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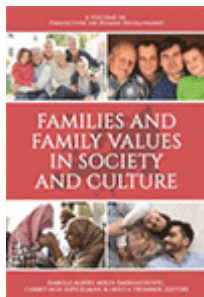
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## Families and Family Values in Society and Culture

Isabelle Albert, University of Luxembourg; Mirza Emirhafizovic, University of Sarajevo; Carmit-Noa Shpigelman, University of Haifa; Ursula Trummer, Center for Health and Migration

2021. Paperback 978-1-64802-433-7 \$45.99. Hardcover 978-1-64802-434-4 \$85.99. eBook 978-1-64802-435-1 \$65.

This book which has been created in the framework of the EU-funded COST Action INTERFASOL brings together researchers from 22 INTERFASOL countries, who frame intergenerational family solidarity in the specific historical, cultural, social and economic context of their own country. Integrating different perspectives from social and political sciences, economics, communication, health and psychology, the book offers country-specific knowledge and new insights into family relations, family values and family policies across Europe.

### Praise for Families and Family Values in Society and Culture:

*"This comprehensive study of families in Europe reveals the strength and variation in family solidarity and values. By drawing together detailed descriptions of continuity and change, Families and Family Values in Society and Culture provides a fascinating account of the social and cultural contexts that shape European family life. The case studies of families in different European countries compare demographic and welfare regimes to consider the challenges facing generations in Europe and responses to these. The book is an invaluable resource for researchers studying family life and inter-generational solidarity."*

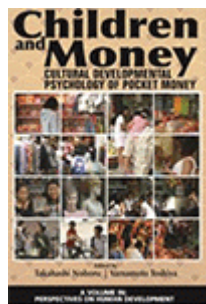
#### Clare Holdsworth

Professor of Social Geography  
Keele University

*"This book is based on the testimony of experts, each of them proposing analyses which are specific to their own society. It provides an opportunity for the reader to take a new look at the evolution of intergenerational solidarity in 22 countries, whose wealth, welfare systems, and demographic situations, as well as recent events (wars, migratory movements, ...) offer specific challenges. It adopts the perspective of the insider to shed light not only on culture and values in each country, but also on conflicts between tradition and modernity, and between subcultures in the same society. The book thus allows better understanding of changes in intergenerational and gender relations, and the variety of solutions implemented or suggested to promote more satisfactory expressions of intergenerational solidarity for the next decade. Families and Family Values in Society and Culture provides an invaluable contribution for cross-cultural and social sciences researchers interested in understanding how different forms of solidarity arise from family and social dynamics."*

Anne Marie Fontaine  
Professor of Psychology  
University of Porto

**CONTENTS:** Series Editors' Preface. Introduction to the Volume: Intergenerational Family Solidarity Across Europe, Isabelle Albert, Mirza Emirhafizovic, Carmit-Noa Shpigelman, and Ursula Trummer. Intergenerational Family Solidarity in Austria: Scientific Evidence Seems Scarce, and Migration a Decisive Dimension, Ursula Trummer, Sonja Novak-Zezula, and Lena Fuchs-Bouvier. Families and Family Values in Belgium: Country Report, Catherine Coppée and Willy Lahaye. Intergenerational Family Solidarity in Bosnia and Herzegovina, Sanela Šadić and Mirza Emirhafizović. Intergenerational Family Solidarity: The Case of Croatia, Ljiljana Kaliterna Lipovčan, Andreja Brajša-Žganec, and Ivana Hanzec Marković. Country Report—Denmark: Intergenerational Families in Denmark, Anne Leonora Blaakilde and Anu Siren. Intergenerational Relations in a Rapidly Changing Social Context: The Case of Estonia, Luule Sakkeus and Kairi Kasearu. Finnish Family, Helena Helve. Families, Family Values, and Intergenerational Relations in France Today, Marie-Thérèse Letablier and Claudine Attias-Donfut. Families and Family Values in German Society and German Culture, Katja Knauth, Martina Brandt, and Andreas Hoff. Family Change and Family Values in Greece, Laura Alipranti-Maratou (in cooperation with Vasiliki Gountsidou). Families and Family Values in Society and Culture: Country Report of Hungary, Márton Medgyesi and Annamária Orbán. Intergenerational Relations Among Israeli Families, Carmit-Noa Shpigelman and Cheryl Zlotnick. Country Report: Intergenerational Family Solidarity and Key Life Domains in Italy, Donatella Bramanti, Matteo Moscatelli, and Camillo Regalia. Intergenerational Family Solidarity in Lithuania: Context and Patterns, Aušra Maslauskaitė and Margarita Gedvilaitė-Kordušienė. Family in a Multicultural Context: Country Report for Luxembourg, Isabelle Albert, and Andreas Heinz. Demography, Society, and Active Ageing: A Maltese Perspective, George (Gino) Pavia. Intergenerational Family Relationships in Norway, Katharina Herlofson, Tale Hellevik, and Svein Olav Daatland. Families and Family Values in Poland, Laura Dryjanska. Intergenerational Family Solidarity: A Brief Overview of Research in Portugal, Marisa Matias, Irene Monteiro, and Susana Coimbra. Intergenerational Solidarity in Slovenia: Key Issues, Valentina Hlebec, Tatjana Rakar, Vesna Dolničar, Andraž Petrovčič, and Maša Filipovič Hrast. Families and Family Values in Society and Culture: Spain, Esther Martínez Pastor and Miguel Ángel Nicolás Ojeda. Demography, Society, and Culture:



## Children and Money Cultural Developmental Psychology of Pocket Money

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

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.

**CONTENTS:** Why Do We Compare Cultures? What Does Money Mean to Children? *Takahashi Noboru*. Children Living in Consumer Society, *Pian Chengnan*. Children’s Meanings of Growing up and the Structures of Parent-Child Relationships, *Takeo Kazuko*. Structure of Peer Relationships Mediated by Money, *Oh Sun Ah*. Korean Children’s Lifeworld Revolving Around Money, *Choi Soonja and Kim Soonja*. Chinese Children in Urban Cities and Their Financial Intelligence, *Zhou Nianli*. Children and Pocket Money in Vietnam, *Phan Thi Mai Huong and Nguyen Thi Hoa*. Money for Children in Japan: From an Ecological Perspective of Child Development, *Takahashi Noboru*. Ambivalence of Parent-Child Relationships Found in Beliefs Underlying Pocket Money, *Pian Chengnan*. Birth of Trajectory Equifinality Approach (TEA) and the Pocket Money Project: Effort to Theorize the Flow of Time, *Sato Tatsuya*. When Difference Appears, and How to Overcome the Difference, *Oh Sun Ah*. “The Pocket Money Project” and “the Cultural Psychology of Differences”, *Yamamoto Toshiya*. Supplementary Chapter: Outline of the Project, Summary of the Results, and a Support Runner’s Suggestions for a New Dialogue, *Watanabe Tadaharu*. Appendix: Tables.



## Vygotsky’s Pedology of the School Age

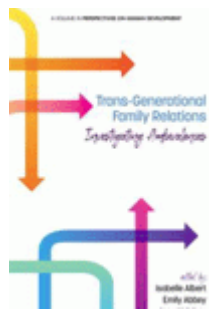
René van der Veer, Emeritus Professor of Education

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.

**CONTENTS:** Foreword. Series Editors' Preface: Lev Vygotsky as a Developmental Scientist: Pedology Rediscovered. Editor's Introductory Essay: Vygotsky the Pedologist. CHAPTER 1: Child Development. CHAPTER 2: Pedology. CHAPTER 3: Stages. CHAPTER 4: Memory. CHAPTER 5: Thinking and Speech. CHAPTER 6: Emotions and Imagination. CHAPTER 7: Didactics. CHAPTER 8: School Types. Short Biographies. References. Name Index.



## Trans-Generational Family Relations Investigating Ambivalences

Isabelle Albert, University of Luxembourg; Emily Abbey, Ramapo College of New Jersey; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University

2018. Paperback 978-1-64113-082-0 \$45.99. Hardcover 978-1-64113-083-7 \$85.99. eBook 978-1-64113-084-4 \$65.

The present volume deals with the experience of ambivalence in family relations - a well-known phenomenon that has inspired more and more research and theorizing in the last years but that is however sometimes difficult to capture.

Bringing together junior and senior researchers from different parts of the world, ideas on theory and research are elaborated following qualitative and quantitative approaches. This book thus contributes to theory-building as well as outlining research results and helping to develop measurement in interpersonal and intergenerational relations.

**CONTENTS:** Series Editor's Foreword. General Introduction: Looking at Relations Across Generations: Ambivalence in Context. **PART I: CONCEPTUAL ISSUES: AMBIVALENCE AND ITS STUDY.** Tensegrity as Existential Condition: The Inherent Ambivalence of Development, *Luca Tateo*. The Research Act: Creating Knowledge From the Not (Yet) Known, *Eugenia Gouvedari*. **PART II: LIFESPAN AND TRANSGENERATIONAL FOCUS.** Multilevel Approach to Ambivalence in Family Sphere: Changing Structures, Roles, and Relationships, *Kairi Kasearu, Kadri Raid, and Dagmar Kutsar*. Ambivalence in the Family Transmission of Values: Asumming Similarity and Recognizing Differences, *Daniela Barni and Silvia Donato*. Anticipatory Recognition: Creating a Cycle of Flexible Meanings in Intergenerational Relations, *Elsa de Mattos*. Adolescents' and Emerging Adults' Experience of Ambivalence Toward Parents During the Process of Individuation: Being Caught Between Autonomy and Relatedness? *Isabelle Albert and Dieter Ferring*. Dynamic Relations Between Perceived Parental Responsiveness, Experiences of Ambivalence, and Self-Esteem Development in Adolescence, *Annekatrin Steinhoff and Marlis Buchmann*. Emotional Ambivalence in Adult Children of Care-Dependent Older Parents: Heuristic Impulses From Cognitive-Motivational Emotion Theories, *Thomas Boll*. **PART III: EXPERIENCING AMBIVALENCE: FOCUS ON PHENOMENA.** Ambivalence When Family Values Change: Development of New Values in the Perspective of Sociocultural Global "Advancement", *Maliina Lyberth*. Transgenerational Ambivalence in the Time to Come: How Meanings Regulate Being Pregnant and Facing Miscarriage, *Vívia Volkmer Pontes and Lívia Mathias Simão*. Saudade: A Unique Feeling Within the Lusitanian Soul, *Stephanie Barros Coimbra and Gaby Marinho Ribeiro*. Desired Ambiguities and Dealing With Ambivalences in the Context of Social Work, *Mogens Jensen*. Your Duty Toward My Right: Ambivalent Traps of Rights and Duties, *Kevin R. Carriere*. **PART IV: MEASURING AMBIVALENCE.** Attachment Ambivalence: The Concept, Psychological Importance, and Measurement Issues, *Katarzyna Lubiewska*. **PART V: GENERAL CONCLUSIONS.** Transcending Ambivalence: Overcoming the Ambiguity of Theory and Practices, *Jaan Valsiner, Isabelle Albert, and Emily Abbey*.



# Particulars and Universals in Clinical and Developmental Psychology

## Critical Reflections - A book honoring Roger Bibace

Meike Watzlawik, Sigmund Freud Privat Universität; Alina Kriebel, Universität Osnabrück; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University

2015. Paperback 9781681233598 \$45.99. Hardcover 9781681233604 \$85.99. eBook 9781681233611 \$65.

What sparks a psychologist's interest in a certain phenomenon? Is it a symptom, a syndrome, a treatment, the usual, the exceptional, the group, the individual? An epistemologist, for example, focuses on the group and delivers group results. The clinician has to focus on the patient, although the patient may be perceived as one of a group (e.g., all patients with the same disease). The patient usually focuses on the clinician, but can take other opinions into account; especially, when the clinician is not considered to be the only authority. These dynamics - observable in therapy as well as in research - are critically reflected in this book, not only highlighting differences, but also commonalities individuals share: They all filter information and concentrate on certain aspects according to their socialization. They all have different expectations and can, yet, all deal with the same objective. Communication and building relationships seem to be vital - this book aims to support this quest by moving from the universal to the particular.

**CONTENTS:** Preface: Subjectivity and Knowledge Construction: Particular Perspectives and Universal Principles.

**SECTION I: THE THEORIST: BUILDING ON KNOWLEDGE AND EXPERIENCE(S).** Relating to Dr. Werner: Past and Present, *Roger Bibace*. The Big Difference: The Explanatory Power of the Undifferentiated and Differentiated, *Sven Hroar Klempe*. World Hypotheses and Their Impact on Everyday Life, *James D. Laird*. **SECTION II: THE PRACTITIONER: PSYCHOANALYTIC DEFENSES AND CONCEPTIONS OF ILLNESS.** Children's Conceptions of Illness, *Roger Bibace and Mary E. Walsh*. Korean Understanding of the "Maum" (Mind): Cultural Differences in Explaining the Causes of Illness, *AeJa Jung*. One of Many Stories About Freud: My Story as a Freudian Clinician, *Roger Bibace*. An Interpersonal Theory of Psychological Defense Mechanisms, *Philip J. Rosenbaum*. **SECTION III: THE PHILOSOPHER: WHAT IS THE RIGHT THING TO DO?** Ethical and Legal Issues in Family Practice, *Roger Bibace, Ronald J. Comer, Carolyn E. Cotsonas, and Cambridge Health Alliance*. Universal Principles? What is the Right Thing to Do and Why? The Influence of Culturally Imprinted Moral Values on Medical Students' and Physicians' Decision-Making, *Alina Kriebel and Saskia Celina Stöckigt*. Individualistic and Organizational Analyses of Informed Consent, *Roger Bibace*. Therapeutic Misconceptions: When the Voices of Caring and Research Are Misconstrued as the Voice of Curing, *Michael Bamberg and Nancy Budwig*. **SECTION IV: THE PARTNER IN RESEARCH: A CLOSER LOOK AT THE RESEARCHER-PARTICIPANT RELATIONSHIP.** An Introduction to Partnership in Research: Changing the Researcher-Participant Relationship, *Roger Bibace, Steven Dine Young, Leslie Rupert Herrenkohl, and Angela Wiley*. How Interests and Values Evolve (Sometimes Unpredictably): A Developmental Teleology of Research Encounters, *Nikita A. Kharlamov, Aleksandra Kaszowska, and Roger Bibace*. Collaborative and Comprehensive Research in Bahia, Brazil: Reframing Researcher-Participant Relationships, *Ana Cecília de Sousa Bastos*. Researcher-Participant Relationships in Different Settings: Theoretical and Methodological Issues Within the Framework of Semiotic-Cultural Constructivism, *Lívia Mathias Simão, Danilo Silva Guimarães, Djalma Francisco Costa Lisboa de Freitas, Suara Bastos, and Hernán Sánchez Ríos*. **SECTION V: THE FRIEND AND MENTOR: MEETING ROGER BIBACE AND THE AUTHORS.** Not a Mind Reader, *Jaan Valsiner*. Encounters With Impact. About the Contributors.



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