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RECENT TITLES



Analyzing Influences

Research on Decision Making and the Music Education Curriculum

Mark Robin Campbell, *SUNY at Potsdam*

Linda K. Thompson, *Lee University*

A volume in the series *Advances in Music Education Research*

2015. Paperback 978-1-68123-137-2 \$45.99. Hardcover 978-1-68123-138-9 \$85.99. eBook 978-1-68123-139-6 \$50

Editorial Board: Deborah Blair VanderLinde, *Oakland University*. William Bauer, *University of Florida*. Lisa R. Hunter, *The State University of New York at Fredonia*. Ronald Kos, *Boston University*. Joshua A. Russell, *The Hartt School, University of Hartford*. Peter Whiteman, *Institute of Early Childhood, Macquarie University*.

Analyzing Influences: Research on Decision Making and the Music Education Curriculum examines influences on research in music teacher preparation, practices, and policies. These influences include administrators' perspectives, preservice music educators' beliefs, and in-service teachers' practices. Invited essays offer insights into past and present trends in music teacher preparation.

This collection of studies represents best thinking in the field and serves as an impetus for further research and action. Each author's analysis on the influences affecting their specific areas provides insights into key issues affecting decision making processes. This volume is a significant addition to the libraries of Colleges of Education and Schools of Music, as well as an important reference for music scholars and educators, researchers, and graduate students who are concerned with advancing both the scope and quality of research in the study of music teaching and learning.



Cultural Psychology of Recursive Processes

Zachary Beckstead, *Grand Valley State University*

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

2015. Paperback 978-1-68123-018-4 \$45.99. Hardcover 978-1-68123-019-1 \$85.99. eBook 978-1-68123-020-7 \$50

Cultural Psychology of Recursivity illustrates how recursivity, often neglected in the social sciences, can be an important concept for illuminating meaning-making processes. Recursivity is a fascinating though abstract concept with a wide array of often incompatible definitions. Rooted in mathematics and linguistics, this book brings recursion and recursive processes to the foreground of psychological processes. One unifying claim among the diverse chapters in this book is that recursion and recursive processes are at the core of complex social and psychological processes. Recursion is bound up with the notion of re-turning, re-examining, re-flecting and circling back, and these processes allow for human beings to simultaneously distance themselves from the here-and-now settings (by imaging the past and future) while being immersed in them. The objective of this book is not simply to celebrate the complexity of human living, but to extend the notion of recursion, recursivity and recursive processes into the realm of social and psychological processes beyond the arenas in which these ideas have currently thrived.

Cultural Psychology of Recursivity shows that in spite of the difficulty in defining recursivity, self-referencing (looping), transformation (generativity), complexity, and holism constitute its core characteristics and provide the basis for which authors in this book explore and elaborate this concept. Still, each contribution has its own unique take on recursivity and how it is applied to their phenomenon of investigation. Chapters in this book examine how recursive processes are related to and basic aspects of play and ritual, imitation, identity exploration, managing stigma, and commemorative practices. This book is intended for psychologists, sociologists, and mathematicians. Use of the book in post-graduate and graduate level of university teaching is expected in seminar format teaching occasions.



Instructional Guidance A Cognitive Load Perspective

Slava Kalyuga, *University of New South Wales*

2015. Paperback 978-1-68123-134-1 \$45.99. Hardcover 978-1-68123-135-8 \$85.99. eBook 978-1-68123-136-5 \$50

The book explores a cognitive load perspective on instructional guidance. Cognitive load theory is focused on instructional design implications and prescriptions that flow from human cognitive architecture, and it has become one of the leading theories of instructional design. According to this theoretical perspective, the purpose of instructional guidance is to reduce learner potential cognitive overload by providing appropriate information in the right time and in a suitable format. As the learner's level of prior knowledge is considered as the main factor influencing this decision, the effect of learner prior knowledge on effectiveness of instructional methods (the expertise reversal effect in cognitive load theory) provides the basic framework for the book.

The fully-guided direct instruction and minimally-guided inquiry (discovery or exploratory) learning are often discussed in instructional psychology literature as examples of approaches with opposed degrees of guidance provided to the learners. This book considers the whole range of the levels of guidance (including intermediate levels) and approaches the problem of balancing learner guidance from a cognitive load perspective. The significance of this approach is in applying our current knowledge of human cognitive architecture to develop an integrated instructional approach bringing together the best features and advantages of direct instruction and inquiry learning.

Both direct instruction and inquiry learning approaches have been around for long time, and their proponents can produce evidence of their effectiveness. This evidence needs to be treated within the context of appropriate learning goals in specific instructional settings for specific types of learners. This book provides an unbiased theoretical framework for managing learner instructional guidance and working principles for selecting appropriate levels and methods of instructional guidance (e.g., sequences of exploratory problems and explicit instruction; forms and levels of embedded guidance; and adapting methodologies) optimal for learners at different levels of prior knowledge.



Integrating Experiences Body and Mind Moving Between Contexts

Brady Wagoner, *Aalborg University*
Nandita Chaudhary, *University of Delhi*
Pernille Hviid, *University of Copenhagen*

A volume in the series *Niels Bohr Professorship Lectures in Cultural Psychology*

2015. Paperback 978-1-68123-007-8 \$45.99. Hardcover 978-1-68123-008-5 \$85.99. eBook 978-1-68123-009-2 \$50

Cultural Psychology studies how persons and social-cultural worlds mutually constitute one another. It is premised on the idea that culture is within us—in every moment in which we live our human lives, in the meaningful worlds we have created ourselves. In this perspective, encounters with others fundamentally transform the way we understand ourselves. With the increase of globalization and multicultural exchanges, cultural psychology becomes the psychological science for the 21st century. No longer can we ignore questions about how our cultural traditions, practices, beliefs, artifacts and other people constitute how we approach, understand, imagine and remember the world. The Niels Bohr Professorship Lectures in Cultural Psychology series aims to highlight and develop new ideas that advance our understanding of these issues.

This second volume in the series features an address by Tania Zittoun and Alex Gillespie, which is followed by commentary chapters and their response to them. In their lecture, Zittoun and Gillespie propose a model of the relation between mind and society, specifically the way in which individuals develop and gain agency through society. They theorise and demonstrate a two-way interaction: bodies moving through society accumulate differentiated experiences, which become integrated at the level of mind, enabling psychological movement between experiences, which in turn mediates how people move through society. The model is illustrated with a longitudinal analysis of diaries written by a woman leading up to and through the Second World War. Commentators further elaborate on the issues of (1) context and history, (2) experience, time and movement, and (3) methodologies for cultural psychology.



Making Meaning, Making Motherhood

Kenneth R. Cabell, *Clark University*
Giuseppina Marsico, *University of Salerno*
Carlos Cornejo, *Pontificia Universidad Católica de Chile*
Jaan Valsiner, *Niels Bohr Professor of Cultural Psychology, Aalborg University*

A volume in the series *Annals of Cultural Psychology*

2015. Paperback 978-1-68123-140-2 \$45.99. Hardcover 978-1-68123-141-9 \$85.99. eBook 978-1-68123-142-6 \$50

This volume is the firstborn of the Annals of Cultural Psychology-- a yearly edited book series in the field of Cultural Psychology. It came into being as there is a need for reflection on “where and what” the discipline needs to further develop, in such a way, the current frontiers and to foster the elaboration of new fruitful ideas.

The topic chosen for the first volume is perhaps the most fundamental of all- motherhood. We are all here because at some unspecifiable time in the past, different women labored hard to bring each of us into this World. These women were not thinking of culture, but were just giving birth. Yet by their reproductive success—and years of worry about our growing up—we are now, thankfully to them, in a position to discuss the general notion of motherhood from the angle of cultural psychology. Each person who is born needs a mother—first the real one, and then possibly a myriad of symbolic ones—from “my mother” to “mother superior” to “my motherland”. Thus, it is not by coincidence if the first volume of the series is about motherhood. We the editors feel it is the topic that links our existence with one of the universals of human survival as a species.

In very general terms what this book aims to do is to question the ontology of Motherhood in favor of an ontogenetic approach to Life’s Course, where having a child represents a big transition in a woman’s trajectory and where becoming (or not becoming) mother is heuristically more interesting than being a mother. We here present a reticulated work that digs into a cultural phenomenon giving to the readers the clear idea of making motherhood (and not taking for granted motherhood). By looking at absences, shadows and ruptures rather than the normativeness of motherhood, cultural psychology can provide a theoretical model in explaining the cultural multifaceted nature of human activity.



Making Our Ideas Clear Pragmatism in Psychoanalysis

Philip Rosenbaum, *Haverford College*

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

2015. Paperback 9781623968670 \$45.99. Hardcover 9781623968687 \$85.99. eBook 9781623968694 \$50

This book brings pragmatic theory and praxis into dialogue with contemporary psychodynamic ideas, practitioners, and clinical issues. Generally considered as a historical footnote to psychoanalysis, the chapters in this volume demonstrate pragmatism’s continued relevance for contemporary thought. Not only does pragmatism share many of the values and sensibilities of contemporary psychodynamics, its rich philosophical and theoretical emphasis on active meaning making and agentic being in the world complements and extends current thinking about the social nature of self and mind, how we occupy space in the world, non-linear development, and processes of communication.



Organizational Behavior An Evidence-Based Approach, 13th Ed.

Fred Luthans, *University of Nebraska, Lincoln*
Brett C. Luthans, *Missouri Western State University*
Kyle W. Luthans, *University of Nebraska at Kearney*

2015. Paperback 978-1-68123-119-8 \$45.99. Hardcover 978-1-68123-120-4 \$85.99. eBook 978-1-68123-121-1 \$50

Our goal with this 13th Edition is to keep this first mainline organizational behavior text up-to-date with the latest and relevant theory building, basic and applied research, and the best-practice applications. We give special recognition of this scientific foundation by our subtitle - An Evidence-Based Approach. As emphasized in the introductory chapter, the time has come to help narrow the theory/research—effective application/practice gap. This has been the mission from the beginning of this text. As “hard evidence” for this theory/research based text, we can say unequivocally that no other

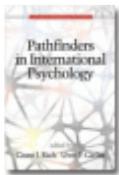
organizational behavior text has close to the number of footnote references. For example, whereas a few texts may have up to 40 or even 50 references for a few chapters, all the chapters of this text average more than twice that amount. This edition continues the tradition by incorporating recent breakthrough research to provide and add to the evidence on the theories and techniques presented throughout. Two distinguishing features that no other organizational behavior textbook can claim are the following:

1) We are committed at this stage of development of the field of OB to a comprehensive theoretical framework to structure our text. Instead of the typical potpourri of chapters and topics, there is now the opportunity to have a sound conceptual framework to present our now credible (evidence-based) body of knowledge. We use the widely recognized, very comprehensive social cognitive theory to structure this text. We present the background and theory building of this framework in the introductory chapter and also provide a specific model (Figure 1.5) that fits in all 14 chapters. Importantly, the logic of this conceptual framework requires two chapters not found in other texts and the rearrangement and combination of several others. For example, in the opening organizational context part there is Chapter 4, “Reward Systems,” and in the cognitive processes second part, Chapter 7, “Positive Organizational Behavior and Psychological Capital,” that no other text contains.

2) The second unique feature reflects our continuing basic research program over the years. Chapter 7 contains our most recent work on what we have termed “Positive Organizational Behavior” and “Psychological Capital” (or PsyCap). [The three of us introduced the term “Psychological Capital” in our joint article in 2004]. To meet the inclusion criteria (positive; theory and research based; valid measurement; open to development; and manage for performance improvement), for the first time the topics of optimism, hope, happiness/subjective well-being, resiliency, emotional intelligence, self-efficacy, and our overall core construct of psychological capital have been given chapter status.

Just as real-world management can no longer afford to evolve slowly, neither can the academic side of the field. With the uncertain, very turbulent environment most organizations face today, drastically new ideas, approaches, and techniques are needed both in the practice of management and in the way we study and apply the field of organizational behavior. This text mirrors these needed changes.

Social Cognitive Conceptual Framework. The book contains 14 chapters in four major parts. Social cognitive theory explains organizational behavior in terms of both environmental, contextual events and internal cognitive factors, as well as the dynamics and outcomes of the organizational behavior itself. Thus, Part One provides the evidence-based and organizational context for the study and application of organizational behavior.



Pathfinders in International Psychology

Grant J. Rich, *Consulting Psychologist, Juneau, Alaska*
Uwe Gielen, *St. Francis College*

A volume in the series *International Psychology*

2015. Paperback 978-1-68123-143-3 \$45.99. Hardcover 978-1-68123-144-0 \$85.99. eBook 978-1-68123-145-7 \$50

This book provides a global overview of pioneers in international psychology with contributions from distinguished authors from representative nations around the world. Chapters offer biographical profiles describing the personal histories and professional contributions of leading figures in psychology from across the globe that represent the diversity of psychology. This volume can serve as a core or supplemental text for a broad range of courses in Psychology, International Studies, and Education, with particular interest to those teaching international psychology, cross-cultural psychology, and history of psychology.



Psychology in Black and White The Project of a Theory-Driven Science

Sergio Salvatore, *University of Salento*

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

2015. Paperback 978-1-68123-116-7 \$45.99. Hardcover 978-1-68123-117-4 \$85.99. eBook 978-1-68123-118-1 \$50

This book is long awaited within the contemporarily creative field of cultural psychologies. It is a theoretical synthesis that is at the level of innovations that Sigmund Freud, James Mark Baldwin, William Stern, Kurt Lewin, Jean Piaget, Lev Vygotsky and Jan Smedslund have brought into psychology over the past century. Here we can observe a creative solution to integrating cultural psychology with the rich traditions of psychodynamic perspectives, without repeating the conceptual impasses in which many psychoanalytic perspectives have become caught.



Self-Concept, Motivation and Identity Underpinning Success with Research and Practice

Frédéric Guay, *Université Laval Québec*
Herbert Marsh, *Australian Catholic University*
Dennis M. McInerney, *Hong Kong Institute of Education*
Rhonda G. Craven, *Australian Catholic University*

A volume in the series *International Advances in Self Research*

2015. Paperback 978-1-68123-167-9 \$45.99. Hardcover 978-1-68123-168-6 \$85.99. eBook 978-1-68123-169-3 \$50

The concept of the Self has a long history that dates back from the ancient Greeks such as Aristotle to more contemporary thinkers such as Wundt, James, Mead, Cooley, Freud, Rogers, and Erikson (Tesser & Felson, 2000). Research on the Self relates to a range of phenomena including self-esteem, self-concept, self-protection, self-verification, self-awareness, identity, self-efficacy, self-determination etc. that could be sharply different or very similar. Despite this long tradition of thinkers and the numerous studies conducted on the Self, this concept is still not very well defined. More precisely, it is not a precise object of study, but rather a collection of loosely related subtopics (Baumesiter, 1998). Also, in the philosophical literature, the legitimacy of the concept of “self” has been brought into question. Some authors have argued that the self is not a psychological entity per se, but rather an illusion created by the complex interplay between cognitive and neurological subsystems (Zahavi, 2005). Although no definitive consensus has been reached regarding the Self, we emphasize in this volume that the Self and its related phenomena including self-concept, motivation, and identity are crucial for understanding consciousness and therefore important to understand human behavior.

Self-concept, motivation and identity: Underpinning success with research and practice provides thus a unique insight into self-concept and its relationship to motivation and identity from varied theoretical and empirical perspectives. This volume is intended to develop both theoretical and methodological ideas and to present empirical evidence demonstrating the importance of theory and research to effective practice.



The Social Dynamics of Organizational Justice

Stephen W. Gilliland, *University of Arizona*
Dirk D. Steiner, *Universite de Nice-Sophia Antipolis*
Daniel P. Skarlicki, *The University of British Columbia*

A volume in the series *Research in Social Issues in Management*

2015. Paperback 9781623968601 \$45.99. Hardcover 9781623968618 \$85.99. eBook 9781623968625 \$50

This eighth volume in the Research in Social Issues in Management series explores a variety of social relations to expand our thinking about organizational justice, which is fundamentally based on relationships between organizational authorities and the employees of the organizations. These relationships also emphasize the roles of various actors and suggest fairness perspectives other than that of subordinates’ perceptions of the treatment received from their superiors.

The 10 chapters of the volume are divided into two major sections plus a conclusion. The first section presents five chapters that bring new theoretical perspectives to bear on justice considerations. Topics treated throughout this section include conflicting perspectives on justice, psychological distance, greed, and punishment. The second section places emphasis on leaders’ or managers’ perspectives of justice, going back to some of the initial proactive roots of justice rather than on what has become the more traditional focus, that of subordinate perceptions or reactive justice. In the contributions comprising this section, leaders’ personalities, their motives, and their position as both superiors of some employees and subordinates of their own superiors are examined to provide new perspectives on the leadership role in justice matters.

The concluding chapter, by Brockner and Carter, comments on the collection of chapters and proposes extensions and alternative perspectives for consideration. This commentary chapter suggests that the volume surfs a fifth wave in the history of justice research as these chapters all examine justice as a dependent variable influenced by numerous factors.



Temporality Culture in the Flow of Human Experience

Livia Mathias Simão, *University of Sao Paulo*
Danilo Silva Guimarães, *University of São Paulo*
Jaan Valsiner, *Niels Bohr Professor of Cultural Psychology, Aalborg University*

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*
2015. Paperback 9781623969677 \$45.99. Hardcover 9781623969684 \$85.99. eBook 9781623969691 \$50

This book comes as part of a broader project the first editor is developing in collaboration with the other two, aiming critically to articulate the central philosophical issue of time and temporality with Cultural Psychology and related areas in its frontier. Similarly to the previous milestone in this effort—Otherness in Question: Labyrinths of the Self, published in this same series, the present one we also invited international cast of authors to bring their perspectives about a possible dialogue between a central philosophical issue and the core subject of their respective research domains. The book interests to researchers, scholars, professionals and students in Psychology and its areas of frontier.



Understanding Neoliberal Rule in Higher Education Educational Fronts for Local and Global Justice

Mark Abendroth, *SUNY Empire State College*
Brad J. Porfilio, *CSU, East Bay*

A volume in the series *Critical Constructions: Studies on Education and Society*
2015. Paperback 978-1-68123-125-9 \$45.99. Hardcover 978-1-68123-126-6 \$85.99. eBook 978-1-68123-127-3 \$50

The word fundamentalism usually conjures up images of religions and their most zealous followers. Much less often the word appears in connection with political economy. The phrase “free market” gives the connotation that capitalism is freedom. Neoliberalism is the rise of global free-market fundamentalism. It reaches into nearly every aspect of our daily lives as it seeks to dominate and eliminate the last vestiges of public domains through wanton privatization and deregulation. It degrades all that is public. The good news is that a global community of resistance continues to struggle against neoliberal oppression. Formal and informal education entities contribute to these struggles, offering visions and strategies for creating a better future.

The purpose of this volume is twofold. Several contributors will highlight how the neoliberal agenda is impacting educational policy formation, teaching and learning, and relationships between institutions of higher education and communities. Other contributors will highlight how the global community has gradually become conscious of the ideological doctrine and how it is responsible for human suffering and misery.

The volume is needed because the growing body of educational research linked to exploring the impact of neoliberalism on education and society fails to provide conceptual or historical understanding of this ideology. It is also an important scholarly intervention because it provides insights as to why educators, scholars, and other global citizens have challenged the intrusion of market forces over life inside universities and colleges.

Teaching faculty, research faculty, and anyone who yearns to understand what is behind the debilitating trend of commercial forces subverting humanizing educational projects would benefit from this volume. Activists, educators, youth, and scholars who seek strategies and visions for building democratic higher education and a more democratic society would consider this volume essential reading.



Understanding Neoliberal Rule in K-12 Schools Educational Fronts for Local and Global Justice

Mark Abendroth, *SUNY Empire State College*
Brad J. Porfilio, *CSU, East Bay*

A volume in the series *Critical Constructions: Studies on Education and Society*
2015. Paperback 978-1-68123-122-8 \$45.99. Hardcover 978-1-68123-123-5 \$85.99. eBook 978-1-68123-124-2 \$50

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Use of Visual Displays in Research and Testing Coding, Interpreting, and Reporting Data

Matthew T. McCrudden, *Victoria University of Wellington*
Gregory Schraw, *University of Nevada - Las Vegas*
Chad Buckendahl, *Alpine Testing*

A volume in the series *Current Perspectives on Cognition, Learning and Instruction*
2015. Paperback 978-1-68123-101-3 \$45.99. Hardcover 978-1-68123-102-0 \$85.99. eBook 978-1-68123-103-7 \$50

Visual displays play a crucial role in knowledge generation and communication. The purpose of the volume is to provide researchers with a framework that helps them use visual displays to organize and interpret data; and to communicate their findings in a comprehensible way within different research (e.g., quantitative, mixed methods) and testing traditions that improves the presentation and understanding of findings. Further, this book includes contributions from leading scholars in testing and quantitative, qualitative, and mixed methods research, and results reporting. The volume’s focal question is: What are the best principles and practices for the use of visual displays in the research and testing process, which broadly includes the analysis, organization, interpretation, and communication of data?

The volume is organized into four sections. Section I provides a rationale for this volume; namely, that including visual displays in research and testing can enhance comprehension and processing efficiency. Section II includes addresses theoretical frameworks and universal design principles for visual displays. Section III examines the use of visual displays in quantitative, qualitative, and mixed methods research. Section IV focuses on using visual displays to report testing and assessment data.



Advancing Methodologies to Support Both Summative and Formative Assessments

Ying Cheng, *University of Notre Dame*
Hua-Hua Chang, *University of Illinois at Urbana-Champaign*

A volume in the series *Chinese American Educational Research and Development Association Book Series*
2014. Paperback 9781623965952 \$45.99. Hardcover 9781623965969 \$85.99. eBook 9781623965976 \$50

Over the past thirty years, student assessment has become an increasingly important component of public education. A variety of methodologies in testing have been developed to obtain and interpret the wealth of assessment outcomes. As assessment goals are getting increasingly multifaceted, new testing methodologies are called for to provide more accessible and reliable information on more complex constructs or processes, such as students' critical thinking and problem-solving skills.

Testing methodologies are needed to extract information from assessments on such complicated skills, in order to advise teachers about certain areas of students that need intervention. It is even a bigger challenge, and a vital mission of today’s large-scale assessments, to gain such information from testing data in an efficient manner. For example PARCC and Smarter Balanced Assessments consortia are both striving to offer formative

assessments through individualized, tailored testing. The book provides state-of-the-art coverage on new methodologies to support traditional summative assessment, and more importantly, for emerging formative assessments.



Applied Psychometrics using SAS

Holmes Finch, *Ball State University*
Brian F. French, *Washington State University*
Jason C. Immekus, *University of Louisville*

2014. Paperback 9781623966942 \$45.99. Hardcover 9781623966959 \$85.99. eBook 9781623966966 \$50

The book will be designed primarily for graduate students (or advanced undergraduates) who are learning psychometrics, as well as professionals in the field who need a reference for use in their practice. We would assume that users have some basic knowledge of using SAS to read data and conduct basic analyses (e.g., descriptive statistics, frequency distributions). In addition, the reader should be familiar with basic statistical concepts such as descriptive statistics (e.g., mean, median, variance, standard deviation), percentiles and the rudiments of hypothesis testing. They should also have a passing familiarity with issues in psychometrics such as reliability, validity and test/survey scoring. We will not assume any more than basic familiarity with these issues, and will devote a portion of each chapter (as well as the entire first chapter) to reviewing many of these basic ideas for those not familiar with them.

We envision the book as being useful either as a primary text for a course on applied measurement where SAS is the main platform for instruction, or as a supplement to a more theoretical text. We also anticipate that readers working in government agencies responsible for testing and measurement issues at the local, state and national levels, and private testing, survey and market research companies, as well as faculty members needing a practical resource for psychometric practice will serve as a market for the book. In short, the readership would include graduate students, faculty members, data analysts and psychometricians responsible for analysis of survey response data, as well as educational and psychological assessments.

The goal of the book is to provide readers with the tools necessary for assessing the psychometric qualities of educational and psychological measures as well as surveys and questionnaires. Each chapter will cover an issue pertinent to psychometric and measurement practice, with an emphasis on application. Topics will be briefly discussed from a theoretical/technical perspective in order to provide the reader with the background necessary to correctly use and interpret the statistical analyses that will be presented subsequently. Readers will then be presented with examples illustrating a particular concept (e.g., reliability). These examples will include a discussion of the particular analysis, along with the SAS code necessary to conduct them. The resulting output will then be discussed in detail, focusing on the interpretation of the results. Finally, examples of how these results might be written up will also be included in the text. It is hoped that this mixture of theory with examples of actual practice will serve the reader both as a pedagogical tool and as a reference work.



Biographical Ruptures and Their Repair Cultural Transitions in Development

Amrei C. Joerchel, *Sigmund Freud Privatuniversität*
Gerhard Benetka, *Sigmund Freud Privatuniversität*

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*
2014. Paperback 9781623968380 \$45.99. Hardcover 9781623968397 \$85.99. eBook 9781623968403 \$50

Biographical ruptures and their repairs: Cultural transitions in development represents the efforts of bridging theoretical, methodological, and practice oriented issues revolving around the notion of biographical ruptures and their repairs. The aim is to bring novel understandings from cultural psychological perspectives to the debate of what it means to be a developing human being in an ever changing world.

Contrary to mainstream psychology ruptures and repairs are here not necessarily understood as a personal experience, which must be overcome through various coping strategies. Rather, ruptures are understood as experiences, which necessarily emerge out of the complex interrelatedness of intra-psychological, inter-personal, and societal processes. Moving along these different levels of analysis, each of the 13 chapters of this book contributes to the general cultural psychological understanding of ruptures from their own particular standpoint. The notion of ruptures and their repairs are discussed from such differing standpoints such as classical developmental psychological theories and challenges to such developmental approaches. They are discussed in relation to racial interpellations using the documentary method and social representations theory. On the object level ruptures are pointed out within popular music videos and from a Ganzheitspsychological approach and others.

The current book thus does not only represent a conglomerate of various theoretical, methodological, or practice oriented approaches to ruptures and

their repairs, each adding with their own expertise to a better understand of the phenomenon in its whole. It also demonstrated a lively debate between leading specialists and practitioners from different disciplines and countries. Theoretical and methodological issues, as well as ethical and moral ones, are each discussed from their own cultural psychological viewpoint. This book will interest practitioners, scientists and students or anyone who is interested in biographical rupture and their repairs from a cultural psychological, developmental, social psychological or psychotherapeutic viewpoint.



Cultural Psychology and Its Future Complementarity in a New Key

Brady Wagoner, *Aalborg University*
Nandita Chaudhary, *University of Delhi*
Pernille Hviid, *University of Copenhagen*

A volume in the series *Niels Bohr Professorship Lectures in Cultural Psychology*

2014. Paperback 9781623966256 \$45.99. Hardcover 9781623966263 \$85.99. eBook 9781623966270 \$50

Cultural Psychology is a radical new look in psychology that studies how persons and social-cultural worlds mutually constitute one another. With the increase of globalization and multicultural exchanges, cultural psychology becomes the psychological science for the 21st century. Encounters with others fundamentally transform the way we understand ourselves. No longer can we ignore questions about how our cultural traditions, practices, beliefs, artifacts and other people constitute how we approach, understand, imagine and remember the world. The Niels Bohr Professorship Lectures in Cultural Psychology series aims to highlight and develop new ideas that advance our understanding of these issues.

This first volume in the series features an address by Prof. Jaan Valsiner, which is followed by ten commentary chapters and his response to them. In his lecture, Valsiner explores what Niels Bohr's revolutionary principle of 'complementarity' can contribute to the development of a cultural psychology that takes time, semiotics, and human feeling seriously. Commentators further discuss how complementarity can act as an epistemology for psychology; a number of new methodological strategies for incorporating culture and time into investigations; and what cultural psychology can contribute to our understanding of imagination, art, language and self-other relations.



Culture and Political Psychology A Societal Perspective

Thalia Magioglou, *EPoPS, FMSH/Centre Edgar Morin, EHESS, France*

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

2014. Paperback 9781623963675 \$45.99. Hardcover 9781623963682 \$85.99. eBook 9781623963699 \$50

This book is perhaps the first systematic treatment of politics from the perspective of cultural psychology. Politics is a complex that psychology usually fails to understand—as it assumes a position in society that attempts to be free of politics itself. Politics is associated both with an everyday practice, and the dynamics of globalization; with the way group conflicts, ideologies, social representations and identities, are lived and co-constructed by social actors. The authors of the book address these issues through their research grounded in different parts of the world, on democracy and political order, the social representation of power, gender studies, the use of metaphors and symbolic power in political discourse, social identities and methodological questions. The book will be used by social and political psychologists but is also of interest to the other social sciences: political scientists, sociologists, anthropologists, educationalists, and it is at a level where sophisticated lay public would be able to appreciate its coverage. Its use in upperlevel college teaching is possible, and expected at graduate/postgraduate levels.



Fooling Around Creative Learning Pathways

Lene Tanggaard, *Aalborg University*

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

2014. Paperback 9781623965921 \$45.99. Hardcover 9781623965938 \$49.99. eBook 9781623965945 \$50

Some old ideas can become very new. This is the case of the notion of creativity in psychology. Traditionally conceptualized in the narrow framework of the amazing things poets, composers, painters, and scientists do, creativity research had reached an impasse in its efforts to locate creativity within the confines of personality characteristics.

This is the time for change. The New Look at creativity that is rooted within the sociocultural tradition in psychology and elaborated in the present book finds creativity in each and every moment of our everyday lives. We are creative when we move around in the streets, dance tango, fool around with our self-images while shopping for clothes, or resist pre-given recipes while cooking dinners. We are being creative even in our bedrooms where we perform the difficult tasks of falling asleep or waking up through arrays of sleep inducers and alarm clocks, not to speak of the time we spend in the very state of sleep. All our actions at night—ranging from what we later call nightmares—or dreams—are arenas of creativity even if we may barely remember what we have done.

The present monograph by Lene Tanggaard constitutes a powerful multi-pronged exposition of the New Look at Creativity. Its starting point is in the move to pay attention to the processes of acting in everyday life—rather than start from the classification of products of human actions into classes of “creative” versus “non-creative.”



Multicentric Identities in a Globalizing World

Sergio Salvatore, *University of Salento*

Alessandro Gennaro, *University of Salento*

Jaan Valsiner, *Niels Bohr Professor of Cultural Psychology, Aalborg University*

A volume in the series *Yearbook of Idiographic Science*

2014. Paperback 9781623967178 \$45.99. Hardcover 9781623967185 \$85.99. eBook 9781623967192 \$50

The volume represents the continuing of a the Yearbook of Idiographic Science project, born in 2009 and developed through an annual series of volumes collecting contributes aimed at developing the integration of idiographic and nomothetic approaches in psychology and more in general social science.

This year's YIS project received many positive feedbacks and signals of interest, as well as several submissions, from many parts of the world. This fifth volume directs attention to relevant and actual psycho-social phenomena as the development of identity in terms of self identity, social identity and local identity

The volume is directed to students, researchers and clinicians, interested in deepening theoretical and methodological issues and improve clinical practices and research cultures.



No Small Lives

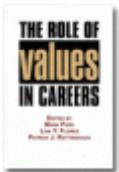
Handbook of North American Early Women Adult Educators, 1925-1950

Susan Imel, *The Ohio State University*
Gretchen T. Bersch, *University of Alaska Anchorage*

2014. Paperback 9781623968830 \$45.99. Hardcover 9781623968847 \$85.99. eBook 9781623968854 \$50

No Small Lives: Handbook of North American Early Women Adult Educators, 1925-1950 contains the stories of 26 North American women who were active in the field of adult education sometime between the years of 1925 and 1950. Generally, women's contributions have been omitted from the field's histories. No Small Lives is designed to address this gap and restore women to their rightful place in the history of adult education in North America.

The primary audience for this book is adult education professors and their graduate students. This book can be used in courses including history and sociology of adult education, the adult learner, courses specific to exploring women's contributions and activities. The secondary audience is the broader fields of women's studies, feminist history, sociology and psychology or those fields that include an examination of women in the early twentieth century. It could also be useful to those focusing on more specific topics such as gender and race studies, prejudice, marginalization, power, how women were sometimes portrayed as invisible or as central figures, and women in leadership and policy making.



The Role of Values in Careers

Mark Pope, *University of Missouri - Saint Louis*
Lisa Y. Flores, *University of Missouri - Columbia*
Patrick J. Rottinghaus, *Southern Illinois University Carbondale*

2014. Paperback 9781623966461 \$45.99. Hardcover 9781623966478 \$85.99. eBook 9781623966485 \$50

Values are of critical importance in the practice of career counseling as evidenced by the pervasive use of values surveys and values card sorts by career counselors, vocational and counseling psychologists, career development facilitators, career coaches, and other career development practitioners.

The purpose of this book is to provide practitioners, faculty, and researchers in vocational psychology and career counseling with a foundational tool to guide their work. This book focuses on the critical role that values play in a person's career, addressing values from a broad array of perspectives, including cultural and international perspectives, to illuminate the place of values within vocational psychology and career development.

The book will be directed primarily toward psychology and counselor education faculty who teach advanced undergraduate and graduate courses in vocational psychology, career development, career assessment, and career counseling. Although there is a range of readership (undergraduate and graduate students as well as professionals already in the field), the authors understand the differences in reading level and agree to write for all levels.



StreetWays

Chronicling the Homeless in Miami

Eugene F. Provenzo, Jr, *University of Miami*
Edward Ameen
Alain Bengochea
Kristen Doorn
Ryan W. Pontier
Sabrina F. Sembiante

A volume in the series *The University of Miami School of Education and Human Development Series*
2014. Paperback 9781623967567 \$39.99. Hardcover 9781623967574 \$59.99. eBook 9781623967581 \$50

Photographs by Lewis P. Wilkerson

StreetWays: Chronicling the Homeless in Miami is a collection of interviews with 28 homeless individuals living in downtown Miami and Miami Beach. Besides extensive photographs of these people and their lives on the street, the book also includes interviews with social service providers, as well as a detailed analysis of homelessness in the United States and more specifically in Miami. The work concludes with a policy analysis and suggestions for addressing issues of homelessness in Miami and the nation.

StreetWays attempts to make clear how and why homelessness occurs, and what the actual lives and experiences of the homeless are about. Through extensive interviews and extensive documentary photographs, a selected group of homeless Miamians lose their invisibility as their experiences, needs and aspirations are reported. The book calls for a better understanding of the experience of homelessness places such as Miami, and of the need to understand homelessness as an issue of diversity and human rights.

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