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Apprentice in a Changing Trade

Jean-François Perret
Anne-Nelly Perret-Clermont
Danièle Golay Schilter
Claude Kaiser
Luc-Olivier Pochon

A volume in the series Advances in Cultural Psychology: Constructing Human Development

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.


Beyond Well-Being
Spirituality and Human Flourishing

Martin Dowson, Australian College of Ministries
Stuart Devenish, Booth College
Maureen Miner, University of Western Sydney


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
Children, Childhood and Everyday Life

Children’s Perspectives

Mariane Hedegaard, University of Copenhagen
Karín Aronsson, Stockholm University
Charlotte Højholt, Roskilde University
Oddbjørg Skjær Ulvik, Oslo and Akershus University College of Applied Sciences


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”.


Cultural Dynamics of Women’s Lives

Ana Cecilia S. Bastos
Jaan Valsiner, Clark University
Kristiina Uriko, Tallinn University

A volume in the series Advances in Cultural Psychology: Constructing Human Development

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.

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.


Cultural Psychology of Human Values

Jaan Valsiner, Clark University
Angela Uchoa Branco, University of Brasília

A volume in the series Advances in Cultural Psychology: Constructing Human Development

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.


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

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.

The Race Talk
Pierre W. Orelus, New Mexico State University


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.


Researcher Race
Social Constructions in the Research Process
Lauren Mizock
Debra Harkins

A volume in the series Advances in Cultural Psychology: Constructing Human Development

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.

Voices of Pineland: Eugenics, Social Reform, and the Legacy of “Feeblemindedness” in Maine by Stephen Murphy tells the story of the Maine School for the Feebleminded, later known as Pineland Hospital and Training Center. Based on 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 Feebleminded, 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 feebleminded, 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 Feebleminded was a product of the eugenics fervor that swept the country around the turn of the century and continued for several decades. The feebleminded 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 feebleminded 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.

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