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This new book series will include monographs and volumes to build integrated new knowledge through connections between history and its neighboring social sciences. Human relations are hard to come to grips with, as these involves mutually linked between three levels of organization. Historical events are created by persons (psychological - micro level) in the societal contexts (sociological - mezzo level) within the economic and political frame (macro level). History as discipline needs unity of different sciences. If one wants to understand and explain a phenomenon, an event, two, three or more approaches, disciplines, are necessary. Undoubtedly, a mono-disciplinary approach makes good sense in some cases, but not in all. Although most, if not all academics, would agree in the virtues of a multi- or interdisciplinary approach we also recognize that it is no easy approach, neither in carrying it out nor in publishing the result. Concerning the latter, the majority of academic institutions still prefer very traditional, mono-disciplinary structures, making it hard to publish high level, interdisciplinary research. With this series, History and Society, Information Age Publishers is here taking a concrete step to overcome this deficit and to facilitate the publication of interdisciplinary research on the highest level.

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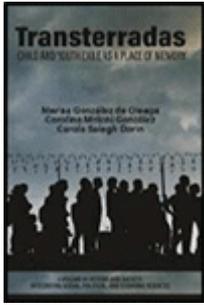
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## Transterradas Child and Youth Exile as a Place of Memory

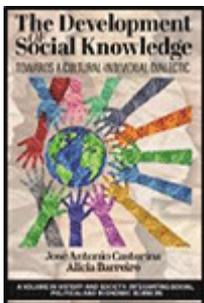
Marisa González de Oleaga, UNED; Carolina Meloni González, Universidad de Zaragoza; Carola Saiegh Dorín, Universidad Carlos III de Madrid

2024. Paperback 979-8-88730-479-3 \$52.99. Hardcover 979-8-88730-480-9 \$94.99. eBook 979-8-88730-481-6 \$85.

This book provides a set of testimonies that bring into focus the children and adolescents who have been driven from their lands as subjects with rights who have different ways of envisioning the world. For that reason, this book may be of interest to those experiencing childhood or adolescence in this way; similarly, it may offer insight for those who—for professional or family reasons—are in touch with these young people, including teachers, psychologists, parents, classmates and teens, counselors, social workers and others. Yet within these pages, the landscapes we sketch are also, in some sense, reflections of past atmospheres. And for this reason, historians, sociologists, anthropologists, and other scholars will also find material for academic investigation herein. As values and beliefs come into play in this book, it can inform perspectives on ethics or political philosophy as well.

The relationship with others, the behaviors unique to children and adolescents—and the corresponding social sanctions of these behaviors—and the relationship between public and private during this period of life could be other areas to explore. Like the indecipherable Swiss army knife, the genre of this book is difficult to pinpoint. It is an essay but also a piece of literature and the discerning reader will also find historiographical, philosophical, and political reflections in these pages. One more book. Another book. Books are almost always an adventure and what is written therein is, like a map, only part of the journey. An important part, no doubt, but still merely a part. Experience—the true challenge—is up to the reader.

**CONTENTS:** CHAPTER 1: Links on a Chain, *Marisa González de Oleaga*. CHAPTER 2: No One's Land/Everything Once Mine, *Marisa González de Oleaga*. CHAPTER 3: Ritornello: Exile as Refuge, *Carolina Meloni González*. CHAPTER 4: Raising One's Voice or Unable to Speak, *Carola Saiegh Dorín*. CHAPTER 5: A Call to Action: Repoliticizing Exile. Epilogue. References. Biographies.



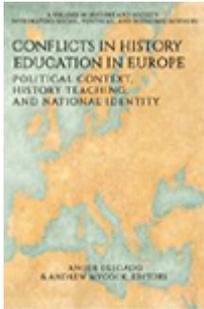
## The Development of Social Knowledge Towards a Cultural-individual Dialectic

José Antonio Castorina, University of Buenos Aires; Alicia Barreiro, University of Buenos Aires; FLACSO-Argentina; CONICET, and UBA

2023. Paperback 979-8-88730-254-6 \$52.99. Hardcover 979-8-88730-255-3 \$94.99. eBook 979-8-88730-256-0 \$85.

The result of a deep research work sustained for more than two decades, this book studies the construction of social knowledge from a constructivist perspective inherited from Piagetian thought. It thus advances in a process of revision and discussion, while maintaining crucial aspects of this current for the approach to the construction of the subject and the object of knowledge, in the search for the elaboration of an explanatory theory for the formation of new knowledge. A collaborative proposal between different disciplines of potential interest for the different actors who study and intervene in this field.

**CONTENTS:** Introduction: The Development of Social Knowledge: Towards a Cultural-Individual Dialectic, *José Antonio Castorina and Alicia Barreiro*. The Concept of Epistemic Frame: Variety of Applications and Challenges, *Gastón Becerra and José Antonio Castorina*. Historical Conditions of Knowledge Construction: A Foucauldian Perspective, *Tomas Baquero Cano*. Uses and Meanings of "Context" in Studies on Children's Knowledge: A Viewpoint From Anthropology and Constructivist Psychology, *Mariana García Palacios, Paula Shabel, Axel Horn, and José Antonio Castorina*. The Contribution of Social Representations Theory to the Study of Moral Development, *José Antonio Castorina and Alicia Barreiro*. Dialectical Inferences in the Ontogenesis of Social Representations, *Alicia Barreiro and José Antonio Castorina*. Representation and Silencing of Social Meanings in Cartography: The Case of the Conquest of the Desert, *Cristian Parellada, José Antonio Castorina, and Alicia Barreiro*. Cognitive Polyphasia, Social Representations and Political Participation in Adolescents, *Daniela Bruno and Alicia Barreiro*. The Government, the President, and the Police: Politics According to Children Living in a Squatted House, *Paula Nurit Shabel*. The Right to Privacy in Secondary School: Ideas of Adolescents, *Mariela Helman, Axel Horn, and José Antonio Castorina*. Biographies.



## Conflicts in History Education in Europe Political Context, History Teaching, and National Identity

Ander Delgado, University of the Basque Country; Andrew Mycock, University of Huddersfield

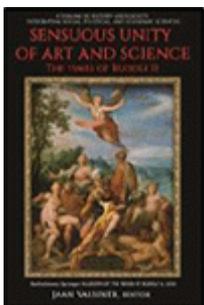
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The heightened resonance of identity-driven politics in many states across twenty first century Europe emphasizes the critical role of history in shaping public contestation of the idea of the nation, and accordant manifestations of nationalism and national identity. How the past is interpreted or what and how is remembered has proven increasingly febrile, contentious, and divisive. Debates about history have gone beyond academia, and have permeated and polarised politics and society in many European countries. Intense debate and dispute about national history and culture has often focused on the history teaching in schools, colleges, and universities. According to the aforementioned, it is evident that the teaching of history in the classroom is a relevant topic within the educational system. For this reason, it is not surprising that many times the choice of what kind of history to teach becomes a controversial topic.

The existence in a given society of different visions about the nation or the various responses proposed to face the social challenges existing in it (immigration, independence nationalisms...) can turn the teaching of history into a debated and controversial topic. Logically, depending on the specific political context of each country, this debate can acquire different developments and characteristics. The school is not an institution isolated from its socio-political context. In fact, both areas constantly interact. Therefore, this book proposes an approach to this topic that tries to connect the specific political context of different countries with the debates about education and history teaching from 1990 until the present. It deals with the extent to which the social and political context affects the history teaching practice developed in the classrooms through the decisions made on the official curricula and textbooks. Emphasizing this connection between both aspects is one of the strengths of this book. That is the reason why this book proposes an approach to that reality from diverse points of view and show the different materializations observed in this area in the studied cases. The chapters of this volume allow us to verify this heterogeneous reality and help enrich our knowledge on this broad and interesting topic.

**CONTENTS:** Introduction, Ander Delgado and Andy Mycock. **PART I: TEACHING OLD AND NEW EMPIRES.**

Understanding Empire in the 21st Century, *Terry Haydn*. Histories of an Old Empire: The Ever-Changing Acknowledgment of Dutch Imperialism as a Present Past, *Maria Grever and Susan Lege ne*. Breaking the Silence: Contemporary History Teaching About Italian Colonial Crimes, *Giovanna Leone*. Colonialism in Portuguese History Textbooks Since the 1990s: Still, Everything is Fine, *Joaquim Pires Valentim and Isabel Miguel*. **PART II: NATIONAL IDENTIFICATION AND HISTORY TEACHING.** The Public History of Heimat and the Schools, *Marko Demantowsky*. The Teaching of History in Federal Belgium: The Interplay Between Politics and History Curricula in a Nation-State in Decline, *Karel Van Nieuwenhuyse, Jean-Louis Jadoulle, and Tom De Paepe*. Do Basque Schools Create Basque Nationalists? The History Syllabus in a Divided Society, *Ander Delgado*. About the Authors.



## Sensuous Unity of Art and Science The Times of Rudolf II

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

2023. Paperback 979-8-88730-160-0 \$52.99. Hardcover 979-8-88730-161-7 \$94.99. eBook 979-8-88730-162-4 \$85.

The goal of this book is to locate the birth pangs of psychology—the study of the psyche—in in the Renaissance unity of art and science. The historical period 1583-1611 in Prague was a particularly productive for all Europe in its intellectual advancements in art and science. It was facilitated by the special personality of the Holy Roman Emperor Rudolf II who during his reign made Prague the capital of the Empire where the major artists, scientists, architects and alchemists came together in the service of the Emperor and formed a unique context of interdisciplinary synthesis of ideas that enhanced European philosophies, sciences, and arts in the following centuries. While the history of art in and astronomy in the Rudolfine era has been amply covered, the impacts of the intellectual atmosphere of the era on psychology, philosophy, social ideologies, and aesthetics has remained scarcely investigated. The volume includes analyses of history of ideas in psychology, sociology and other social sciences that received the impetus of the political situation of Rudolfine Prague with religious tolerance and decline of the political power of the Holy Roman Empire.

**CONTENTS:** Series Editors Preface, *Mario Carretero*. Introduction: Sensuality of Generalized Knowledge, *Jaan Valsiner*. **PART I: THE HISTORICAL BACKGROUND: RUDOLFINE PRAGUE AS AN OASIS OF ART AND SCIENCE.** The Political Cradle for Rudolf II: Tensions in the Holy Roman Empire, *Jaan Valsiner*. The Union of the Opposites—Rabbi Loew, The Maharal of Prague, *Tania Zittoun*. **PART II: THE LIMINAL ZONE: ART, ALCHEMY, AND SCIENCE INTERTWINED.** Art and Political Power in Dialogue: The Emperor’s Choice, *Jaan Valsiner*. Harmony of the World and the Ambivalence of the Other, *Jaan Valsiner*. The Development of Psychological Polyphony in the Liminal Area of the RudolFINE Court: The Case of Kepler’s Music of the Spheres and Maier’s Atalanta Fugiens, *Raffaele De Luca Picione*. Creating Glory Out of Miseries: Anatomy of the Making of Visual Allegories, *Jaan Valsiner*. **PART III: GROWTH OF IDEAS.** The Emerging Science: Art and Astronomy in the Making of a Gendered “Knowledge Society”, *Jaan Valsiner*. Let a Hundred Flowers Blossom: The Intellectual Atmosphere Around the Rise of Psychology in the 16th Century, *Sven Hroar Klempe*. Between Art and Infinity: Principles of Geometric Generalization, *Jaan Valsiner*. General Conclusion: The Decline of the Empire and Freedom Through Art, *Mario Carretero*. About the Authors.



## Sticking Together How Local Politicians Make Sense of and Respond to International Crises

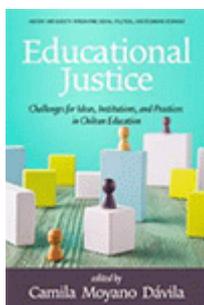
Martin Mølholm, Aalborg University; Anders Horsbøl, Aalborg University

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In this book, a study is presented that investigates how municipal politicians make sense of recent European crises. City Council members’ representation and conceptualization of the financial crisis in 2008, the refugee crisis in 2015 and the terror crisis up through the 21st. century, and how they represent their own response to, and way of handling, the crises, is analyzed. Thereby, the local politicians’ understanding of their political agency vis-a-vis international crises is explored. More specifically, the investigation is based on a case-study of a local municipality in Denmark.

The study shows that there is a feeling of a high degree of agency among the city council members, as to the city councils’ ability to act in times of crises. Furthermore, in times of crises the city council is perceived as a united agent, rather than an arena for conflicts or negotiations. Differences are put aside in order to act swift and pragmatically. Thus, the city council members appear to experience themselves primarily as members of the city council, when various crises requires them to act within a very short time span.

**CONTENTS:** Editor’s Preface, *Jaan Valsiner*. CHAPTER 1: Introduction. **PART I** CHAPTER 2: International Crises and Local Politics. CHAPTER 3: Methodology and Data. **PART II** CHAPTER 4: We Were Just Smashing Good at Sticking Together: Local Political Narratives Counteracting International Crises. CHAPTER 5: We Are Not Like Any of the Others. CHAPTER 6: In Times of Crisis, We Move Up. CHAPTER 7: The Refugee Crises: A Sudden And Very Pragmatic Problem. CHAPTER 8: Conclusion. CHAPTER 9: Postscript: Local Political Decision-Making Processes in the Light of the Corona Crisis in Europe. References.



## Educational Justice Challenges For Ideas, Institutions, and Practices in Chilean Education

Camila Moyano Dávila, Pontifical Catholic U

2022. Paperback 978-1-64802-891-5 \$52.99. Hardcover 978-1-64802-892-2 \$94.99. eBook 978-1-64802-893-9 \$85.

This book presents a novel perspective on education as a social right. Literature on this topic has focused on inclusion as the universal concept whereby access to education is examined. As a moral principle, this concept opens new challenges in different ways if we take a deeper view into diverse contexts. What education? For what? For whom? Are we thinking about education because it will bring social justice in the future, or are we thinking of education as a just practice in the present?

This book brings fresh theoretical and empirical perspectives on those questions, moving beyond a pure inclusion paradigm to a broader and context-oriented notion of educational justice.

The chapters engage with theories of educational justice to present these challenges at the institutional level of educational policy, at the practical level of schooling practices, and in the production of ideas around childhood and education, for instance, notions of normalcy at schools.

Although the featured works are related to the Chilean educational system, they opens questions about education in general. They embrace rural and urban contexts, different educational levels (from preschool to university), and university and vocational education.

This book will be rewarding reading for educational scholars, those interested in theories of social and educational justice, and anyone interested in contemporary perspectives on education, childhood and youth, inclusion, and justice.

**CONTENTS:** Foreword, *Martín Hopenhayn*. Introduction, *Camila Moyano Dávila*. **PART I: NORMALCY AND DIFFERENCE.** Temporalities of Educational Justice, *Camila Moyano Dávila*. Normality, Diversity, Justice, and Democracy: A Proposal Based on Inclusive Education, *Alfredo Gaete, Laura Luna, and Manuela Alamos*. Considering the Justice of Recognition Regarding Sexual Diversity in the School, *María Teresa Rojas and Pablo Astudillo*. Equalize or Differentiate? What Is Fair When We Talk About Disability and Education? *Catalina Santa-Cruz and Ricardo Rosas*. **PART II: INSTITUTIONS AND EDUCATIONAL POLICIES.** Assemblages of Normalcy and Difference: Diagnosis and Justice, *Claudia Matus, Natalia Hirmas, and Erika González*. Internationalization and Epistemic Injustice: Circulation of the Real Fiction After Becas Chile, *Daniel Leyton and Francisco Salinas*. Educational Justice in the Context of the Technical-Vocational System: Redistribution, Recognition, and Participation of Secondary and Higher Level Technicians, *Claudia Patricia Ovalle Ramírez*. Dual Education and Educational Equity in HTVET, *Roberto Flores, Andrea Parra, Gabriel Sepúlveda, and Nicole Vallejos*. Justice at Risk: Seeking for a Perspective of Justice in Assessment, *Tamara Rozas, Alejandra Falabella, and María Teresa Flórez*. Increasing Coverage of Nurseries in Chile 2006-2019: Expanding the Capabilities of Children and Mothers, *Amanda Telias, Felipe Godoy, Alejandra Abufhele, and Marigen Narea*. **PART III: EDUCATIONAL PRACTICES.** School, Territory, and Social Justice: The Problem of Rural Schools in Chile, *Carmen Gloria Núñez and Mónica Peña*. Educational Equity and Justice in Pedagogical Practices: The Debate Between Theory and Evidence in Chile, *Ernesto Treviño, Denisse Gelber, Rosario Escribano, Lorena Ortega, and Alonso González*. Socially Just Pedagogies and the Problem of Difference: Mental Health Diagnoses and Normality in the Light of Educational Justice, *Sebastián Rojas Navarro*. Fear of Conflict: Literary Education, Affective Practices, and the Avoidance of Justice, *Valentina Errázuriz and Macarena García-González*. Redistributive Justice, Recognition, and Representation in Socially and Culturally Diverse Educational Contexts, *Carolang Escobar-Soler and Alejandra Caqueo-Urizar*. Epilogue: The Problem of "Normalization" in Educational Justice, *Hernán Cuervo*. About the Editor.



## Reproducing, Rethinking, Resisting National Narratives A Sociocultural Approach to Schematic Narrative Templates

Ignacio Brescó de Luna, Aalborg University; Floor van Alphen, Universidad Autónoma de Madrid

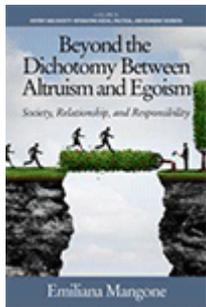
2022. Paperback 978-1-64802-661-4 \$52.99. Hardcover 978-1-64802-662-1 \$94.99. eBook 978-1-64802-663-8 \$85.

In his now classic *Voices of Collective Remembering*, James V. Wertsch (2002) examines the extent to which certain narrative themes are embedded in the way the collective past is understood and national communities are imagined. In this work, Wertsch coined the term schematic narrative templates to refer to basic plots, such as the triumph over alien forces or quest for freedom, that are recurrently used, setting a national theme for the past, present and future. Whereas specific narratives are about particular events, dates, settings and actors, schematic narrative templates refer to more abstract structures, grounded in the same basic plot, from which multiple specific accounts of the past can be generated. As dominant and naturalised narrative structures, schematic narrative templates are typically used without being noticed, and are thus extremely conservative, impervious to evidence and resistant to change.

The concept of schematic narrative templates is much needed today, especially considering the rise of nationalism and extreme-right populism, political movements that tend to tap into national narratives naturalised and accepted by large swathes of society. The present volume comprises empirical and theoretical contributions to the concept of schematic narrative templates by scholars of different disciplines (Historiography, Psychology, Education and Political Science) and from the vantage point of different cultural and social practices of remembering (viz., school history teaching, political discourses, rituals, museums, the use of images, maps, etc.) in different countries. The volume's main goal is to provide a transdisciplinary debate around the concept of schematic narrative templates, focusing on how narratives change as well as perpetuate at times when nationalist discourses seem to be on the rise. This book will be relevant to anyone interested in history, history teaching, nationalism, collective memory and the wider social debate on how to critically reflect on the

past.

**CONTENTS:** Series Editor's Preface: Clandestine Abstraction in National Narratives—Where Psychology and Politics Meet, *Jaan Valsiner*. Introducing Schematic Narrative Templates as Cultural Tools for Remembering the Past, *Ignacio Brescó de Luna and Floor van Alphen*. **SECTION I: THE POLITICS AND HISTORY OF SCHEMATIC NARRATIVE TEMPLATES.** Narrative Templates and Narrative Fissures in Post-Genocide Rwanda: The Susceptible Sur-Face of a Hardwired National Historical Canon, *Denise Bentrovato*. Historicizing and Pluralizing Wertsch's Narrative Templates: Freedom and Tolerance in Dutch History Textbooks, *Tina van der Vlies*. Colonialism and Liberation Struggle in Mozambican History Textbooks: A Diachronic Analysis, *Rosa Cabecinhas, Cassimo Jamal, Alberto Sá, and Isabel Macedo*. Reconquista or Regaining Spain From the Internal Other: The Continuation of a Dominant Narrative Template in Spanish Collective Memory, *Ignacio Brescó de Luna and Floor van Alphen*. **SECTION II: EDUCATION, YOUTH, AND SCHEMATIC NARRATIVE TEMPLATES.** Schematic Templates and Diverse Populations in the United States: Narrative Limitations in Young People's Understanding, *Keith C. Barton*. Narrative Templates Disrupted? The (Dis)functioning of Templates in a Nation State in Decline, *Karel Van Nieuwenhuysse and Mathieu Bouhon*. Schematic Narrative Templates and National Narratives: A Mutually Supporting Relationship and Its Impact on Historical Thinking, *Cesar Lopez*. **SECTION III: VISUAL CULTURE AND SCHEMATIC NARRATIVE TEMPLATES.** Imagining the Invasion: Far-Right Visual Schematic Narratives, *Anita Nissen, Sarah H. Awad, and Ivan Lind Christensen*. Narrating Berber Culture in Moroccan Museums, *Norah Karrouche*. Images, Maps, and the (De)Stabilization of National Master Narratives in Argentina, *Cristian Parellada and María Fernanda González*. Mutable and Multilevel Schematic Templates: Narratives of Collaboration Between Finland and Nazi Germany in Finnish History Textbooks, *Eemeli Hakoköngäs and Inari Sakki*. About the Editors. About the Contributors.



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

Emiliana Mangone, University of Salerno

2020. Paperback 978-1-64802-128-2 \$52.99. Hardcover 978-1-64802-129-9 \$94.99. eBook 978-1-64802-130-5 \$85.

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.

**CONTENTS:** Preface. Introduction. CHAPTER 1: Modernity and Altruism to Be Rediscovered. CHAPTER 2: The Social Sciences Discover Altruism. CHAPTER 3: Intellectual Heritage. CHAPTER 4: Beyond the Dichotomy Between Altruism and Egoism. CHAPTER 5: Society, Relationship, and Responsibility. Conclusions. About the Author.



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