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**Apprentice in a Changing Trade**

Jean-François Perret  
Anne-Nelly Perret-Clermont  
Danièle Golay Schilter  
Claude Kaiser  
Luc-Olivier Pochon

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

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  

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**Cultural Dynamics of Women's Lives**

Ana Cecília S. Bastos  
Jaan Valsiner, *Clark University*  
Kristina Urito, *Tallinn University*

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

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.


Cultural Psychology and Psychoanalysis
Pathways to Synthesis

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

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

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 suggests 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.

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

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.

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.


Researcher Race: Social Constructions in the Research Process
Lauren Mizock
Debra Harkins

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.

Toward a Broader Understanding of Stress and Coping
Mixed Methods Approaches

Qun G. Jiao, Baruch College, CUNY
Anthony J. Onwuegbuzie, Sam Houston State University
Kathleen M. T. Collins, University of Arkansas at Fayetteville

A volume in the series Research on Stress and Coping in Education

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.

Voices of Pineland: Eugenics, Social Reform, and the Legacy of “Feeblemindedness” in Maine by Stephen Murphy tells the story of the Maine School for the Feebleminded, 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 Feebleminded, 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 feebleminded, 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 Feebleminded was a product of the eugenics fervor that swept the country around the turn of the century and continued for several decades. The feebleminded 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 feebleminded 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.

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