

INFORMATION AGE PUBLISHING

PSYCHOLOGY 2021

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RECENT TITLES

ADVANCES IN AUTISM SPECTRUM DISORDER



Sleep Difficulties and Disorders in Autism Spectrum Disorder

Amanda Richdale, La Trobe University; Kyle P. Johnson, Oregon Health & Science University

A volume in the series *Advances in Autism Spectrum Disorder*

2020. Paperback 978-1-64802-094-0 \$45.99. Hardcover 978-1-64802-095-7 \$85.99. eBook 978-1-64802-096-4 \$65.

Increasingly, the importance of sleep is recognized as being on a par with diet and exercise as a key to good health and wellbeing; adequate, restful sleep is key to a healthy lifestyle. Sleep deprivation is associated with poor physical and mental health, including obesity, metabolic disturbances such as diabetes, inflammation, clinical depression, and cognitive impairments. In our youth, inadequate sleep impairs academic performance, is associated with attention-deficit/hyperactivity disorder-type symptoms and behaviors, and may exacerbate aggressive, disruptive behavior.

Youth with autism spectrum disorder (ASD) experience sleep disturbances at rates much higher than their peers in the general population, particularly insomnia. The resultant sleep deprivation in youth with ASD is associated with daytime behavior problems and parental stress. Fortunately, researchers and clinicians now recognize that sleep problems and ASD are closely linked. Since 2000, the number of research studies regarding this link has increased about 20-fold, and we have become aware that poor sleep can be a lifespan issue for individuals with ASD. Given this explosion in research, it is time for a textbook that synthesizes current knowledge, and is accessible to clinicians, researchers, educators, and administrators alike. This book fills that gap.

ADVANCES IN CULTURAL PSYCHOLOGY: CONSTRUCTING HUMAN DEVELOPMENT



From Dream to Action Imagination and (Im)Possible Futures

Tatiana Valério; Ana Clara S. Bastos; Luca Tateo, University of Oslo (Norway) and Federal University of Bahia (Brazil)

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

2021. Paperback 978-1-64802-279-1 \$45.99. Hardcover 978-1-64802-280-7 \$85.99. eBook 978-1-64802-281-4 \$65.

The ubiquitous presence of imaginative work points at its importance among the higher mental functions. This collective volume discusses both the social relevance of imagination, that cannot be reduced to an inter-individual feature, and the cultural-historical conditions of imagining. The authors develop different theoretical and empirical works in which imagining, planning, anticipating, remembering and acting are put in relation with crucial moments of human existence, as early as birth and even after death. The proposal of this volume emerged during a “kitchen seminar” session at the III International Seminar of Cultural Psychology in Salvador da Bahia (Brazil, 2017). The debate revolved around the imaginative capability of human beings and the possibilities to investigate this phenomenon in a new key. The awareness that an innovative theoretical and empirical contribution was needed to the understanding of imaginative phenomena in everyday life led to the proposal of the book *From Dream to Action: Imagination and (Im)Possible Futures*. The book aims to talk to different audiences: psychologists, sociologists, artists, teachers and healthcare professionals, addressing a variety of life experiences - such as imagining alternative futures when facing a terminal illness, an adoption, a transplant waiting list, or the choice to give up your musical instrument - mobilize multiple dimensions of human psyche, from the basic emotions to the more sophisticated higher mental functions. The constant effort is to understand the psychological and sociocultural dynamics of each event, and to contribute to the understanding of human imagining in the area of semiotic-cultural psychology, dialoguing with contributions from all the human and social sciences.



Making of Distinctions Towards a Social Science of Inclusive Oppositions

Antony Palackal, University of Kerala; Nandita Chaudhary, University of Delhi; Giuseppina Marsico, University of Salerno

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

2021. Paperback 978-1-64802-320-0 \$45.99. Hardcover 978-1-64802-321-7 \$85.99. eBook 978-1-64802-322-4 \$65.

The volume revolves around the theme 'inclusive oppositions' in social sciences that address the issue of making of distinctions and create artificial dichotomies and dualistic view of society. It is set against the currents of systematic reduction of anthropodiversity and psychodiversity, which appears as a pathology of the current neo-liberalist and colonialist model of development. The volume is an attempt to overcome the colonial tendencies and forces to 'standardize' and 'homogenize' various categories and institutions in society by establishing structural relationality and intersectionality between the parts of the whole ecosystem where in the human and non-human intersect and interact.

The volume brings together a unique collaboration in the field of Cultural Psychology and offers the intellectual tools to grasp how a syncretic understanding of Identity and Culture unfolds, particularly in the key domain of gender. The chapters and commentaries uncover cultural dynamics and identity formation from a specific location, the region of Kerala in south-western India. The chapters and commentaries in this volume illustrates that Kerala is a cultural micro-cosmos, in which gender, identity, religion, ethnicity, caste, global market and tradition intersect to create complex and multiple subjects that do not fit in binary categorizations.

The compiled volume will be of great value to scholars, researchers and academicians in Social Sciences, particularly Cultural Psychology, Social Psychology, Sociology, Social Work, Political Science, Philosophy, Anthropology and Economics.

ANNALS OF CULTURAL PSYCHOLOGY



Cultural Psychology in Communities Tensions and Transformations

Floor van Alphen, Universidad Autónoma de Madrid; Susanne Normann, University of Oslo

A volume in the series *Annals of Cultural Psychology*

2020. Paperback 978-1-64802-195-4 \$45.99. Hardcover 978-1-64802-196-1 \$85.99. eBook 978-1-64802-197-8 \$65.

This volume aims at further articulating and developing the cultural psychological interest in community. It focuses on the processes through which individuals constitute communities and the processes that restrain or enable moving forward with others. This interest is necessary especially now that the world is on the move. Economic crises, political crises and ecological crises have led to reinforced migration patterns, a rise in authoritarianism and xenophobia, and have become a threat to the survival of the world as we know it, particularly to minorities and indigenous communities. At the same time, we are witnessing the birth of new networks, dialogues and actions, generated by people within, between and among communities. Therefore, this volume collects interdisciplinary theoretical, empirical and applied contributions enabling engagement with communities in cultural psychology. This involves both reflections on meaning-making processes and projections on how they feed into social transformation, in exchange with community psychology, anthropology and sociology.

People vitally depend on community to effectively negotiate or resist in complex intercultural or intergroup settings. In the wake of human rights violations or to prevent further damage to the environment a community is needed to undertake action. From feminist movements and disability activism to the otherwise marginalized: how do people constitute communities? How do they resist as a community? How can cultural psychology contribute not only to understand meaning-making processes, but also connect them to processes of social transformation?

Migration, moving through and connecting to different communities can affect meaning making in significant ways. People consider themselves as members of one or another community, but they also increasingly enter into new settings of social practice with new means for action. How might creative meaning-making build bridges between communities? How might new community arise in between or with others? How can cultural psychology deal with intercultural processes without reifying different cultures?

These are the central questions that the, mostly emerging, scholars from many corners of the world address in this book. Their research addresses different institutional settings that are resisted and transformed from within, in dialogue with others. From social work, NGOs and municipal activity to university talent mobility and art projects for youth. Other settings are newly inhabited, from the public square and the social media to a foreign city and neighborhood church. Thus, more communities appear on the map of cultural psychology.

CONTEMPORARY PERSPECTIVES ON LGBTQ ADVOCACY IN SOCIETIES



Unheard Voices

A Collection of Narratives by Black, Gay & Bisexual Men

Richard Gregory Johnson, University of San Francisco; Kevin O. Spencer, Independent Scholar; Annie Allen, Northwind Seminary

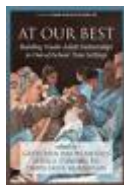
A volume in the series *Contemporary Perspectives on LGBTQ Advocacy in Societies*

2021. Paperback 978-1-64802-360-6 \$45.99. Hardcover 978-1-64802-361-3 \$85.99. eBook 978-1-64802-362-0 \$65.

The lives of African American gay men have greatly gone unnoticed in the American consciousness. Despite the fact that Black gay men have made great contributions to our global society. For example, James Baldwin served as a literature giant. Bayard Rustin was one of the key organizers of the 1963 March on Washington. Alphonso David is the first person of color to lead the HRC (Human Rights Campaign).

The purpose of this book is to discuss the narratives of Black gay men. There is no doubt that American history has done a nonexistent job of portraying the lives of these Black gay men. Most of these lives have been relegated to the background of society. This book purposes to change that narrative by having 10 to 12 gentlemen discuss their background and how it brought them to where they are in life now. The goal of this book is to also discuss the victory for each of the authors.

CURRENT ISSUES IN OUT-OF-SCHOOL TIME



At Our Best

Building Youth-Adult Partnerships in Out-of-School Time Settings

Gretchen Brion-Meisels, Harvard Graduate School of Education; Jessica Tseming Fei, Harvard Graduate School of Education; Deepa Sriya Vasudevan, Wellesley College

A volume in the series *Current Issues in Out-of-School Time*

2020. Paperback 978-1-64113-975-5 \$45.99. Hardcover 978-1-64113-976-2 \$85.99. eBook 978-1-64113-977-9 \$65.

At Our Best: Building Youth-Adult Partnerships in Out-of-School Time Settings brings together the voices of over 50 adults and youth to explore both the promises and challenges of intergenerational work in out-of-school time (OST) programs. Comprised of 14 chapters, this book features empirical research, conceptual essays, poetry, artwork, and engaged dialogue about the complexities of youth-adult partnerships in practice. *At Our Best* responds to key questions that practitioners, scholars, policymakers, and youth navigate in this work, such as: What role can (or should) adults play in supporting youth voice, learning, and activism? What approaches and strategies in youth-adult partnerships are effective in promoting positive youth development, individual and collective well-being, and setting-level change? What are the tensions and dilemmas that arise in the process of doing this work? And, how do we navigate youth-adult partnerships in the face of societal oppressions such as adultism, racism, and misogyny? Through highlighting contemporary cases of authentic youth-adult partnerships in youth programs, this fourth volume of the IAP series on OST aims to introduce, engage, and sharpen educators' understandings of the power and promise of these relationships. Together, the authors in this volume suggest that both building youth-adult partnerships and actively reflecting on intergenerational work are foundational practices to achieving transformational change in our OST organizations, schools, neighborhoods, and communities.

Praise for *At Our Best*:

"There is nothing more powerful in our efforts to improve our society than understanding how to cultivate deep and meaningful partnerships with young people. "At Our Best" offers key insights about the power of youth-adult partnerships in out-of-school time settings. Brion-Meisels, Fei & Vasudevan have compiled a powerful and comprehensive collection of voices of people who are blazing a new path in partnering with youth. This book is a must read for researchers and practitioners searching for fresh analysis and innovative insights into building youth-adult partnerships."

~ **Shawn Ginwright, Ph.D.**, Associate Professor of Education & Africana Studies, San Francisco State University
Chief Executive Officer, Flourish Agenda, Oakland CA

"There are few books that consider how youth and adults work as partners for the benefit of their schools, their communities and themselves. "At Our Best" changes the status quo. It takes seriously the urgency and centrality of intergenerational inclusion by bringing together the voices of educators, academics, artists, youth workers, organizers and students. The chapters move between theory and practice, providing rich reflections on foundations of youth-adult partnerships while also detailing best practices in out-of-school time. The authors generously share the struggles and joy of this work. In so doing, they provide a roadmap for navigating the complex work of youth-adult partnerships in our current social and political context."

~ **Shepherd Zeldin**, Professor Emeritus, Civil Society and Community Studies, University of Wisconsin-Madison

CURRENT PERSPECTIVES ON SCHOOL/UNIVERSITY/COMMUNITY RESEARCH



Alleviating the Educational Impact of Adverse Childhood Experiences School-University-Community Collaboration

R. Martin Reardon, East Carolina University; Jack Leonard, University of Massachusetts, Boston

A volume in the series *Current Perspectives on School/University/Community Research*

2020. Paperback 978-1-64802-112-1 \$45.99. Hardcover 978-1-64802-113-8 \$85.99. eBook 978-1-64802-114-5 \$65.

Recent crises—whether policy-induced (e.g., family separation at the Mexico/U.S. border) or natural disaster-related (e.g., hurricanes in Florida and North Carolina and wildfires in California)—have galvanized the attention of the U.S. and international public on the plight of children who endure these traumatic events. The sheer enormity of such wrenching events tend to overshadow the trauma endured by many children whose everyday life circumstances fall short of affording them a safe, stable, and nurturing environment.

At the national level, three rounds of data collection spanning January 2008 through April 2014 constituted the National Survey of Children's Exposure to Violence (NatSCEV) that—according to Finkelhor, Turner, Shattuck, and Hambly (2013) in reporting on the 2011 round—assessed “a wide range of childhood victimizations” (pp. 614-615). Among many other findings, Finkelhor et al. concluded that “overall, 57.7% of the children and youth had experienced or witnessed at least 1 to 5 aggregate exposures (assaults and bullying, sexual victimization, maltreatment by a caregiver, property victimization, or witnessing victimization) in the year before this survey” (p. 619). According to the recent re-visiting of NatSCEV II by Turner et al. (2017), “almost 1 in 4 children and adolescents ages 5-15 in the United States lived in family environments with only modest levels of safety, stability, and nurturance, while about 1 in 15 had consistently low levels across multiple domains” (p. 8).

Adverse childhood events (ACEs) have both immediate and long-term impacts on children's health and well-being (Banyard, Hambly, & Grych, 2017; Bowen, Jarrett, Stahl, Forrester, & Valmaggia, 2018; Walker & Walsh, 2015). Children do not shed their entanglement with ACEs at the schoolroom door. To highlight just one study, Jimenez, Wade, Lin, Morrow, & Reichman (2016) conducted a secondary analysis of a national urban birth cohort and found that experiencing ACEs in early childhood was “associated with below-average, teacher-reported academic and literacy skills and [more] behavior problems in kindergarten” (p. 1).

HISTORY AND SOCIETY: INTEGRATING SOCIAL, POLITICAL AND ECONOMIC SCIENCES



Beyond the Dichotomy Between Altruism and Egoism Society, Relationship, and Responsibility

Emiliana Mangone, University of Salerno

A volume in the series *History and Society: Integrating social, political and economic sciences*

2020. Paperback 978-1-64802-128-2 \$45.99. Hardcover 978-1-64802-129-9 \$85.99. eBook 978-1-64802-130-5 \$65.

The birth of the social sciences and specifically of sociology begets some open questions, among which the debate on altruism and the concept of social solidarity. The term altruism was firstly used by Auguste Comte. It is one of the few terms born within the scientific field that will enter the common language roughly maintaining the same meaning. For the positivist Comte, altruism represented the powerful impulse to the intellectual and moral development of humanity to which we must strive as a future state. The term commonly means all those actions whose benefits fall on others and not on the agent (actor). In short, for Comte, altruism means "to live for others" (vivre pour autrui).

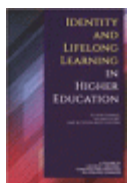
The centrality of altruism as part of the reflections of social sciences can be found in many classic authors. Durkheim, for example, explains the foundations of social solidarity in modern society precisely through the opposition between altruism and egoism and defines its implications in the book *Le Suicide* in 1897, also identifying what will later become the main typology of suicide by contrasting altruistic suicide with egoistic suicide. Likewise, both Weber and Marx, while not using the term altruism as such, refer to it indirectly. The former, when describing the ethics of love for the charismatic authority as opposed to legal and rational authority, the latter, when corroborating his polemics against Christian charity.

The interest in altruism as an object of study of social sciences, however, is progressively waning - especially in Europe. From the second half of the last century, theoretical and empirical studies show the indifference of social scientists towards this object, except for the Russian-American sociologist Sorokin, who in 1949 founded the Harvard Research Center in Creative Altruism. In recent years, however, the topic seems to take renewed vigor, especially in the United States with the birth in 2012 of the section "Altruism, Morality & Social Solidarity" within the American

Sociological Association. It considered these three aspects as a single field of disciplinary specialization, since they are significantly dependent on socio-cultural reality. This is the situation in the United States. In Europe, there is a renewed interest in studies on altruism, especially in French-language sociology, above all starting from the numerous contributions to reading and re-reading work on Marcel Mauss's on gift of 1925, and in following the anti-utilitarian movement and studies of the school of social representations of Moscovici, which leads to the definition of the elementary forms of altruism.

The book aims to analyze the concept of altruism starting from classical philosophy up to the systems of ideas of contemporaneity, considering the approaches and authors of reference in an interdisciplinary and transdisciplinary way. The representations of altruism and egoism in contemporary society are constantly changing, following the transformations of society itself. Having abandoned the idea that the factors leading to altruism or egoism lay only in human nature, we find them in people's conduct, freedom, relationships, their associative forms and society. The attention is thus turned to two elements of the daily life of individuals: culture and social relations. The book tries, therefore, through the meso-theories developed in recent decades, which study the relationships between life-world and social system, to describe the links between altruism, egoism, culture and social relations. We will pay particular attention to the relationality of individuals, in an attempt to overcome the dichotomy altruism/egoism by reading some aspects little considered by previous studies - or contemplated only indirectly or marginally. The ultimate goal is to highlight how positive actions are necessary for the contemporary society and how social sciences must go back and study positive socio-cultural actions and phenomena, not only negative, as a way to promote them for the well-being of the society.

I AM WHAT I BECOME: CONSTRUCTING IDENTITIES AS LIFELONG LEARNERS



Identity and Lifelong Learning in Higher Education

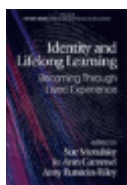
Jo Ann Gammel, Lesley University; Sue L. Motulsky, Lesley University; Amy Rutstein-Riley, Lesley University

A volume in the series *I Am What I Become: Constructing Identities as Lifelong Learners*
2019. Paperback 978-1-64113-885-7 \$45.99. Hardcover 978-1-64113-886-4 \$85.99. eBook 978-1-64113-887-1 \$65.

Learning and identity development are lifetime processes of becoming. The construction of self, of interest to scholars and practitioners in adult development and adult learning, is an ongoing process, with the self both forming and being formed by lived experience in privileged and oppressive contexts. Intersecting identities and the power dynamics within them shape how learners define themselves and others and how they make meaning of their experiences in the world. *I Am What I Become: Constructing Identities as Lifelong Learners* is an insightful and diverse collection of empirical research and narrative essays in identity development, adult development, and adult learning. The purpose of this series is to publish contributions that highlight the intimate connections between learning and identity. Our aim is to promote reflection and research at the intersection of identity and adult learning at any point across the adult lifespan and in any space where learning occurs: in school, at work, or in community.

The series aims to assist our readers to understand and nurture adults who are always in the process of becoming. Adult educators, adult development scholars, counselors, psychologists, and sociologists, along with education and training professionals in formal and informal learning settings, will revel in the rich array of qualitative research designs, methods, and findings as well as autobiographies and narrative essays that transform and expand our understanding of the lived experience of people both like us and unlike us, from the U.S. and beyond.

Volume One, *Identity and Lifelong Learning in Higher Education*, contains chapters by and about post-secondary educators and students. Together these chapters enhance our understanding of the inextricable link between learning and identity.



Identity and Lifelong Learning Becoming Through Lived Experience

Sue L. Motulsky, Lesley University; Jo Ann Gammel, Lesley University; Amy Rutstein-Riley, Lesley University

A volume in the series *I Am What I Become: Constructing Identities as Lifelong Learners*
2021. Paperback 978-1-64802-213-5 \$45.99. Hardcover 978-1-64802-214-2 \$85.99. eBook 978-1-64802-215-9 \$65.

Learning and identity development are lifetime processes of becoming. The construction of self, of interest to scholars and practitioners in adult development and adult learning, is an ongoing process, with the self both forming and being formed by lived experience in privileged and oppressive contexts. Intersecting identities and the power dynamics within them shape how learners define themselves and others and how they make meaning of their experiences in the world. The series, *I Am What I Become: Constructing Identities as Lifelong Learners*, is an insightful and diverse collection of empirical research and narrative essays in identity development, adult development, and adult learning. The purpose of this series is to publish contributions that highlight the intimate and intricate connections between learning and identity. The series aims to assist our readers to understand

and nurture adults who are always in the process of becoming. We hope to promote reflection and research at the intersection of identity and adult learning at any point across the adult lifespan. The rich array of qualitative research designs as well as autobiographic and narrative essays transform and expand our understanding of the lived experience of people both like us and unlike us, from the U.S. and beyond.

Identity and Lifelong Learning: Becoming through Lived Experience, Volume Two of the series, focuses on identity and learning within informal settings and life experiences. The contributions showcase the many ways that identity development and learning occur within cultural domains, through developmental and identity challenges or transitions in career or role, and in a variety of places from assisted living facilities to makerspaces. These chapters highlight identity and learning across the adult lifespan from millennials and emerging adults to midlife and older adults. The authors examine cultural, relational and social identity exploration and learning in international contexts and within marginalized communities. This volume features phenomenological and ethnographic qualitative studies, autoethnographies, case studies, and narratives that engage the reader in the myriad ways that adult development, learning, and identity connect and influence each other.

Praise for: Identity and Lifelong Learning: Becoming Through Lived Experience

"We all pay lip service to the importance of lifelong learning, but what is it exactly and how does it come about? The connections between identity and learning are intriguing and complex, especially when it comes to adult learners. In this very thoughtfully organized collection, researchers present qualitative and narrative studies, along with personal narratives, to explore identity development in formal and informal learning environments. Contributions from varied cultural contexts, most with powerful and moving stories to tell, provide insight into how identity, meaning-making, and adult learning and development intersect and influence each other. Psychologists, scholars and educators interested in identity development and meaning-making will find inspiration and fresh understanding in this innovative and enlightening series."

Ruthellen Josselson

Author of Paths to Fulfillment: Women's Search for Meaning and Identity

"This innovative series on adult development is inspiring and substantive. We hear voices from the margins and stories of courage. We read identity-formation narratives by young adults and experienced professionals who share impressive capacities for transparency, vulnerability, and self-reflection. Many of the narratives are embedded in rigorous qualitative research that highlights diverse ways that identity is shaped through social positionality, lived experience, the quest for individuation, and willingness to encounter life as a dynamic learning process."

Jared D. Kass, Lesley University

Author, of A Person-Centered Approach to Psychospiritual Maturation: Mentoring Psychological Resilience and Inclusive Community in Higher Education

INNOVATIONS IN QUALITATIVE RESEARCH



Cultures and Materialities of Imagination New Drug Practices and Engagements in a Digital World

Stephan S. Sieland, Roskilde University

A volume in the series *Innovations in Qualitative Research*

2020. Paperback 978-1-64802-276-0 \$45.99. Hardcover 978-1-64802-277-7 \$85.99. eBook 978-1-64802-278-4 \$65.

In our current digital era, imagination and the cultural and material conditions by which it is developed are more crucially than ever implicated in the experienced adversities and contradictions of drug use. The technological changes of society underscore the need for rethinking dominant understandings which portray addiction as an immediate and even mindless relation between a person and a substance or behavior, only minimally affected by subjective significance and historical alterations of everyday life. Indeed, from ancient mythology to our modern times drugs have been part of our cultural history. Understandings and practices of their uses have developed through cultural ideas and cultural-material conditions like traditions, rituals and routines. Today, the omnipresence of digital media in everyday life is massively changing and expanding such cultural and material conditions. Digital media equip people with associations between drugs and an incredible abundance of images, ideas, facts, fiction, narratives, plots, soundtracks, characters, and much more, and thereby expanding their imaginable potentials for providing answers to biographical questions. People and potential drug use become connected in novel and labyrinthine ways through digital communities and arrangements of everyday life. And digital media are part of and transform the cultural-material practices in which activities and experiences of intoxication actually take place. In the book, all these details are extensively analyzed empirically based on qualitative data on the lives of a number of young, Danish people who were undergoing treatment for drug-related problems at the time of the research. An underlying premise of the entire work is that addiction may be seen as a more extreme expression of how the technological developments in our contemporary world more generally speaking magnify the contradictory implications of imagination for modern living.

Over the recent years, psychological research into the significance of the human capacity to imagine for how people deal with and live their lives has received growing attention. Yet, the complex involvement of imagination in actual living and consequently the theoretical cruxes this engenders continue to amaze and surprise research and researchers. This book also contributes to these theoretical ambitions with a substantial work on the concept of imagination. It primarily suggests that a critical discussion of how imagining is essentially a contradictory process in everyday life and how it is always grounded in the agency of material aspects, ranging anywhere from mundane artifacts over mediated content to advanced technologies, is ultimately what makes the scientific study of imagination relevant to understanding and intervening in the dilemmas and crises of modern life and society.

The book will primarily interest scholars of social psychology of everyday life, scholars working conceptually and empirically on imagination, scholars of social studies of media, materiality and technology, and researchers or practitioners working with addictions.

INTERNATIONAL ADVANCES IN SELF RESEARCH



SELF - A Multidisciplinary Concept

Theresa Dicke, Australian Catholic University; Herbert Marsh, Australian Catholic University; Rhonda G. Craven, Australian Catholic University; Dennis M. McInerney, The Education University of Hong Kong

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

2021. Paperback 978-1-64802-262-3 \$45.99. Hardcover 978-1-64802-263-0 \$85.99. eBook 978-1-64802-264-7 \$65.

Research on the self relates to various phenomena including self-esteem, self-concept, self-verification, self-awareness, identity, self-efficacy, passion, self-determination, and goals. Moreover, research on self is multidisciplinary and of interest to a broad range of areas, such as education, economics, (social) psychology, neuro sciences, motivation, physical activity and behavior sciences, philosophy, and learning sciences. Chapters in this volume will illustrate some of the best of the research within these disciplines examining different aspects of self from various perspectives. A feature of this volume is that we will explore not only positive aspects of high perceived levels of self-determination and competence or self-concept on achievement, motivation and wellbeing, but also the dark side of an uncertain and negative self on identity and wellbeing. We learn from this that the self is a dynamic and powerful, yet fragile and highly amenable construct that needs self-care and constant reassurance.

SELF – A Multidisciplinary Concept thus highlights the broad application of self-research and its diversity. This volume is intended to develop both theoretical and methodological ideas and to present empirical evidence of various disciplines and applications dealing with self. The scope of this seventh volume of the International Advances in Self Research series, started in 2000 by Herbert W. Marsh, Dennis M. McInerney, and Rhonda G. Craven, is thus very broad. Keeping within the tradition of the series, this volume will highlight the applicability of a multitude of empirical approaches and methods to self-research. We also aimed to maintain a balance between discussing theoretical research in SELF and deriving implications for effective practice. This volume thus includes chapters covering self-related topics within an educational, social, emotional, psychological, physiological, managerial, and health context.

INTERNATIONAL PSYCHOLOGY



Behavioral Science in the Global Arena Addressing Timely Issues at the United Nations and Beyond

Elaine P. Congress, Fordham University; Harold Takooshian, Fordham University; Abigail Asper, Psych Hub

A volume in the series *International Psychology*

2020. Paperback 978-1-64802-082-7 \$45.99. Hardcover 978-1-64802-083-4 \$85.99. eBook 978-1-64802-084-1 \$65.

Behavioral scientists are increasingly involved in international work through cross cultural research, conference presentations, and faculty exchanges. Psychology and social work NGOs work at the United Nations, both on providing professional consultation on timely issues, as well as advocating to promote human rights and sustainable development. Although this work at the United Nations is an important arena for behavioral scientists, this has been barely covered in the academic literature.

"What are growing roles of psychology and the behavioral sciences at the United Nations today?" This first-ever volume brings together over 20 authors--both key experts and student interns--to answer this question. As the United Nations pursues its 17 Sustainable Development Goals (SDGs) for the year 2030, behavioral scientists now occupy increasingly diverse roles to pursue evidence-based answers for these 17 timely SDGs.

This panoramic yet concise 230-page volume is designed for students and professionals in the behavioral sciences, psychology and social work to provide state-of-the-art information on how behavioral scientists are addressing diverse global issues today. Each chapter offers a concise overview of a topic, including a glossary of current concepts, and citations to current research.

ENDORSEMENTS

"I am delighted to recommend this volume, which uncovers two important truths to the success of the UN. 1. The critical role of civil society that makes the UN more humane. 2. The important role of behavioral sciences in shaping UN policies to produce successful outcomes. Because of the UN, we've not had a third world war, yet. Human Rights have expanded beyond belief of anyone who founded the UN 75 years ago."

- **Bruce Knotts**, *U.S. diplomat, author, and Chair of the U.N. DPI NGO Executive Committee*

"As this new volume describes, the world is a better place because of the United Nations - where most of the world comes together with diverse and lofty goals such as protecting the environment, promoting health, supporting equality, and maintaining peace. All of these major goals require interventions that sometimes maintain and sometimes change human behavior. National and international policies need to be informed by the best available research in the behavioral sciences. Our future depends on it."

- **Diane F. Halpern, PhD.**, *Former President, American Psychological Association*

"Attaining the United Nations' 17 Sustainable Development Goals (SDGs) by 2030 is a formidable challenge that can be furthered by a foundation of solid evidence. This book provides a base of relevant psychological knowledge that can inform policy and interventions in the achievement of those goals."

- **Judith A. Gibbons, PhD**, *Past-President, Interamerican Society of Psychology*

"The authors make a convincing case for the relevance of behavioral sciences to the work of the United Nations. Progress on women's rights, preparing for and recovering from natural disasters, adapting to climate change, improving child well-being and more all have behavioral dimensions. These must be addressed for the UN to make progress on its goals. By chronicling the involvements of psychology and social work in the United Nations, this volume will inspire students and practitioners to engage further in global work and advocacy."

- **Lynne Healy, PhD**, *International Association of Schools of Social Work*

"Behavioral Science in the Global Arena - a timely and significant volume about the role of psychologists at the UN addressing our contemporary social problems - i.e. human rights, social justice, climate and environmental change. As Congress, Takooshian, and Asper demonstrate, it is time for psychologists to move from their individual focus toward social change at a macro, diverse and global focus following the UN's 17 sustainable development goals for 2030. We need to acknowledge changing population demographics, growing mobility and aging in our population, and recognize the continued gender inequities and disparities among migrants salient today. No longer can we simply consider psychology's role in the aftermath of disaster, but to be proactive and on the forefront about counterterrorism, climate change, etc. to promote global action so that we think and act together toward shared social change."

- **Jean Lau Chin, EdD, ABPP**, *Past-President, International Division, American Psychological Association*

"As the UN celebrates its diamond anniversary, it is fitting that thinkers in psychology provide critical insights into psychology's engagement with the UN SDG Agenda. The authors have carefully considered the UN from many vantage points, especially behavioural. This important volume posits fresh ideas for psychology's role and future impact in the only global body that brings all governments together to tackle the social, economic, political and security factors that are essential for peace and collective human development in our fragile world."

- **Saths Cooper, PhD**, *Past-President, International Union of Psychological Scientists (IUPsyS)*

"I am very excited to see the publication of a much-needed book on the contribution of the behavioral sciences at the UN which highlights the role of social work. The editors have successfully illuminated how social workers have been increasingly involved in addressing international issues. Speaking as the current president of NASW, member of the International Federation of Social Workers Executive and as a social work educator, I am especially appreciative of the content on the long-term involvement that social workers have had in the work of the UN. This book is a gift to students who are increasingly seeking to become involved in international social work. I am especially impressed by the editors' commitment to promoting the professional development of students by having them co-author the chapters in the book with both academics and UN leaders. Well done!"

- **Kathryn Conley Wehrmann, PhD, LCSW**, *President, National Association of Social Workers (NASW)*

ISSUES IN CAREER DEVELOPMENT



Career Development Across the Lifespan Counseling for Community, Schools, Higher Education, and Beyond (2nd Edition)

Grafton T. Eliason, California University of Pennsylvania; Mark Lepore, Clarion University of Pennsylvania; Jeff L. Samide, California University of Pennsylvania; John Patrick, California University of Pennsylvania

A volume in the series *Issues in Career Development*

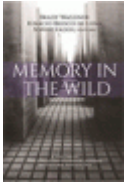
2019. Paperback 978-1-64113-734-8 \$74.99. Hardcover 978-1-64113-735-5 \$125.99. eBook 978-1-64113-736-2 \$65.

This second edition of *Career Counseling Across the Lifespan: Community, School, Higher Education, and Beyond* is the latest volume in the *Issues in Career Development Series*, edited by Drs. Grafton Eliason, Mark Lepore, Jeff Samide, and John Patrick, from California University of Pennsylvania and Clarion University of Pennsylvania. The purpose of *Career Development Across the Lifespan* is to provide a broad and in-depth look at the field of career development as it applies to individuals involved in all areas of community counseling, school counseling, and higher education. The book will examine some of the field's major theories, themes, approaches, and newest models incorporating chapters from national and international career counseling experts. Specific emphasis is spent examining issues reflective of today's challenges in developing and maintaining a workforce that is diverse, flexible, and efficient. Readers will be provided with an action-based framework built on the best available research.

This text book is truly the culmination of a decade's work, compiling comprehensive studies from four previous volumes and updating key concepts

in career counseling with the most contemporary theories and innovations. We examine three primary domains of career counseling throughout all of the developmental stages of the lifespan: community, schools K-12, and higher education. We include a specific focus on career history and theories, to prepare students for both the counseling environment and for national exams leading to certification and licensure, such as the (NCE) National Counseling Exam. We also include cutting edge research on contemporary topics, including such areas as: military careers, life after the military, individuals with disabilities or special needs, career counseling in our current socio-economic environment, and current technologies such as virtual counseling. In addition, we have added case studies and key terms as study guides at the end of each chapter. We are fortunate to include many recognized experts in the field of career counseling. *Career Counseling Across the Lifespan: Community, School, Higher Education, and Beyond* is a comprehensive text, written to address the broad needs of career counselors, educators, and students today.

NIELS BOHR PROFESSORSHIP LECTURES IN CULTURAL PSYCHOLOGY



Memory in the Wild

Brady Wagoner, Aalborg University; Ignacio Brescó de Luna, Aalborg University; Sophie Zadeh, University of Cambridge

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

2020. Paperback 978-1-64802-070-4 \$45.99. Hardcover 978-1-64802-071-1 \$85.99. eBook 978-1-64802-072-8 \$65.

Venturing out of the laboratory into the wild of natural settings, it becomes untenable to locate memory strictly in the head. Instead, memory appears as a materially extended and socially distributed process, embedded within culture and history. This book explores the complex relations between practices of remembering and the settings in which they are enacted. It advances a novel set of concepts developed from ecological, cognitive, cultural and narrative currents in psychology and further afield to analyze (1) trajectories of autobiographical remembering, (2) the relation between individual and collective memory, (3) memory and cultural transmission, as well as (4) various methodological techniques to investigate memory in the wild.



Where Culture and Mind Meet Principles for a Dynamic Cultural Psychology

Brady Wagoner, Aalborg University; Kevin Carriere, Washington & Jefferson College

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

2021. Paperback 978-1-64802-256-2 \$45.99. Hardcover 978-1-64802-257-9 \$85.99. eBook 978-1-64802-258-6 \$65.

Cultural psychology explores the mutual constitution of persons-minds and social-cultural worlds. It aims to be both transdisciplinary and international in its approach, and to develop theoretical models that remain faithful to people's lived experiences.

This volume further advances these objectives through an exploration of core concepts (especially, normativity, liminality, and resistance), cultural psychology's foundations in philosophy, and the translation of theory into a methodology for investigating distinctly human ways of relating to the world.

PEACE EDUCATION



Difficult Discussions Issues and Ideas for Engaging College Students in Peace and Justice Topics

Laura Finley, Barry University; Robin Cooper, Nova Southeastern University

A volume in the series *Peace Education*

2020. Paperback 978-1-64802-103-9 \$45.99. Hardcover 978-1-64802-104-6 \$85.99. eBook 978-1-64802-105-3 \$65.

Drawing from many disciplinary areas, this edited volume shares tools, techniques and ideas for engaging college students in difficult discussions. From sexual violence to race to poverty and more, chapters in the book present useful strategies as well as limitations in creating safe classroom spaces. Ideal for peace and justice educators, this volume also includes the voices of students in every chapter.

PERSPECTIVES ON HUMAN DEVELOPMENT



Children and Money Cultural Developmental Psychology of Pocket Money

Takahashi Noboru, Osaka Kyoiku University; Yamamoto Toshiya, Developmental Research Support Center

A volume in the series *Perspectives on Human Development*

2020. Paperback 978-1-64113-954-0 \$45.99. Hardcover 978-1-64113-955-7 \$85.99. eBook 978-1-64113-956-4 \$65.

In the “Pocket Money Project,” researchers from four countries, Japan, Korea, China, and Vietnam collaborated and studied how children in those four countries were involved with money, combining various research methods and approaches. What our project tries to present throughout this book is that money is not only just a tool of exchange in the context of the market economy; but, it also serves as a tool to mediate human relationships in individual cultures; and the tool is used and mediated by norms. The structure of the norms differs among cultures, and the same action has different meanings; thus, when the structure of norms in a culture is identified, the meaning of an action in the culture becomes clear.

The research practice of “the Cultural Psychology of Differences” does not aim to create inventories of static differences. When a researcher, who is also a member of a specific culture, witnesses common behavior (cultural practices) among the others belonging to a different culture, the researcher is surprised, and, at the same time, reflects on his or her own common behavior (cultural practices); by doing so, mutual understanding and empathy are deepened, and this is exactly what “the Cultural Psychology of Differences” aims to do. Culture of the others appears dynamically, swaying ourselves; theorizing such a process is the task of our “Cultural Psychology of Differences”.

We believe this practice of understanding different cultures will provide a practical prescription for mutual understanding through tensions and surprise not only for psychology but also for members of the countries that historically and constantly have had strained relationships. “Cultural Psychology of Differences” is the ideal that cultural psychology to study the relationships between mind and culture should be pursued in the future.



Vygotsky's Pedology of the School Age

René van der Veer, Emeritus Professor of Education

A volume in the series *Perspectives on Human Development*

2020. Paperback 978-1-64802-042-1 \$45.99. Hardcover 978-1-64802-043-8 \$85.99. eBook 978-1-64802-044-5 \$65.

This is an edited (introduced and annotated) book by the Russian psychologist Lev Vygotsky who belongs to the most well-known social scientists of the previous century and whose body of writings still serves as a source of inspiration for present-day researchers in psychology, education, linguistics, and so on. The book had not been translated into any language and was virtually unknown to the scientific community, because it is extremely hard to find a copy of the original. The book will cause excitement among those familiar with Vygotsky's writings, because it deals with an aspect of his life and work that is little known, notably his involvement with child studies or, as it is also known, pedology (paidology, paedology). Child studies was a new discipline launched by the American G. Stanley Hall which aimed to offer a comprehensive study of the child including psychological, educational, medical, and social aspects. The discipline enjoyed a brief popularity in the US and Europe until WW 1 and continued its existence in the USSR until 1936 when it was forbidden. The book gives a unique insight into Russian and Soviet pedology and will be interesting to anyone interested in developmental and general psychology, education, and the social history of these disciplines. As the book requires virtually no previous knowledge it can be read with profit by both undergraduate and graduate students and professors. An additional asset for those specifically interested in Vygotsky's theorizing is that it shows a whole new light on the social-historical and political background of his ideas. The book is introduced by an essay that explains the historical embeddedness of Vygotsky's ideas and the footnotes and list of brief biographies of key figures make it particularly easy to understand the book's content and context.

RESEARCH IN HUMAN RESOURCE MANAGEMENT



Research Methods in Human Research Management Toward Valid Research-Based Inferences

Eugene F. Stone-Romero, University of New Mexico; Patrick J. Rosopa, Clemson University

A volume in the series *Research in Human Resource Management*
2020. Paperback 978-1-64802-088-9 \$45.99. Hardcover 978-1-64802-089-6 \$85.99. eBook 978-1-64802-090-2 \$65.

Empirical research in HRM has focused on such issues as recruiting, testing, selection, training, motivation, compensation, and employee well-being. A review of the literature on these and other topics suggests that less than optimal methods have often been used in many HRM studies. Among the methods-related problems are using (a) measures or manipulations that have little or no construct validity, (b) samples of units (e.g., participants, organizations) that bear little or no correspondence to target populations, (c) research designs that have little or no potential for supporting valid causal inferences, (d) samples that are too small to provide for adequate statistical power, and (e) data analytic strategies that are inappropriate for the issues addressed by a study. As a result, our understanding of various HRM phenomena has suffered and improved methods may serve to enhance both the science and practice of HRM.

In view of the above, the purpose of this volume of Research in Human Resource Management is to provide basic and applied researchers with resources that will enable them to improve the internal validity, external validity, construct validity, and statistical conclusion validity of research in HRM and the related fields of industrial and organizational psychology, and organizational behavior. Sound research in these fields should serve to improve both science and practice. With respect to science, support for a theory hinges on the validity of research used to support it. In addition, the results of valid research are essential for the development and implementation of HRM policies and practices.

In the interest of promoting valid research-based inferences in HRM research, the chapters in this volume identify a wide range of methods-related problems and offer recommendations for dealing with them. Chapters in it address such HRM research-related topics as neglected research issues, causal inferences in research, heteroscedasticity in research, range restriction in research, interrater agreement indices, and construct validity issues in measures of such constructs as job performance, organizational politics, and safety climate.

RESEARCH IN PROFESSIONAL DEVELOPMENT SCHOOLS



Clinically Based Teacher Education in Action Cases from Professional Development Schools

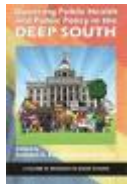
Eva Garin, Bowie State University; Rebecca West Burns, University of South Florida

A volume in the series *Research in Professional Development Schools*
2020. Paperback 978-1-64802-001-8 \$45.99. Hardcover 978-1-64802-002-5 \$85.99. eBook 978-1-64802-003-2 \$65.

Teacher education in the United States is changing to meet new policy demands for centering clinical practice and developing robust school-university partnerships to better prepare high-quality teachers for tomorrow's schools. PROFESSIONAL DEVELOPMENT SCHOOLS (PDSs) have recently been cited in national reports as exemplars of high-quality school-university partnerships in the clinical preparation of teachers. According to the National Association for Professional Development Schools, PDSs have Nine Essentials that distinguish them from other school-university collaborations. But even with that guidance, working across the boundaries of schools and universities remains messy, complex, and, quite frankly, hard. That's why, perhaps, there is such diversity in school-university partnerships.

For the last thirty years, educators have been fascinated yet puzzled with how to build PDSs. *Clinically Based Teacher Education in Action: Cases from PDSs* addresses that perplexity by providing images of the possible in school-university collaboration. Each chapter closely examines one of the NAPDS Nine Essentials and then provides three cases from PDSs that target that particular essential. In this way, readers can see how different PDSs from across the globe are innovating to actualize that essential in PDS development. The editors provide commentary, addressing themes across the three cases. Each chapter ends with questions to start collaborative conversations and a field-based activity meant to propel your PDS work forward.

RESEARCH IN QUEER STUDIES



Queering Public Health and Public Policy in the Deep South

Kamden K. Strunk, Auburn University EFLT; Raina Feiszli, Auburn University SERC

A volume in the series *Research in Queer Studies*

2020. Paperback 978-1-64113-966-3 \$45.99. Hardcover 978-1-64113-967-0 \$85.99. eBook 978-1-64113-968-7 \$65.

In this volume, authors explore the interconnected issues of public health and public policy as they relate to queer issues in the Deep South. The book begins with a sustained examination of public health, health disparities, and mental health for LGBTQ people in the South. Next, the issues of public policy and public advocacy, including law enforcement, community advocacy and activism, and public life in the Deep South are taken up.

Through the chapters in this text, the peculiarities of public health and public policy for LGBTQ people in the Deep South are explored. However, this volume also points to trends, themes, and dynamics at work in the Deep South that are also implicated in the queer experience in other parts of the U.S. The authors of this text push readers to think deeply about these issues. They clearly highlight the systemic nature of oppression of queer people in the South through institutions of medicine, mental health discourses, the criminal justice system, and public life including Pride and Mardi Gras. Taken together, the authors in this volume call for reform, liberation, and conscientization and queerly envision the future of health and policy in the Deep South.

STRESS AND QUALITY OF WORKING LIFE



Stress and Quality of Working Life Finding Meaning in Grief and Suffering

Ana Maria Rossi, International Stress Management Association; James A. Meurs, Kennesaw State University; Pamela L. Perrewé, Florida State University

A volume in the series *Stress and Quality of Working Life*

2020. Paperback 978-1-64802-157-2 \$45.99. Hardcover 978-1-64802-158-9 \$85.99. eBook 978-1-64802-159-6 \$65.

According to the American Institute of Stress (AIS), job stress is far and away the primary source of stress for American adults. The relationship between job stress and heart attacks, hypertension, and other disorders is well understood. Further, the cost of job stress in the United States is estimated to be over \$300 billion due to outcomes such as accidents, turnover, and lost productivity. Perhaps the most consistent findings connecting job stress to health outcomes confirm that employees who perceive a high level of job demands without the appropriate control over job demands are at an increased risk for cardiovascular disease.

In Brazil, the loss is estimated at 3.5% of the gross domestic product per year. Occupational diseases are related to the activities performed by workers and to working conditions and can trigger new or worsen already existing symptoms. Proper diagnosis and relevant information are essential for managers and workers to become aware of stressors and to take efficient measures to manage stress. Although quality of life is the responsibility of every individual, companies will definitely be able to benefit from the implementation of preventive actions, thus avoiding to pay a high price as a result of absenteeism, sick leaves, and drops in productivity and low work quality.

This book is designed to be an additional tool to provide information and to suggest ways to deal with pressures and work demands, because stress levels are still on the rise. We believe that through information – and here you will be able to find the experience and opinions of recognized professionals in this area – workers will be able to live better and more balanced lives.

THEORY TO PRACTICE: EDUCATIONAL PSYCHOLOGY FOR TEACHERS AND TEACHING



Teaching Motivation for Student Engagement

Debra K. Meyer, Elmhurst College; Alyssa Emery, Ohio Northern University

A volume in the series *Theory to Practice: Educational Psychology for Teachers and Teaching*

2021. Paperback 978-1-64802-366-8 \$45.99. Hardcover 978-1-64802-367-5 \$85.99. eBook 978-1-64802-368-2 \$65.

Helping teachers understand and apply theory and research is one of the most challenging tasks of teacher preparation and professional development. As they learn about motivation and engagement, teachers need conceptually rich, yet easy-to-use, frameworks. At the same time, teachers must understand that student engagement is not separate from development, instructional decision-making, classroom management, student relationships, and assessment. This volume on teaching teachers about motivation addresses these challenges. The authors share multiple approaches and frameworks to cut through the growing complexity and variety of motivational theories, and tie theory and research to real-world experiences that teachers are likely to encounter in their courses and classroom experiences. Additionally, each chapter is summarized with key “take away” practices.

A shared perspective across all the chapters in this volume on teaching teachers about motivation is “walking the talk.” In every chapter, readers will be provided with rich examples of how research on and principles of classroom motivation can be re-conceptualized through a variety of college teaching strategies. Teachers and future teachers learning about motivation need to experience explicit modeling, practice, and constructive feedback in their college courses and professional development in order to incorporate those into their own practice. In addition, a core assumption throughout this volume is the importance of understanding the situated nature of motivation, and avoiding a “one-size-fits” all approach in the classroom. Teachers need to fully interrogate their instructional practices not only in terms of motivational principles, but also for their cultural relevance, equity, and developmental appropriateness.

Just like P-12 students, college students bring their histories as learners and beliefs about motivation to their formal study of motivation. That is why college instructors teaching motivation must begin by helping students evaluate their personal beliefs and experiences. Relatedly, college instructors need to know their students and model differentiating their interactions to support each of them. The authors in this volume have, collectively, decades of experience teaching at the college level and conducting research in motivation, and provide readers with a variety of strategies to help teachers and future teachers explore how motivation is supported and undermined. In each chapter in this volume, readers will learn how college instructors can demonstrate what effective, motivationally supportive classrooms look, sound, and feel like.

TRANSFORMING EDUCATION FOR THE FUTURE



Contemplative Pedagogies for Transformative Teaching, Learning, and Being

Jing Lin, University of Maryland; Tom E. Culham, City University in Canada and Simon Fraser University; Sachi Edwards, University of Tokyo

A volume in the series *Transforming Education for the Future*

2019. Paperback 9781641137805 \$45.99. Hardcover 9781641137812 \$85.99. eBook 9781641137829 \$65.

In our current systems of education, there is a trend toward compartmentalizing knowledge, standardizing assessments of learning, and focusing primarily on quantifiable and positivist forms of inquiry. Contemplative inquiry, on the other hand, takes us on a transformative pathway toward wisdom, morality, integrity, equanimity, and joy (Zajonc, 2009). These holistic learning practices are needed as a counterbalance to the over-emphasis on positivism that we see today. In addition to learning quantifiable information, we also need to learn to be calmer, wiser, kinder, and happier. This book aims to find and share various pathways leading to these ends.

This book will describe educational endeavors in various settings that use contemplative pedagogies to enable students to achieve deep learning, peace, tranquility, equanimity, and wisdom to gain new understanding about self and life, and to grow holistically.

Embodiment is a central concept in this book. We hope to highlight strategies for exploring internal wisdoms through engaging ourselves beyond simply the rational mind. Contemplative pedagogies such as meditation, yoga, tai chi, dance, arts, poetry, reflective writing and movements, can help students embody what they learn by integrating their body, heart, mind, and spirit.

WORK-LIFE BALANCE



Gender, Tenure, and the Pursuit of Work-Life-Family Stability

Kristen E. Willmott, University of Rochester

A volume in the series *Work-Life Balance*

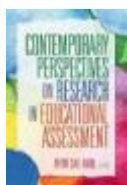
2020. Paperback 978-1-64802-180-0 \$45.99. Hardcover 978-1-64802-181-7 \$85.99. eBook 978-1-64802-182-4 \$65.

Female faculty underrepresentation in higher education is perpetuated by gender-based social and professional practices and roles. Existing research confirms gender disparities in faculty recruitment, retention, salary, tenure, and mentorship. This book explores how female, tenure-track faculty navigate the process of balancing their personal and professional lives.

Utilizing a qualitative phenomenological approach, the stories of nine female, full-time tenure-track and tenured faculty as well as four administrators employed in faculty diversity, development, and work-life are explored. With a blended application of poststructuralist feminism and work-family border theoretical framework, the book illustrates gender norms, roles, and boundaries as experienced and interpreted by female faculty navigating their work, family, and community spheres of influence. This book highlights the first known study to explore a “new Ivy” institution, and there are no other known studies that incorporate both the qualitative perspectives of female faculty as well as those of the faculty diversity and development administrators who oversee and develop the very programs and policies that support those faculty. A key chapter in the book, “Baby, It’s Cold Inside: Faculty Context & Campus Climate” offers unique insight into what female faculty, and those who love them, face on the path to tenure today.

Five thematic findings are overviewed and explored: faculty support comes in many forms; seeking clarity in job elements and teaching, research, service (TRS) ratios; coping strategies in the wake of an overloaded TRS ratio (“Quick meals, late nights, and what gym?”); family borders in the academy, and work-life-family fit: stability, not balance. This work aims to stimulate faculty gender norm consciousness and acknowledge and relay the unique challenges in faculty’s pursuit of work-life-family stability, career path navigation, and role negotiation. The author offers an insider’s glimpse of modern faculty and administrator lives for the benefit of tenure-track faculty, their departments, their families, and higher education institutions at large. This work aims to better inform university and departmental policy planning and enhance institutional understanding and subsequent support in and of the faculty experience, and thus the experiences of the increasingly diverse students whom educational institutions aim to serve.

NO SERIES



Contemporary Perspectives on Research in Educational Assessment

Dr. Myint Swe Khine, Emirates College for Advanced Education, United Arab Emirates

2020. Paperback 9781641139373 \$45.99. Hardcover 9781641139380 \$85.99. eBook 9781641139397 \$65.

Assessment and evaluation have always been an integral part of educational process. Quality and purposeful assessment can assist in students’ learning and their achievement. While there has been a rapid growth in international, standardized student assessments in the past few decades, a large number of education systems participating in these assessments are now focusing their attention on developing new national, within-country assessments to evaluate educational standards and to modify the curriculum to better suit to the demands of the 21st century. Education systems that are successful in linking the national curriculum and assessments directly to international standards are performing better on international standardized assessments of reading, mathematics, and science. This book covers studies related to educational assessment in addressing quality of education and performance improvement. The book presents the distinguished and exemplary works by educators and researchers in the field highlighting the contemporary trends and issues, creative and unique approaches, innovative methods, frameworks, pedagogies and theoretical and practical aspects in assessment processes in various educational settings.



Culturally Competent Engagement A Mindful Approach

Edward J. Brantmeier, James Madison University; Noorie K. Brantmeier, James Madison University

2020. Paperback 978-1-64802-174-9 \$45.99. Hardcover 978-1-64802-175-6 \$85.99. eBook 978-1-64802-176-3 \$65.

This book encourages mindfulness as a tool for personal growth and for intentional action for the purpose of social change. Learning exercises focus on: examining privilege, oppression, and difference; intersectional identity mapping; historical racism against marginalized groups; social dominance theory; sociological mindfulness; cultural humility; appreciative inquiry; and more. Culturally Competent Engagement: A Mindful Approach embraces a fresh approach to cultivating self, other, and systems awareness for a linguistically rich and culturally diverse world. The confluence of people and cultures requires habits of mind, dispositions, skills, and values that promote diversity affirmation while simultaneously honoring one's own cultural integrity and limitations. The benefits of being culturally competent are numerous and include healthy, holistic relationships and connection with people across differences. This book provides conceptual context for tried and true learning exercises that promote deeper self-understanding, ways to connect with people who are culturally different, and an understanding of the systems (socio-cultural, economic, political, and environmental) that circumscribe our lives.

Written for organizational leaders, university instructors, students, and practitioners, this book includes typical approaches to enhancing culturally competent engagement, yet has several special features that differentiate it from approaches in other books and articles on the topic. Typical approaches to developing cultural competence focus on acquisition of communicative skills, behaviors, and dispositions needed to effectively navigate cross-cultural relationships and function effectively in multicultural environments. We include and build on these approaches by adding a layer of critical and complex systems understanding as a necessary foundation for effective cross-cultural engagement. The Self-Other-Systems approach challenges readers via concrete learning exercises that nudge one along the life-long path of culturally competent engagement. Perhaps the most unique feature of this book is the explicit and implicit mindful approach. A total of eleven learning exercises are offered, foregrounded by theory and completed with reflection questions or activities. All learning exercises encourage mindfulness, or awareness of oneself in the present moment, awareness of others, and awareness of broader contexts and forces at work in multicultural contexts. In specific, three learning exercises are meditations that can be read or listened to via free download from the book's website.



Literacy Instruction for Students with Emotional and Behavioral Disorders Research-Based Interventions for Classroom Practice

Richard T. Boon, The University of Texas at San Antonio; Mack D. Burke, Texas A&M University; Lisa Bowman-Perrott, Texas A&M University

2020. Paperback 978-1-64802-122-0 \$45.99. Hardcover 978-1-64802-123-7 \$85.99. eBook 978-1-64802-124-4 \$65.

The purpose of Literacy Instruction for Students with Emotional and Behavioral Disorders: Research-Based Interventions for Classroom Practice is to provide educators with effective, research-based interventions to improve the literacy skills of students with emotional and behavioral disorders (EBD) in K-12 classrooms. This book identifies, defines, and describes a number of research-based literacy interventions, and discusses their effectiveness as supports for students with EBD. Also included are examples of and guidance for how educators can implement the interventions in the classroom. Topics on integrating the use of technology-based instruction, culturally and linguistically diverse learners, and considerations for working with students with EBD in alternative educational settings are discussed as well.



Evidence-Based Inquiries in Ethno-STEM Research Investigations in Knowledge Systems Across Disciplines and Transcultural Settings

Iman C Chahine, University of Massachusetts-Lowell; Josef de Beer, North West University

2021. Paperback 978-1-64802-115-2 \$45.99. Hardcover 978-1-64802-116-9 \$85.99. eBook 978-1-64802-117-6 \$65.

The purpose of the edited volume is to provide an international lens to examine evidence-based investigations in Ethno-STEM research: Ethno-science, Ethno-technology, Ethno-engineering, and Ethno-mathematics. These themes grew out of multi-national, multi-institutional and multi-disciplinary efforts to preserve as well as epitomize the role that Indigenous Knowledge Systems (IKS) play in cognitive development and its vital contributions to successful and meaningful learning in conventional and non-conventional contexts. Principled by the Embodied, Situated, and Distributed Cognition (ESDC), this innovative book will provide evidence supporting the embeddedness of a thinking-in-acting model as a fundamental framework that explains and supports students' acquisition of scientific knowledge.

So often 'western' science curricula are experienced as irrelevant, since it does not take cognizance of the daily experiences and world in which the

learner finds himself. This book takes a socio-cultural look at IKS and applies research in neuroscience to make a case its incorporation in the STEM (Science, Technology, Engineering and Mathematics) classroom. We use the Embodied Situated Distributed Cognition (ESDC) Model as conceptual framework in this book.

Although the value of IKS is often acknowledged in curriculum policy documents, teachers are most often not trained in incorporating IK in the classroom. Teachers' lack of the necessary pedagogical content knowledge (PCK) in effectively incorporating IK in their classrooms is a tremendous problem internationally. Another problem is that IK is often perceived as "pseudo-science", and scholars advocating for the incorporation of IK in the school curriculum often do not contextualize their arguments within a convincing theoretical and conceptual framework.



Organizational Behavior An Evidence-Based Approach Fourteenth Edition

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

2021. Paperback 978-1-64802-125-1 \$69.99. Hardcover 978-1-64802-126-8 \$99.99. eBook 978-1-64802-127-5 \$65.

Contrary to the common saying: we do want you to judge this new edition of Organizational Behavior by its front cover. Specifically, featured is that this is the 14th edition, it takes an "Evidence-Based Approach," and similar to the previous edition there are now three Luthans authors. This 14th edition is based on the foundation provided by the first mainline text which has become the classic for the study and understanding of organizational behavior. However, by taking an evidence based approach, this insures that, even though a classic, this new edition adds the most recent and relevant research to the most extensive, up-to-date reference-base of any organizational behavior text. By adding the two closely related authors (professor sons) literally pumps "new blood" into the sustainability of this classic text by Fred Luthans. Importantly, Fred has recently been recognized with: 1) Lifetime Achievement Award in Organizational Behavior; 2) Top 1% of Citation Count of all researchers in the world; and 3) the #1 most cited author in Organizational Behavior textbooks. Finally, this new edition recognizes that even though the theoretical framework and coverage largely remains, the context of organizational behavior is rapidly changing. This new edition reflects the "New Age" environment, but still holds to the premise that in today's organizations, success and competitive advantage still comes from the understanding, prediction, and effective management of human resources. With this new edition we invite you to continue the never-ending journey guided by the best organizational behavior theory, research, and application.



Other to Other (O2O): Expanding Successful Engagement Outside Your Comfort Zone

Cheryl L. Beverly, James Madison University

2021. Paperback 978-1-64802-390-3 \$45.99. Hardcover 978-1-64802-391-0 \$85.99. eBook 978-1-64802-392-7 \$65.

Other to Other (O2O): Expanding successful engagement outside your comfort zone is written from an operational perspective. The O2O model was developed to be used with persons and contexts across a range of races, ethnicities, gender identities, ages, abilities, experiences, and environments. The four components of the O2O model: knowledge, skills, personal characteristics, and motivation, are introduced and discussed separately, with an analysis and, an incomplete list of the many knowledge, skills, and personal characteristics embedded in successful engagement with Other.

Although the first three components are presented in their higher level of knowing, discussion is provided around task analysis and scaffolding of the knowledge and skills. Motivation, the fourth component, is discussed using the Value*Expectation*Cost theory. This theory is described as is the motivation necessary for successful O2O engagements. Examples applying each component in different contexts are provided. Finally, the nonlinear, developmental, intertwined, and dynamic aspects of the O2O model are described.

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