dialogic Process and the Challenge of Human Values A Commentary on Cunha et al. and on Raggatt, *Kenneth J. Gergen*. Supervision as a Conversation Among Developing Voices: An Assimilation Model Perspective, *Katerine Osatuke and William B. Stiles*. Contextual Influences on Acculturation: Psychological Assimilation and Continuing Bonds for Two Immigrants, *Hani M. Henry and William B. Stiles*, Commentary. When Worlds Collide: Commentary on Osatuke & Stiles and Henry & Stiles, *Robert Elliott*. About the Authors.



The Race Talk

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2012. Paperback 978-1-61735-912-5 \$45.99. Hardcover 978-1-61735-913-2 \$85.99

Drawing on critical race theory, this book critically examines race through a mosaic lens pointing out various issues directly connected to it, such as racial identity politics, racism, multiracialism, interracial relationships, and the hegemony of whiteness. This book goes further to analyze the manner in which socially constructed racial stereotypes contribute to and are used to justify the poor socio-economic situation and marginalization of People of Color, particularly the poor ones. Designed for a broad range of readers, this book aims to open up democratic spaces for genuine discussions about racial issues.

CONTENTS: Acknowledgments. 1. The Race Talk. 2. Asserting Multiracialism: Beyond the Hegemony of Whiteness. 3. Racial Identity Politics and Class Divide in The Age of Obamerica. 4. Unpacking [Inter] Racial Relationships between Whites, and People of Color. 5. Examining the Intricacies of Interracial Relationships. 6. Being Blacks and Browns in the Twenty-First Century: Challenges and Possibilities. 7. On Being a Professor of Color: Battling Invisibility and Microaggression. 8. Black Skin Could Speak: Resistant Narratives for Racial Justice. 9. The Sociopolitical Weight of Race: A Critical Analysis of President Obama, Professor Gates, and Sgt. Crowley's Racial Controversy. References. About the Author. Index.



Researcher Race Social Constructions in the Research Process

Lauren Mizock
Debra Harkins

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*
2012. Paperback 978-1-61735-698-8 \$45.99. Hardcover 978-1-61735-699-5 \$85.99

Researcher Race: Social Constructions in the Research Process is designed to expose the role of researcher race in social science research. This book highlights the interaction of researcher and participant race in shaping data that is collected. Researcher Race makes the researcher's position visible via interview excerpts from a qualitative study in order to deconstruct researcher race effects in research. The book includes passages from a qualitative research study with a sample of 20 Black-identified and 20 White-identified participants, as well as a Black researcher and a White researcher. Selections of data from across different researcher-participant racial dyads illustrate how issues of researcher race can arise in research settings.

Researcher Race presents the history of racial bias and maltreatment in research. A review of cultural competency theory as it pertains to research is discussed. An overview of narrative research methodology that is used in this study is also provided. Chapters focused on the research data include an exploration of participants' preferences for researcher race; the significance of off-script researcher comments during an interview; and the narratives of traumatic racism among Black and White participants. In the concluding chapter, the book expands conversations about researcher race to consider intersecting aspects of identity in researcher-participant interactions, as well as directions for future research and training.

This book can serve as a guide for researchers, as well as students of research, culture, and diversity. Researcher Race: Social Constructions in the Research Process is a valuable tool for researchers interested in expanding awareness of race, oppression, and methodology.

CONTENTS: Foreword, *Jill Freedman and Gene Combs*. Preface, *Jaan Valsiner*. Introduction with Renee Morant. **PART I: HISTORY, THEORY, AND METHOD.** 1. Participant Injuries: Historical Origins of Discriminatory Research. 2. Culturally Competent Methodology: Multicultural Research Theory. 3. Critical Narrative Method: The Researcher Race Study. **PART II: RESEARCHER RACE AND THE RESEARCH PROCESS.** 4. Does Researcher Race Matter? Participant Preferences for Researcher Race with Renee Morant. 5. Going Off Script: The Researcher's Position with Renee Morant. 6. Critical Questioning: Racism Narratives in Research with Renee Morant. 7. Complex Identities: Future Developments in Multicultural Research. References. Appendix: Continuing the Work: Resources for Cultural Competency Research. Acknowledgements. About the Authors.



Voices of Pineland Eugenics, Social Reform, and the Legacy of

Stephen T. Murphy, *University of Southern Maine*

2011. Paperback 978-1-61735-414-4 \$45.99. Hardcover 978-1-61735-415-1 \$85.99

Voices of Pineland: Eugenics, Social Reform, and the Legacy of "Feeble-mindedness" in Maine by Stephen Murphy tells the story of the Maine School for the Feeble-minded, later known as Pineland Hospital and Training Center. Based on an in depth analysis of annual institutional reports, newspaper clippings, legal documents, and other archival sources as well as interviews with former residents, their family members, and staff, Murphy traces the history of the Maine institution from its founding in 1908 to its eventual closure in 1996. Prior to 1908, Maine sent many of its citizens with intellectual and developmental disabilities to Massachusetts. When the state established the Maine School for the Feeble-minded, it modeled it after an institution in Massachusetts that had been the first asylum for so-called "idiots" in the United States. Murphy shows the influences of both social forces and the personalities of superintendents, elected officials, and eventually lawyers, advocates, and court officials on Pineland's history.

Voices of Pineland is more than the story of Maine's institution for the feeble-minded, though. It provides a lens through which to view the history of people with intellectual disabilities in twentieth century America. The founding of the Maine School for the Feeble-minded was a product of the eugenics fervor that swept the country around the turn of the century and continued for several decades. The feeble-minded were seen as a cause of a broad range of social problems and a threat to the social order. Like other states, Maine turned to the institution and later involuntary sterilization to prevent the feeble-minded from spreading their alleged defective genes. The population of the Maine school steadily grew, and the institution soon became overcrowded and understaffed. As early as 1938, charges of abuse and neglect at the institution were reported in the press. This predated the flurry of exposes on state schools and mental hospitals in the national media, including *Life* magazine and *Reader's Digest*, in the post-World War II era.

CONTENTS: Acknowledgments. Foreword, *Steven J. Taylor*. **1.** Introduction. **2.** National Context Surrounding Maine's School for "Feeble-Minded". **3.** Opening the Institutional Doors. **4.** Eugenics, Racism, and Sterilization. **5.** Continuing Fears, Legalized Surgery, and Institutional Acceleration. **6.** Receding Eugenic Influence: Persisting Policies. **7.** Institutional Exodus and Expose. **8.** From Medical to Legal: Class Action, Consent Decrees, and Controversy. **9.** Compliance Debates and Closure Wars. **10.** Contemporary Reform and Continuing Legacy References.

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