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Apprentice in a Changing Trade

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A volume in the series *Advances in Cultural Psychology: Constructing Human Development*
2011. Paperback 978-1-61735-411-3 \$45.99. Hardcover 978-1-61735-412-0 \$85.99

This book is a result of a major research project in Switzerland that brings together the fields of Education and Socio-Cultural Psychology. It is focused on how culture is involved in very concrete educational practices. The reader is invited to follow the research group in a Swiss technical college that trains young people in precision mechanics during a period of major technological change: the arrival of automated manufacturing systems. This transition in the trade is an opportunity to explore the educational and psychological challenges of vocational training from a perspective inspired by activity theory and the consideration of social interactions and semiotic or other technical mediations as crucial to the formation of professional identities and competencies.

What are the most appropriate settings for learning? There is no simple answer to this question. What can lead a pupil to become engaged, even if this is within a school, with all the seriousness of a future professional? Under which conditions is an internship in a company genuinely formative?

Is it necessary to possess the most recent technologies in order to offer high quality training? What do we know about the relation between doing and knowing in the construction of new competences? How can it be planned and informed to become an object of reflection and make sense in the eyes of the learner? Dealing with such questions, this study explores new working hypotheses on the manner in which the young experience their training and on the significant role for them of professional specialization.

CONTENTS: Series Editor's Preface: Learning from the Trade School— Learning for Living. Author's Introduction to the International Edition
General Introduction **1.** Restructuring of Vocational Competence **2.** Where Can Professional Knowledge and Skills Be Acquired? **3.** Introduction of Manufacturing Systems into a College: The Views of the Teachers Involved **4.** What Happens in the Course of Practical Work? **5.** Interacting and Succeeding **6.** Alternative Interpretations of Learning Activities **7.** Occupational Motivations and Their Relation to Learning Situations **8.** Facing Up to the Introduction of New Technologies: Identifying the Dimensions Involved **9.** General Conclusions: Learning Spaces for Creative Initiative and the Taking of Responsibility References.



Cultural Dynamics of Women's Lives

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A volume in the series *Advances in Cultural Psychology: Constructing Human Development*
2011. Paperback 978-1-61735-560-8 \$45.99. Hardcover 978-1-61735-561-5 \$85.99

This book explores the diverse landscapes wherein women struggle for their personal and social identities and lives, between biology and culture, destiny and choice, shared and individual worlds, tradition and modernity. Their “peripheral lives” have “central meaning” (Chaudhary, this volume) in any society – and as such are approached as a primary subject in this book, as the chapters traverse ten different countries on three continents: North America (United States); Latin America (Brazil, Chile, Colombia); Asia (India); and Europe (United Kingdom, Ireland, Portugal, Finland, Estonia).

Throughout these different places, women's lives are an interesting stage for observing the interaction between biology and culture (e.g. sex vs. gender; pregnancy and childbirth vs. transition to motherhood). The focus on the cultural variability of human experience opens the door for the search of commonalities so needed in psychological theorizing. Here, this search is directed by how cultural models of womanhood (and motherhood) constrain personal experiences, especially through developmental transitions.

This book is, ultimately, an opportunity to approach women's lives from the perspective of the women themselves, particularly making audible and explicit their voices and the axis of logic that structures their world. Undoubtedly, it is a valuable opportunity for women and men interested in understanding and constructing human experience inside better worlds.

CONTENTS: Introduction. **PART I: CULTURAL CONSTRUCTION OF GENDER: SYMBOLIC AMBIVALENCES.** Editorial Introduction. Peripheral Lives, Central Meaning: Women and Their Place in Indian Society, *Nandita Chaudhary*. Traditional and Contemporary Mothering in

Coexistent Worlds: Theories, Practices, and Cultural Realities, *María Cristina Tenorio*. People in Transitions in Worlds in Transition: Ambivalence in the Transition to Womanhood During World War II, *Tania Zittoun, Emma-Louise Aveling, Alex Gillespie, and Flora Cornish*. "Moving Portraits" of Femininity: A Study of the Bilheiras of Piauí, *Elaine Pedreira Rabinovich*. Beyond "Women," "Mothers," and "Me": Imagination, Poetics, and Why Surpassing Social Norms Means Surpassing the Self, *Emily Abbey*. Striving Toward a Normative Identity: The Social Production of the Meaning of Assisted Reproductive Technology in Ireland, *Orla McDonnell*. **PART II: WEAVERS OF MEANINGS THROUGH WOMEN'S CULTURAL REALITIES.** Indigenous Women: Gender, Identity, and Culture in Transition, *Thirza Reis Sifuentes and Maria Cláudia Santos Lopes de Oliveira*. Woman's Self Construction and Sociocultural Mediation, *Zilma de Moraes, Ramos de Oliveira, and Ana Paula Soares da Silva*. Mothers Dealing With Child Abuse: Dynamics of Psychological Processing, *Maria Elisa Molina*. Play and Gender Issues in Rural and Urban Brazilian Contexts, *Ilka Dias Bichara, Eulina da Rocha Lordelo, Ana Karina Santos, and Fernando Augusto Ramos Pontes*. Experiences of a Black Female Professor Against Racism, *Evenice Santos Chaves*. Coping With Sexual Violence: Strategies Used by Mothers of Abused Girls, *Silvia Viodres and Marilena Ristum*. **PART III: LIVING THROUGH LIFE TRANSITIONS: CONTEXTS OF MOTHERHOOD REALITIES OF TRANSITIONS.** Becoming Mother, *Pirkko Niemelä*. Adaptation at the Postnatal Period and the Valuation of Parental Roles, *Kristiina Uriko*. Woman the Caregiver: Ways of Sharing Childcare in Two Contemporary Brazilian Contexts, *Vanessa R. S. Cavalcanti, Ana M. A. Carvalho, and Bárbara M. S. Caldeira*. Meaningful Lives of Women over Three Generations: A Glimpse into Afro-Brazilian Experience, *Maria Cecília Leite de Moraes and Elaine Pedreira Rabinovich*. Childbirth and Pain in the Context of Brazilian Women in Different Socioeconomic Conditions, *Viviane Mutti and Lílían Perdigão Reis*. **PART IV: BECOMING THE MOTHER: DIALOGS WITHIN SELVES.** Negotiating Motherhood: Practices and Discourses, *Filipa Duarte and Miguel Gonçalves*. Meanings Through the Transition to Motherhood: Women Before and After Childbirth, *Ana Patrícia Vargas Borges and Ana Cecília de Sousa Bastos*. Teenage Motherhood as a Family Experience: Ambivalences Between Individual and Shared Worlds, *Roberta Ferreira Takei, Ana Clara Bastos, and Bruna Improta Mendonça*. Ambivalences in the Transition to Motherhood: The Arrival of an Intersexual Baby, *Ana Karina Canguçu-Campinho, Ana Cecília de Sousa Bastos, and Isabel Maria Sampaio Oliveira Lima*. Being a Mother and an Undergraduate Student: The Dialogical Process of Becoming a Mother in the Academic Context, *Ana Maria de Oliveira Urpia and Sônia Maria da Rocha Sampaio*. Having Recurrent Gestational Losses: Persistence in Living, *Vivian Volkmer Pontes*. **PART V: THE DEEP HUMANITY OF KNOWLEDGE: REALITIES OF RESEARCH ENCOUNTERS.** Reflexivity and Subjectivity: Making Race, Class, and Gender Visible, *Mariana Barcinski*. Memories, Field Notes, Poetics: The Underside of a Research, *Ana Cecília de Sousa Bastos*. Does the World Move After Women Talk? Meaning-Making Processes Around Pregnancy and Childbirth from a Mother–Daughter Conversational Setting, *Ana Cecília Bastos, Sara Santos Chaves, and Luiz Fernando Calaça de Sá Jr.* Partnerships in Research, *Roger Bibace*. Appendix: Photo Essay: Images from Novos Alagados: The beauty of the woman, *Marco Illuminati (Pictures)*. *José Eduardo Ferreira Santos and Ana Cecília de Sousa Bastos (Text)*. About the Authors.



Cultural Psychology and Psychoanalysis Pathways to Synthesis

Tania Zittoun, *University of Cambridge (UK) and Neuchatel (Switzerland)*
Sergio Salvatore, *University of Salento*

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*
2011. Paperback 978-1-61735-514-1 \$45.99. Hardcover 978-1-61735-515-8 \$85.99

This book explores how psychoanalysis can enrich and complement sociocultural psychology. It presents theoretical integrations of psychoanalytical notions in the sociocultural framework, analyzes the historical similarities, if not intricacies, of the two fields, and presents papers that have tried to apply an enriched theoretical framework in developmental and clinical empirical work. The first section presents editors' theoretical proposition for an integration of one particular stream of psychoanalysis within sociocultural psychology, which emphasizes both the dialogical and the semiotic nature of psychological dynamics. The second section pursues this theoretical dialogue through a historical perspective. The third section pursues the implications of this parallel reasoning. It invites researchers that propose further syntheses between some strands of psychoanalysis and approaches within social and cultural psychology. The contributions collected in this section show how sociocultural psychology and psychoanalysis can complement each other, when it comes to tracing the emergence of meaning in actual interactive settings.

Showing historical common roots, epistemological similarities, and theoretical complementarities, this book intends to suggest how the encounter and reciprocal contamination between cultural psychology and psychoanalysis could provide innovative theoretical and methodological syntheses. Through the various contributions three directions of development emerge as particularly promising for psychological science. Firstly, the semiotic conceptualization of affects, emerging from several of the contributors, appears to be a significant step ahead in the understanding of the dynamics of sense-making. A second promising direction of development concerns methodology. The reader will find several invitations to rethink the way of analyzing the phenomena of sense-making. Finally, the volume highlights how the connection between theory and practice in psychology is not a mere matter of application. Rather, the psychological intervention could be – needs to be – a theoretical object for cultural psychology, as it already is for psychoanalysis. At the same time, the intervention could be a fertile domain where a psychological practice endowed with reflexive capability generates new theoretical constructions.

CONTENTS: Preface by Series Editor. Uneasiness of Culture: The Discontent with Quantifying Civilization in Cultural Psychology, *Jaan Valsiner*. Editors' Introduction. Cultural Psychology and Psychoanalysis: Pathways to Synthesis, *Tania Zittoun and Sergio Salvatore*. **PART I: FOUNDATIONS.** Outlines of a Psychoanalytically Informed Cultural Psychology, *Sergio Salvatore and Tania Zittoun*. **PART II: HISTORICAL AND THEORETICAL DIALOGUES.** Tatyana on the Couch: The Vicissitudes of Psychoanalysis in Russia, *René Van der Veer*. Freud and

Cultural Psychology, *Tania Zittoun*. Affective Hypergeneralization: Learning from Psychoanalysis, *Kenneth R. Cabell and Jaan Valsiner*. **PART III: OVERCOMING BARRIERS.** A Cultural Approach to Clinical Psychology. Psychoanalysis and Analysis of the Demand, *Renzo Carli and Fiammetta Giovagnoli*. A Girl Like a will-o'-the-Wisp. Listening to Reports of Cultural Experiences as a Methodological Mean of Accessing the Preconscious Dynamics of Sense Making, *Tania Zittoun*. The Development of Meaning in Social Interaction: Evidence From Empirical Research on Parent–Child Narrative Co-Construction, *Nicolas Favez*. Narration Between Logos and Pathos. The Role of Storytelling in Clinical Psychology, *Maria Francesca Freda*. Psychological Normality, Psychopathology and Evidence-Based Psychotherapy: Are We So Sure “We’re Not in Kansas Anymore”? *Massimo Grasso and Pietro Stampa*. About the Authors.



Living in Poverty Developmental Poetics of Cultural Realities

Ana Cecília S. Bastos
Elaine P. Rabinovich

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*
2010. Paperback 978-1-60752-317-8 \$45.99. Hardcover 978-1-60752-318-5 \$85.99

This book covers the results of investigation of social realities and their public representation in Brazilian poor communities, with a particular emphasis on the use of cultural tools to survive and create psychological and social novelty under conditions of severe poverty. A relevant part of it brings together the multi-faceted evidence of a decade of research concentrated in two particular low-income areas in the city of Salvador da Bahia, Brazil. Other studies conducted in other Brazilian areas and in Cali, Colombia are included.

In contrast to most representations of poverty in the social sciences which create a “calamity story” of the lives of poor people, the coverage in this book is meant to balance the focus on harsh realities with the cultural-psychological resiliency of individuals and families under poverty.

CONTENTS: Series Editor’s Preface. The Importance of Being In-Between, *Jaan Valsiner*. Editors’ Introduction. Realities of Living: From Poverty to Poetry, and Beyond, *Ana Cecília de Sousa Bastos and Elaine Pedreira Rabinovich*. **Part I: New Ways of Looking: Poverty as Social Reality and Personal Survival Context.** The Amulet House: Braziliety As an Empty Mirror, *Elaine Pedreira Rabinovich*. Coloniality, Urbanization, and Poverty: Heuristics Constructions Based on the City of São Paulo, Brazil, *Eda Terezinha de Oliveira Tassara and Marcello Giovanni Tassara*. Cultural Dynamics in a Brazilian Community: Representation and Re-elaboration of Meaning in Morro Vermelho, *Miguel Mahfoud and Marina Massimi*. Studying Poor Families in Salvador, Brazil: Reflections After Two Decades, *Ana Cecília de Sousa Bastos*. **Commentary on Part I.** The Wealth of Poverty and the Poverty of Wealth: An Invitation for an Encounter, *José Crisóstomo de Souza*. **Part II: Developmental Contexts and Trajectories: The Reality of Living in Everyday Contexts.** Between Tides and Swamps: Developmental Contexts of Brazilian Children, *Elaine Pedreira Rabinovich, Lia Lordelo, and Ana Cecília de Sousa Bastos*. Semiotic Approach on Developmental Trajectories of Families Living in Poverty, *Milton Barbosa de Almeida Filho and Ana Cecília de Sousa Bastos*. Transitions Through Adolescence in Novos Alagados: Reflections on an Experience Report (1995–2006), *José Eduardo Ferreira-Santos*. Adolescents in Brazil: Developmental Possibilities between Risk and Protection, *Mirela Figueiredo Iriart and Feizi Milani*. **Commentary on Part II-A.** Families and Children in Poverty: Objective Definitions, Subjective Lives, *Nandita Chaudhary*. **Commentary on Part II-B.** Adolescents and Families: Convergences, Peculiarities and Contrasts in Poverty and Other Life Conditions, *Ana Maria Almeida Carvalho*. **Part III: Poverty, Development and Children’s Rights.** The Face of Law in Everyday Life: A Case Study in Novos Alagados, Salvador, Bahia, *Isabel Maria Sampaio Oliveira Lima*. Protection Offered to Poor Children by The Holy House of Mercy in Bahia During the 19th Century, *Antonio Marcos Chaves, Roberta Tavares de Melo Borrione, and Giovana Reis Mesquita*. The Attention to Children in a Poor Brazilian Neighborhood: Possibilities and Limitations of Daycare, *Eulina da Rocha Lordelo and Lúcia Vaz de Campos Moreira*. Socioeconomic Status, Quality of Domestic Environment, and Cognition in Early Childhood: An Epidemiological Study of Brazilian Children, *Letícia Marques dos Santos, Darci Neves dos Santos, and Maurício Lima Barreto*. Cognitive Development and Interaction Contexts, *Mariela Orozco Hormaza, Adolfo Perinat Maceres, and Hernán Sánchez Ríos*. **Commentary on Part III-A.** Children’s Development Under Conditions of Poverty: A Cultural–Ecological Analysis, *Jonathan Tudge*. **Commentary on Part III-B.** The Illusion of Child Protection in Brazilian Reality: Challenges for Psychology, *Raquel S. L. Guzzo*. **Part IV: Qualitative Approaches and the Realities of Lives Under Poverty: Relational Dynamics in Context.** Belongingness: Family and Community Life in Carmo, *Elaine Pedreira Rabinovich*. Relational Systems Under Poverty: Contextual Changes, Urban Violence and its Impacts on Everyday Life, *Miriã Alves Ramos de Alcântara and José Eduardo Ferreira Santos*. Interventions in Family and Health: Lessons From the Family Health Program in Brazil, *Leny A. Bomfim Trad*. Perception of and Reaction to Social Inequalities in Two Brazilian Black Communities, *Mônica Nunes and Maurice de Torrenté*. **Commentary on Part IV-A.** Inequality, Family, Poverty, and Governmental Practices: A Look from Anthropology, *Jocélio Teles dos Santos*. **Commentary on Part IV-B.** Family and Poverty: The Inclusion Routes, *Giancarlo Petrini*. About the Contributors.



Methodological Thinking in Psychology 60 Years Gone Astray?

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Aaro Toomela, *Tallinn University*

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*
2010. Paperback 978-1-60752-430-4 \$45.99. Hardcover 978-1-60752-431-1 \$85.99

In recent years an increasing dissatisfaction with methods and thinking in psychology as a science can be observed. The discipline is operating under the tension between the traditional quantitative and the new qualitative methodologies. New approaches emerge in different fields of psychology and education—each of them trying to go beyond limitations of the mainstream. These new approaches, however, tend to be “historically blind” – seemingly novel ideas have actually been common in some period in the history of psychology. Knowledge of historical trends in that context becomes crucial because analysis of historical changes in psychology is informative regarding the potential of “new/old and forgotten” approaches in the study of psyche. Some approaches in psychology disappeared due to inherent limitations of them; the others disappeared due to purely non-scientific reasons. And some new approaches were rejected long ago for well-justified scientific reasons.

This book brings together contributions from leading scholars in different fields of psychology – cognitive psychology, developmental psychology, cultural psychology, methodology of psychology. Each of the contributors discusses methodological issues that were more thoroughly understood more than half a century ago than they are now. Overall, the contributions support the idea that in important ways 60 years old psychology was far ahead of the most recent trends in mainstream psychology.

CONTENTS: Modern Mainstream Psychology Is the Best? Noncumulative, Historically Blind, Fragmented, Atheoretical, *Aaro Toomela*. Questions, Patterns, and Explanations, Not Hypothesis Testing, Is the Core of Psychology as of Any Science, *Stellan Ohlsson*. The Quantity/Quality Interchange: A Blind Spot on the Highway of Science, *Joel Mitchell*. Studying the Movement of Thought, *Alex Gillespie and Tania Zittoun*. Understanding a Personality as a Whole: Transcending the Anglo-American Methods Focus and Continental- European Holism Through a Look at Dynamic Emergence Processes, *Tatsuya Sato, Kosuke Wakabayashi, Akinobu Nemed, Yuko Yasuda and Yoshiyuki Watanabe*. Metaphors in Psychological Conceptualization and Explanation, *Hans Dooremalen and Denny Borsboom*. Remembering Methodology: Experimenting with Bartlett, *Brady Wagoner*. Reflections on Some Neglected Ideas About Psychological Measurement from the Personalistic Perspective of William Stern (1871–1938), *James T. Lamiell*. Qualitative Developmental Psychology, *Günter Mey*. The Role of Observational Methodology and the Application of Film in Early American and European Developmental Psychology, *Kurt Kreppner*. What Would Be Gustav Theodor Fechner Legacy For Psychology In The 21st Century? *Arno Engelmann*. Forgotten Methodology: Vygotsky’s Case, *Nikolai Veresov*. Vygotsky’s Methodological Approach: A Blueprint for the Future of Psychology, *Holbrook Mahn*. General Conclusion: Have Sixty Years Really Gone Astray? Back to the Future, *Aaro Toomela and Jaan Valsiner*. Contributors.



Researcher Race Social Constructions in the Research Process

Lauren Mizock
Debra Harkins

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*
2011. Paperback 978-1-61735-698-8 \$45.99. Hardcover 978-1-61735-699-5 \$85.99

Researcher Race: Social Constructions in the Research Process is designed to expose the role of researcher race in social science research. This book highlights the interaction of researcher and participant race in shaping data that is collected. *Researcher Race* makes the researcher’s position visible via interview excerpts from a qualitative study in order to deconstruct researcher race effects in research. The book includes passages from a qualitative research study with a sample of 20 Black-identified and 20 White-identified participants, as well as a Black researcher and a White researcher. Selections of data from across different researcher-participant racial dyads illustrate how issues of researcher race can arise in research settings.

Researcher Race presents the history of racial bias and maltreatment in research. A review of cultural competency theory as it pertains to research is discussed. An overview of narrative research methodology that is used in this study is also provided. Chapters focused on the research data include an exploration of participants’ preferences for researcher race; the significance of off-script researcher comments during an interview; and the narratives of traumatic racism among Black and White participants. In the concluding chapter, the book expands conversations about researcher race to consider intersecting aspects of identity in researcher-participant interactions, as well as directions for future research and training.

This book can serve as a guide for researchers, as well as students of research, culture, and diversity. *Researcher Race: Social Constructions in the Research Process* is a valuable tool for researchers interested in expanding awareness of race, oppression, and methodology.

CONTENTS: Foreword, *Jill Freedman and Gene Combs*. Preface, *Jaan Valsiner*. Introduction with Renee Morant. **PART I: HISTORY, THEORY, AND METHOD.** 1. Participant Injuries: Historical Origins of Discriminatory Research. 2. Culturally Competent Methodology: Multicultural Research Theory. 3. Critical Narrative Method: The Researcher Race Study. **PART II: RESEARCHER RACE AND THE RESEARCH PROCESS.** 4. Does Researcher Race Matter? Participant Preferences for Researcher Race with Renee Morant. 5. Going Off Script: The Researcher's Position with Renee Morant. 6. Critical Questioning: Racism Narratives in Research with Renee Morant. 7. Complex Identities: Future Developments in Multicultural Research. References. Appendix: Continuing the Work: Resources for Cultural Competency Research. Acknowledgements. About the Authors.



Toward a Broader Understanding of Stress and Coping Mixed Methods Approaches

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Kathleen M. T. Collins, *University of Arkansas at Fayetteville*

A volume in the series *Research on Stress and Coping in Education*
2010. Paperback 978-1-59311-720-7 \$45.99. Hardcover 978-1-59311-721-4 \$85.99

Research on stress and coping phenomena has been among the most widely studied topics in social and behavioral sciences during the past several decades. Notwithstanding, the authors in this book have expanded the base of stress and coping research by providing a valuable reference source that includes guidelines and frameworks as well as empirical findings related to the application of mixed methods approaches to the study of stress and coping.

This book is intended not only for stress and coping researchers, but also for social and behavioral science researchers at various levels—from students, instructors, and advisors to applied researchers, research methodologists, and theorists. The 15 chapters are divided into three distinct sections. The five chapters in Section I focus mainly on topics pertaining to the conceptual and theoretical aspects of mixed methods research in the study of stress and coping. The five chapters in Section II address the major methodological issues of mixed methods research. Section III presents five empirical studies of mixed methods research as applied to the field of stress and coping.

This book illustrates the perspectives of innovative interconnections in the application of mixed methods research to the study of stress and coping. It also provides readers with new ways of designing and evaluating strategies and programs that aim to reduce stress and improve coping mechanisms.

CONTENTS: Foreword, *Gordon S. Gates*. Introduction. **SECTION I: CONCEPTUAL AND THEORETICAL PERSPECTIVES.** A Framework for Assessing Legitimation in Mixed Research: Implications for the Field of Stress and Coping, *Anthony J. Onwuegbuzie, R. Burke Johnson, and Kathleen M. T. Collins*. Integrated Methods for Studying a Systemic Conceptualization of Stress and Coping, *Abbas Tashakkori, Lisa M. Brown, and Peter Borghese*. Unpacking the Barriers and Finding Solutions for Successful Mixed Research Studies in Stress and Coping Research and Beyond, *Nancy L. Leech*. Guidelines for Conducting and Reporting Mixed Research in the Field of Stress and Coping and Beyond, *Nancy L. Leech and Anthony J. Onwuegbuzie*. A Call for Mixed Analysis Among Stress and Coping Researchers: Deconstructing Separatist Qualitative and Quantitative Analysis in Mixed Research, *Anthony J. Onwuegbuzie, R. Burke Johnson, and Kathleen M. T. Collins*. **SECTION II: METHODOLOGICAL PERSPECTIVES.** Stress and Coping in Families of Children with Disabilities: A Mixed Research Perspective, *Lisa A. Turner and R. Burke Johnson*. 7 A Meta-Framework for Conducting Mixed Research Syntheses for Stress and Coping Research and Beyond, *Anthony J. Onwuegbuzie, Kathleen M. T. Collins, Nancy L. Leech, Amy B. Dellinger, and Qun G. Jiao*. A Mixed Methods Approach to Conducting Literature Reviews for Stress and Coping Researchers: An Interactive Literature Review Process Framework, *Julie P. Combs, Rebecca M. Bustamante, and Anthony J. Onwuegbuzie*. Toward More Rigor in Focus Group Research in Stress and Coping and Beyond: A New Mixed Research Framework for Collecting and Analyzing Focus Group Data, *Anthony J. Onwuegbuzie, Wendy B. Dickinson, Nancy L. Leech, and Annmarie G. Zoran*. An Innovative Method for Stress and Coping Researchers for Analyzing Themes in Mixed Research: Introducing Chi-Square Automatic Interaction Detection (CHAID), *Anthony J. Onwuegbuzie and Kathleen M. T. Collins*. **SECTION III: APPLIED RESEARCH PERSPECTIVES.** School-Based Stress and Coping Program for Adolescents in Sri Lanka: Using Mixed Methods to Facilitate Culture-Specific Programming, *Bonnie K. Nastasi, John H. Hitchcock, Kris Varjas, Asoka Jayasena, Sreeroopa Sarkar, Rachel Bernstein Moore, Frances F. Burden, and Lauren Albrecht*. Identifying and Alleviating the Stresses of College Students Through Journal Writing, *Melissa A. Kelly and Leasha M. Barry*. Interview Techniques Used in Coping and Stress Mixed Methods Studies, *Thomas W. Christ*. A Mixed Methods Investigation of Hispanic Students' Sense of Self-Efficacy in Reaction to Bullying Stressors, *Rebecca A. Robles-Piña, Paulette Norman, and Carrie Campbell-Bishop*. Professional Burnout and Job Demands Among High School Principals: A Mixed Methods Study, *Julie P. Combs and Stacey L. Edmonson*. About the Contributors.



Voices of Pineland Eugenics, Social Reform, and the Legacy of

Stephen T. Murphy, *University of Southern Maine*

2011. Paperback 978-1-61735-414-4 \$45.99. Hardcover 978-1-61735-415-1 \$85.99

Voices of Pineland: Eugenics, Social Reform, and the Legacy of "Feeble-mindedness" in Maine by Stephen Murphy tells the story of the Maine School for the Feeble-minded, later known as Pineland Hospital and Training Center. Based on an in depth analysis of annual institutional reports, newspaper clippings, legal documents, and other archival sources as well as interviews with former residents, their family members, and staff, Murphy traces the history of the Maine institution from its founding in 1908 to its eventual closure in 1996. Prior to 1908, Maine sent many of its citizens with intellectual and developmental disabilities to Massachusetts. When the state established the Maine School for the Feeble-minded, it modeled it after an institution in Massachusetts that had been the first asylum for so-called "idiots" in the United States. Murphy shows the influences of both social forces and the personalities of superintendents, elected officials, and eventually lawyers, advocates, and court officials on Pineland's history.

Voices of Pineland is more than the story of Maine's institution for the feeble-minded, though. It provides a lens through which to view the history of people with intellectual disabilities in twentieth century America. The founding of the Maine School for the Feeble-minded was a product of the eugenics fervor that swept the country around the turn of the century and continued for several decades. The feeble-minded were seen as a cause of a broad range of social problems and a threat to the social order. Like other states, Maine turned to the institution and later involuntary sterilization to prevent the feeble-minded from spreading their alleged defective genes. The population of the Maine school steadily grew, and the institution soon became overcrowded and understaffed. As early as 1938, charges of abuse and neglect at the institution were reported in the press. This predated the flurry of exposes on state schools and mental hospitals in the national media, including *Life* magazine and *Reader's Digest*, in the post-World War II era.

CONTENTS: Acknowledgments. Foreword, *Steven J. Taylor*. **1.** Introduction. **2.** National Context Surrounding Maine's School for "Feeble-Minded". **3.** Opening the Institutional Doors. **4.** Eugenics, Racism, and Sterilization. **5.** Continuing Fears, Legalized Surgery, and Institutional Acceleration. **6.** Receding Eugenic Influence: Persisting Policies. **7.** Institutional Exodus and Expose. **8.** From Medical to Legal: Class Action, Consent Decrees, and Controversy. **9.** Compliance Debates and Closure Wars. **10.** Contemporary Reform and Continuing Legacy References.

BACK LIST

Title	Year	Hardcover	Paperback
Relating to Environments: A New Look at Umwelt Rosemarie Sokol Chang <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2009	\$45.99 978-1-60752-136-5	\$73 978-1-60752-137-2
Rethinking Language, Mind, and World Dialogically Per Linell <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2009	\$45.99 978-1-59311-995-9	\$85.99 978-1-59311-996-6
The Concept of Validity: Revisions, New Directions and Applications Robert W. Lissitz	2009	\$45.99 978-1-60752-227-0	\$85.99 978-1-60752-228-7
Innovating Genesis: Microgenesis and the Constructive Mind in Action Emily Abbey, Rainer Diriwächter <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2008	\$45.99 978-1-59311-909-6	\$85.99 978-1-59311-910-2
Recovery the Native Way: A Therapist's Manual Dr. Alf H. Walle	2008	\$45.99 978-1-59311-833-4	
Recovery the Native Way: A Client Reader Dr. Alf H. Walle	2008	\$45.99 978-1-60752-014-6	
Recovery the Native Way - Workbook Dr. Alf H. Walle	2008	\$45.99 978-1-59311-891-4	
Self-Processes, Learning and Enabling Human Potential: Dynamic New Approaches Herbert Marsh, Rhonda G. Craven, Dennis M. McInerney <i>Series: International Advances in Self Research</i>	2008	\$45.99 978-1-59311-903-4	\$85.99 978-1-59311-904-1
Discovering Cultural Psychology: A Profile and Selected Readings of Ernest E. Boesch Walter J. Lonner, Susanna A. Hayes <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2007	\$45.99 978-1-59311-746-7	\$85.99 978-1-59311-747-4
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