



Book Series

Advances in Cultural Psychology: Constructing Human Development

Series Editors

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

In the beginning of the 21st century, a new direction has been emerging at the intersection of developmental and social psychologies, anthropology, education, and sociology - which has become labeled cultural psychology. This fits the vast global social processes of most countries becoming multi-cultural in their social orders, and the World becoming one "global village" - with the corresponding need to know how different parts of that "village" function. The knowledge base of developmental psychology and education has become truly inter-disciplinary, and its applications in the vast variety of cultural contexts need to be informed about varieties of cultural expectations. In that inter-disciplinary synthesis, the knowledge base of contemporary developmental psychology and educational sciences is increasingly international. At the same time, any application of the know-how of the social sciences in the areas of education and social life in any society remain local.

Advances in Cultural Psychology creates an international forum for communicating key ideas of methodology, different approaches to family, relationships, schooling and social negotiations of issues of human development. New perspectives - dynamic systems theory, dialogical perspectives on the development of the self, the role of various symbolic resources in human development, and other new topics of inter-disciplinary kind will figure prominently in the book series. The series will include both monographs and edited books - one of each kind per year, starting from 2005.

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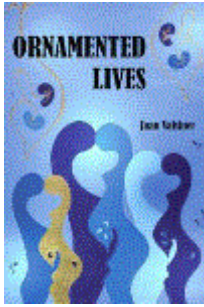
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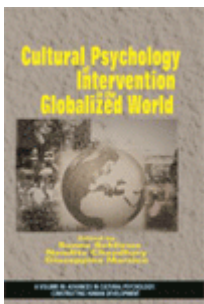
Ornamented Lives

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

2018. Paperback 978-1-64113-468-2 \$45.99. Hardcover 978-1-64113-469-9 \$85.99. eBook 978-1-64113-470-5 \$65.

Ornamented Lives is a theoretical synthesis of cultural psychology, aesthetics, and philosophy of meaning construction. It is an extension of the author's theory of Semiotic Dynamics (Culture in Minds and Societies, 2007) to the field of ornaments. Ornaments are not merely "decorations" but play the important role of guiding the affective depths of the human minds. This is done by capturing the whole fields of perceivable peripheral spaces and filling them with highly recursive forms. The book concentrates on the visual ornaments of various kinds, indicating in them the tensions between basic forms—linear and curvilinear. This tension is present in human construction of environments—natural growth involves curvilinear forms while human constructions introduce linearity. The basic tension between linear and curvilinear infinities is expressed in the use of spiral forms in art and architecture. The book builds a theoretical account of human beings constantly creating sublime life occasions that give them affective charge for dramatizations of ordinary living. Episodically the sublime acquires new quality—becomes aesthetic. The coverage in this book links the aesthetic, the sublime, and the mundane into one theoretical scheme within cultural psychology.

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Cultural Psychology of Intervention in the Globalized World

Sanna Schlieuwe, Centre for Cultural Psychology Aalborg University, Denmark; Nandita Chaudhary, University of Delhi; Giuseppina Marsico, University of Salerno

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The interventions have ranged between benevolent exchanges to powerful influences as well as military domination. Although interpersonal and group influence has been an important domain of study in Social Psychology, we propose to take a fresh look at these phenomena from the specific orientations provided by the discipline of Cultural Psychology.

In this perspective, meaning making processes becomes a key for understanding the everyday experiences of the receivers and agents of intervention.

In this volume, we see how attending to meaning-making processes becomes crucial when researching or intervening within cultural encounters and global everyday life.

It is through listening to the foreign other, to attend to their immediate experiences, as well as exploring how meaning may be mediated and co-constructed by them in everyday life through organizational structures, informal peer network, traditional rituals or symbols, that collaboration can be created and sustained.

CONTENTS: Series Editor's Preface: Sincere Desires for Improvements in the Globalizing World, *Jaan Valsiner*. Editors' Introduction: Weaving Culture Plot: Intervention at the intersection of Borders and Community in a Changing World, *Sanna Schlieuwe, Giuseppina Marsico, and Nandita Chaudhary*. **PART I: PRINCIPLES OF INTERVENTION.** Therapy as Anthropology, *Jacob Mosgaard*. The Fuel and the Engine: A General Semio-Cultural Psychological Framework for Social Intervention, *Viviana Fini and Sergio Salvatore*. **PART II: COMMUNITY INTERVENTIONS—IN EUROPE AND LATIN AMERICA.** Homes as Intervention Forms, *Amrei C. Joerchel and Stephan Dietrich*. Psychosocial Interventions in the Context of Forced Migration: Empowerment and Social Action, *Lenssa Mohammed*. A Culture of Peace: Social Action

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Cultures of Care in Aging

Thomas Boll, University of Luxembourg; Dieter Ferring, Université du Luxembourg; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University

2018. Paperback 978-1-64113-137-7 \$45.99. Hardcover 978-1-64113-138-4 \$85.99. eBook 978-1-64113-139-1 \$65.

This book is about caring for elderly persons in the 21st century. It shows that care has many facets and is influenced by many factors. Central topics of this book thus include the relation between the person depending on care and the care giver(s), the impacts of caregiving on the family and the larger social context, as well as socio-cultural and political aspects underlying the growing need for and the practice of formal and informal care. It is evident that care as a real-life phenomenon of our time needs the co-operation of multiple disciplines to better understand, describe, explain and modify phenomena of elder care. Such a need for cross-disciplinary research is even more urgent given the increasing population aging and the impending gaps between demand and supply of care. The present book is dedicated to this approach and provides a first substantive integration of knowledge from geropsychology, other gerosciences, and cultural psychologies by a multi-disciplinary cast of internationally renowned authors. Cultural psychology emerged as a valuable partner of the gerosciences by contributing essentially to a deeper understanding of the relevant issues. Reading of this book provides the reader—researcher or practitioner—with new insights of where the problems of advancing age take our caring tasks in our 21st century societies and it opens many new directions for further work in the field. Finally and above all, this book is also a strong plea for solidarity between generations in family and society in a rapidly changing globalized world.

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Beyond the Mind Cultural Dynamics of the Psyche

Giuseppina Marsico, University of Salerno

2018. Paperback 978-1-64113-034-9 \$45.99. Hardcover 978-1-64113-035-6 \$85.99. eBook 978-1-64113-036-3 \$65.

This book *Beyond the Mind: Cultural Dynamics of the Psyche* is unusual in the content and in the format. That's why it requires an unusual look. It has to do with a man, an intellectual journey and with uncountable travels across the world over the last two decades.

This man is Jaan Valsiner and here you will read of his restless effort of elaborating ideas while going in different places as invited keynote. This book is mainly about his intellectual trajectory, which touches several places and several and interconnected topics.

This book is about the "minutes" of his "bigger" and well organize works and also it is a collection of only apparently fragmented texts (mainly keynote lectures, unpublished or rejected papers) where the readers will see the "step-by-step" elaboration over the years of new ideas, theories, models and even schemas (which Jaan likes very much—maybe especially as he claims basic inability to draw anything).

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Internationalizing the Teaching of Psychology

Grant J. Rich, Consulting Psychologist, Juneau, Alaska; Uwe Gielen, St. Francis College; Harold Takooshian, Fordham University

2017. Paperback 9781641130059 \$45.99. Hardcover 9781641130066 \$85.99. eBook 9781641130073 \$65.

"How can psychology professors in the USA and other nations make their courses more international?" This question is addressed in this indispensable new sourcebook, co-authored by 73 contributors and editors from 21 countries.

In recent decades psychology has evolved from an American-dominated discipline to a much more global discipline. Preliminary estimates by Zoma and Gielen (2015) suggest that approximately 76%-78% of the world's one million or so psychologists reside outside the U.S. However, most textbooks in the field continue to rely predominantly on research conducted in North America and Europe. Our book is intended to introduce psychology instructors to a variety of broad perspectives as well as specific suggestions that can support their efforts to internationalize their course offerings at both the undergraduate and graduate levels. In this way they can prepare their students to become more culturally sensitive and function more effectively as citizens and psychologists in the evolving globalized world. To achieve these ambitious goals the editors have assembled an international group of 73 distinguished contributors who, taken together, have taught and conducted research in all regions of the world.

The chapters in the book include both core areas of psychology and subdisciplines that represent rapidly expanding and internationally important areas such as cross-cultural psychology and the psychology of gender. The chapters cover key topics and areas included in the course offerings of psychology departments both in the United States and in other countries. In addition to a discussion of international perspectives relevant to a given area, all chapters include an annotated bibliography of pertinent books, articles, web-related materials, films, videos, and so on. Based on this information, both highly experienced and less experienced psychology instructors can add globally and culturally oriented dimensions to their respective courses. This is important because universities, departments, and accrediting agencies increasingly put pressure on instructors to broaden and internationalize their courses.

"As a long-time international psychologist myself, I see this bold new volume as a great leap forward for international psychology. The 73 distinguished contributors and editors from 21 countries have carefully crafted a handbook that will be the go-to resource on the topic for years to come. For psychology to continue to be relevant in the 21st century it must become more international; I am grateful this book will help us accomplish this challenging but rewarding goal." ~ Philip G. Zimbardo, Ph.D Past-President American Psychological Association

"What could be more important than understanding human behavior and the thoughts and emotions that underlie it? By teaching psychology to the world, we offer the possibility of using our discipline to create a better future for all of us. The chapters in this excellent book help teachers of psychology move from an ethnocentric perspective to a global way of thinking about and telling about a truly international psychology." ~ Diane F. Halpern, Ph.D Past-President of the American Psychological Association and Professor of Psychology

"This is a brilliant, unprecedented collection of international scholarship that every psychology professor and student should read. The 21st century in the teaching of psychology has truly arrived with this book, creating a thoroughly needed international focus for our pedagogy." ~ Frank Farley, Ph.D, L. H. Carnell Professor, Temple University; Former President, American Psychological Association (APA), International Council of Psychologists, American Educational Research Association (AERA), and the Society for International Psychology (Division 52 of APA)

"Internationalizing Teaching of Psychology contains chapters authored by eminent psychologists of diverse cultural background, inclusive of different cultural perspectives on range of topics of contemporary importance. Thus, the volume integrates research emanating from varied cultural contexts facilitating development of a truly universal psychological science. The volume is a major resource for teaching courses on Cultural/Cross-cultural /Global psychology and in enhancing internationalization of psychology." ~ Prof. Janak Pandey, University of Allahabad, India, Editor, Psychology in India: The State-of-the-Art

"All involved in the training of psychologists will want to recommend this book, which thoroughly presents an international perspective on the teaching of psychology. Rich, Gielen and Takooshian consider the basic nature of psychology, at the same time emphasizing cultural differences and relating it all to real life. As expert, cross-cultural researchers, the contributors provide a much needed resource and up-to-date reference for psychologists and students, as well as for any scholar interested in our discipline around the globe." ~ Laura Hernández-Guzmán, Ph. D. Professor of Psychology,

Universidad Nacional Autónoma de México, Past-President of the Mexican Psychological Society

"Since the mid-twentieth century the world has become an increasingly smaller place, at least in the figurative sense. And yet, Western psychology has been slow to grasp the culturally limited scope of much of our science. Although the movement toward a more culturally inclusive psychology had its roots at least as early as the 1960s, more recent meta-analyses have shown that a large percentage of the psychological literature has represented a small percentage of the world's population. In *Internationalizing the Teaching of Psychology*, Grant Rich, Uwe Gielen, and Harold Takooshian are making a noteworthy effort to inform and support teachers who would move the field toward a psychology of all people. From advice about getting involved in international psychology, to stand-alone international psychology courses, to the problems of culture-bound specialized courses, these well-traveled and experienced editors have assembled a resource that psychology teachers will find both interesting and valuable." ~ Kenneth D. Keith, President, Society for the Teaching of Psychology, University of San Diego

"This volume is a positive contribution to the internationalization of the psychology curriculum. Given the very large numbers of psychology undergraduate and graduate students across the world, such internationalization has significant potential to provide learners with opportunities to better understand the similarities and differences in the behavior of humans in different local, national and international contexts. Such understanding can lead to a greater appreciation of, and perhaps respect for and celebration of, these similarities and differences, thus potentially leading to actions that reduce global human suffering. This volume should become an indispensable tool for psychology educators interested in such outcomes." ~ Jacquelyn Cranney, Psychology, UNSW Sydney, Australia

"This book is a necessity, given the increasing mobility of psychologists, use of technology in psychology practice, and need to regulate the psychology profession globally. The content in this book will go a long way to improve psychological literacy in our East and Central Africa region. I chaired the first ever East and Central African Regional Psychology Conference in Uganda in 2013 and am on the Board of Directors of the International Association of Applied Psychologists (IAAP), so am keenly aware that the internationalization of scientific psychology knowledge and skills is an imperative." ~ James Kagaari, Ph.D, President, Uganda Council of Psychologists

"Teaching psychology in your own country—especially when it is a country as vast and diverse as the United States, where fewer than half its citizens hold a passport—makes it all too easy to give courses in which students come away with the impression that what psychological scientists have learned about behavior and mental processes at home applies equally in the rest of the world. That is not always the case, of course, and the chapters in this valuable volume serve not only to remind us of that fact, but to stimulate us to consider adjusting the content of our courses to make them, as they should be, more international in scope." ~ Douglas Bernstein, Courtesy Professor of Psychology, University of South Florida USA

"Bravo to this all-star cast of international contributors for showing us how to help students appreciate both our cultural diversity and our human kinship—and for providing us with accessible articles, books, media, and online materials for teaching every area of psychology from a more international perspective." ~ David G. Myers, Hope College, co-author, Psychology 12th Edition and Social Psychology, 12th Edition

"Imagine that you convened an invitation-only panel of 73 experts from around the world and asked that they guide the profession in internationalizing the teaching of psychology. This book would be the impressive result! Here's the definitive, how-to guide on adding global and cross-cultural perspectives to courses throughout the psychology curricula." ~ John C. Norcross, Ph.D, ABPP, Distinguished Professor of Psychology at University of Scranton, Adjunct Professor of Psychiatry at SUNY Upstate Medical University

"In today's increasingly interconnected world, the ever-emerging importance and impact of integrating psychology into education is powerfully presented in this book. The editors - themselves outstanding experts in the field - have assembled an exceptionally impressive collection of 28 chapters by 73 expert contributors covering varied aspects of teaching psychology from an international and multicultural perspective. Educators, students, psychologists, as well as stakeholders in related disciplines will find the theories and practical guides as essential and useful resources." ~ Judy Kuriansky, PhD, United Nations NGO representative, the International Association of Applied Psychology; Department of Psychology, Columbia University Teachers College

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Healthcare and Culture Subjectivity in Medical Contexts

Maria Francesca Freda, University of Naples Federico II; Raffaele De Luca Picione, University of Naples Federico II

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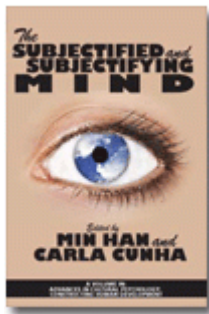
The book deals with current issues, pertinent every healthcare relationship. Changes in medicine as well as some constant aspects over time arise within a cultural ground and generate new questions and issues that are not only purely medical, but also bioethical, social, political, economic and psychological of course.

On the one hand, changes in medicine generate new questions for society, on the other hand, the society poses new questions to the medicine, new challenges, and in some cases they can conflict with consolidated models and practices. Never the progress of Western medicine and its therapeutic practices have been as significant as in the last decades but the increase of specific competence and effectiveness of medical treatments are not linearly translated into an increase of consensus, dialogue and alliance between medicine and society. How does psychology take on a position of interlocutor towards medicine and its transformations? How does Cultural Psychology, Health Psychology, Clinical Psychology confront themselves with the processes of meaning making generated by medicine?

The interest of the book is aimed to grasp the construction of processes of cultural, relational and subjective meaning in the dialogical encounter between medicine and society, between doctor and patient. The book intends to focus in particular on two specific plans: on the one hand, to present a reflection and analysis on contemporary medicine and its on-going transformations of the healthcare relationship; on the other hand, to present and discuss experiences of intervention and possible models of intervention addressed to healthcare and doctor-patient relationships during its crucial steps (consultation, formulation and communication of diagnosis, therapy, conclusion). The book's purposes are aimed to discuss crucial and current issues on the borders between medicine and psychology: consensus and sharing, decision-making and autonomy, subjectivity and narration, emotions and affectivity, medical semeiotics and cultural semiotics, training of physicians, and epistemological, theoretical and methodological issues.

CONTENTS: Series Editor's Preface: Caring for Health Care: Cultural Processes in Medicine, *Jaan Valsiner*. Introduction: The Meaning Making Processes of Healthcare Relationship in the Current Scenario, *Maria Francesca Freda and Raffaele De Luca Picione*. **PART I: HEALTHCARE RELATIONSHIP AS ARENA OF MEANING. FROM CULTURAL ISSUE TO**

SUBJECTIVE CONSTRUCTION OF ILLNESS. Medicine as a Complex Set of Cultural Systems of Meanings, *Raffaele De Luca Picione*. The Border Into Wonderland: When Words Between Doctor and Patient Is Not Enough, *Jensine Nedergaard*. Autonomy: A Concept at the Crossroads of Medicine and Psychology, *Giovanni Guerra*. The Role of the Meaning-Making Process in the Management of Hereditary Angioedema, *Livia Savarese, Maria Bova, Raffaella Falco, Maria Domenica Guarino, Gerarda Siani, Paolo Valerio, and Maria Francesca Freda*. **PART II: HEALTHCARE RELATIONSHIP AS ARENA OF TRANSFORMATION: FROM COMMUNICATION TO DIALOGUE.** Psychological Scaffolding in the Healthcare Relationship: A Methodological Proposal, *Maria Francesca Freda, Raffaele De Luca Picione, and Francesca Dicè*. Breaking Bad News: Theory and Practice for Healthcare Professionals' Training, *Giulia Lamiani, Daniela Leone, Elaine C. Meyer, and Elena Vegni*. Psychologists and Family Physicians in an Experience of Collaborative Care in Italy: An Effort Towards Integration and Against Stigma, *Luigi Solano, Barbara Cordella, Michela Di Trani, Rosa Ferri, and Alessia Renzi*. Clinical Psychology in Hospital Setting, *Renzo Carli, Rosa Maria Paniccia, Silvia Policelli, and Andrea Caputo*. **PART III: MENTAL HEALTHCARE AS PARADIGMATIC ARENA TO UNDERSTAND THE COMPLEXITY OF HUMAN RELATION.** From Psychopathology to Service. A New View of the Clinical Psychology Intervention, *Sergio Salvatore, Claudia Venuleo, Valeria Pace, Marianna Puglisi, Mari Tandoi, Annalisa Venezia, Rossano Grassi, and Gianna Mangeli*. Recovery, Paternalism and Narrative Understanding in Mental Healthcare, *Tim Thornton*. "Why Do You Then Not Shit?" Diagnosis and the Semiotic Sphere, *Yair Neuman*. **PART IV: PREGNANCY AND MOTHERHOOD: A CHALLENGING ARENA FOR DIALOGUE BETWEEN MEDICINE AND PSYCHOLOGY.** Birth Experience as Socially and Culturally Regulated Event, *Kristiina Uriko*. The Generative Function of a Healthcare System: Linking Meanings Between Chronic Illness and Motherhood, *Giorgia Margherita, Maria Carlino, and Francesca Tessitore*. Doctor-Patient Relationship in Face of Grief/Mourning: The Case of Gestational Losses, *Vivian Volkmer Pontes and Ana Cecilia Bastos*. Conclusion: Healthcare Relationship: An Open Space Dialogue in Search of Its Own Forms, *Maria Francesca Freda and Raffaele De Luca Picione*. About the Authors.



The Subjectified and Subjectifying Mind

Min Han; Carla Cunha

2017. Paperback 9781681236223 \$45.99. Hardcover 9781681236230 \$85.99. eBook 9781681236247 \$65.

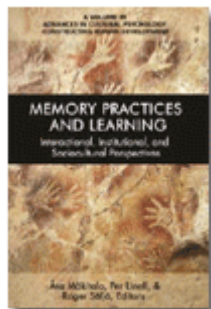
Putting subjectivity back in psychology and in social sciences is the aim of this volume. Subjectivity is a core psychological dimension but frequently forgotten. Without a full understanding of the uniqueness of each human life our understanding of psychological life fails to reach its aim. This book explores precisely the field of subjectivity, offering the reader different and innovative views on this challenging theme. This book is an asset for all those interested in understanding how the mind operates as a subjectifying process and how this subjectifying mind is simultaneously the product and the content of feeling an unique and unrepeatable subjective life.

By bringing together renowned and emergent experts in the field, it provides a fresh new look on the human mind. The reader will find thought-provoking and challenging contributions of 26 different scholars, from 10 countries. It covers a wide range of perspectives and approaches, such as dialogical perspectives, cultural psychology approaches, developmental psychology, feminist perspectives, semiotics, and anthropology.

This volume will be very much recommended for all sorts of scholars and students in social and human sciences interested in the human mind and in subjectivity. It will be adequate for different levels of teaching, from undergraduate to master courses. It also meant to be understood for all readers interested in the topic.

CONTENTS: Series Editor's Preface: Key Focus for Psychology: Culturally Patterned Subjectivities. Introduction: Back to Subjectivity, *Min Han and Carla Cunha*. **PART I: CULTURAL EXAMPLES.** Mythological Constraints to the Construction of Subjectified Bodies, *Danilo Silva Guimarães and Livia Mathias Simão*. Intersectional Subjectivities: Narratives of Brazilian Immigrant Women in Portugal, *Sofia Neves*. Psychologizing Subjectivities in the Chinese Media, *Josh Krieger*. Commentary to Part I: Commentary on the Cultural Variations of Subjectification, *Asger Nymann Løebekken*. **PART II: SUBJECTIFICATION AND THE SELF.** Social Frames and the Dialogical Self: A Dynamic Account of Subjectivity Within a Subjectified World, *Carla Cunha and João Salgado*. Imagining Self in a Changing World: An Exploration of "Studies of Marriage", *Tania Zittoun*. The Dynamics of Self-Transformation in Youth Transitions: The Role of Promoting and Inhibiting Processes, *Elsa de Mattos*. Commentary Part II: Psychological Generalization as a Mediating Process between Context-Specific and Ontogenetic Changes, *Márcio Santana da Silva*. **PART III: DEVELOPMENTAL BASES OF SUBJECTIFICATION.** Socialisation for Subjectification: Growing Up With Others in an Indian Family, *Nandita Chaudhary*

and *Punya Pillai*. Do You Know Who I Am, Through My Eyes? Subjectivity in the Construction of the Self—A Lifelong Process, *Meike Watzlawik and Maïke Hauschildt*. The Process of Subjectification: Transformation Through Ambivalence, *Emily Abbey and Caitlyn Burns*. Commentary to Part III: From Battlefield to Playground: A Productive Position for the Future of Psychology, *Jakob Waag Villadsen and Pernille Hviid*. **PART IV: METHODOLOGICAL HORIZONS.** Pchichim, a Culturally Patterned Form of Subjectified Communication: Using Grounded Theory, *Min Han and Koyungjae Song*. How to Model Sense Making: A Contribution for the Development of a Methodological Framework for the Analysis of Meaning, *Sergio Salvatore, Marco Tonti, and Alessandro Gennaro*. Dynamic Self Conceptions: New Perspectives to Study Children's Dialogical Self Development, *Angela Uchoa Branco and Sandra Ferraz Freire*. Commentary to Part IV: Dialogism and Catalytic Regulation in the Self System, *Tiago Bento, Maria Amendoeira, and Sofia Teixeira*. Conclusion: Upon Framing Subjectification: Some Possible Conclusions, *Carla Cunha and Min Han*.



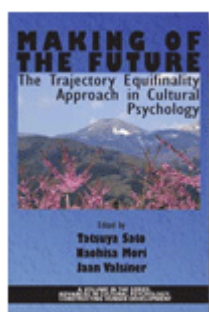
Memory Practices and Learning Interactional, Institutional and Sociocultural Perspectives

Åsa Mäkitalo, University of Gothenburg; Per Linell, University of Linköping, Sweden; Roger Säljö, University of Gothenburg

2017. Paperback 9781681236193 \$45.99. Hardcover 9781681236209 \$85.99. eBook 9781681236216 \$65.

Memory and learning are seen as mental phenomena and generally studied as brain processes, for example, within various branches of psychology and neuroscience. This book represents a rather different tack, based on sociocultural theory, cultural psychology and dialogism. Authors from many different disciplines and countries study memory and learning as practices adopted by people in different interactional and institutional contexts. Studies range from detailed analyses of situated activities to broad sociohistorical studies of cultural phenomena and collective memories such as national narratives and physical symbols for commemorating events and traditions. By focusing on how people engage in remembering and learning, this book provides a necessary complement to currently popular neuroscientific approaches.

CONTENTS: Series Editors' Preface. Editor's Preface. Introduction, *Roger Säljö*. **PART I: REMEMBERING IN CONVERSATIONS.** Emergence in Conversational Remembering, *Brady Wagoner and Alex Gillespie*. Naming the Other: Category Memberships and Practices Of Ethnic Othering in Children's Multiethnic Peer-Group Participations, *Ann-Carita Evaldsson and Fritjof Sahlström*. Remembering as Instructional Work in the Science Classroom, *Maria Andrée, Per-Olof Wickman, and Lotta Lager-Nyqvist*. "If Green was A and Blue was B": Isomorphism as an Instructable Matter, *Timothy Koschmann and Sharon Derry*. **PART II: REMEMBERING, LEARNING AND COORDINATING WITH TECHNOLOGIES.** Starting Out as a Driver: Progression in Instructed Pedal Work, *Mathias Broth, Jakob Cromdal, and Lena Levin*. Mobilizing Distributed Memory Resources in English Project Work, *Nigel Musk and Asta Čekaitė*. Practices of Remembering: Organizing Math Activities in a First Grade Classroom, *Helen Melander and Pål Aarsand*. Struggling With Powerful Conceptual Reifications: Cognitive Socialization When Learning to Reason as an Economist, *Åsa Mäkitalo and Roger Säljö*. **PART III: REMEMBERING, NARRATION, AND THE REPRODUCTION OF INSTITUTIONS AND IDENTITIES.** Narrative Tools, Truth, and Fast Thinking in National Memory: A Mnemonic Standoff Between Russia and the West Over Ukraine, *James V. Wertsch*. Collective Memory in Dynamics of Ethnopolitical Mobilization: The Karabakh Conflict, *Rauf R. Garagozov*. Memory and National Identity in a Modern State: The Nigerian Case, *Golda Kosisochi Onyeneho*. Connecting Dots: Family Reminiscence, *Kyoko Murakami and Rachel L. Jacobs*. **PART IV: THE PAST AND THE PRESENT AS OPTIONS FOR THE FUTURE.** Individual Remembering as Interactive Achievement: Reminiscing In Collective Interviewing, *Wolff-Michael Roth*. Making History: Apprehending Future While Reconstructing The Past, *Giuseppina Marsico and Jaan Valsiner*. Clocking Nature and Society, *Geoffrey C. Bowker*. Epilogue: Memory Practices Writ Large and Small, *Per Linell and Åsa Mäkitalo*. About the Authors.



Making of The Future The Trajectory Equifinality Approach in Cultural Psychology

Tatsuya Sato, Ritsumeikan University; Naohisa Mori, Sapporo Gakuin University; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University

2016. Paperback 9781681235462 \$45.99. Hardcover 9781681235479 \$85.99. eBook 9781681235486 \$65.

Making of the Future is the first English-language coverage of the new methodological perspective in cultural psychology—TEA (Trajectory Equifinality Approach) that was established in 2004 as a collaboration of Japanese and American cultural psychologists. In the decade that follows it has become a guiding approach for cultural psychology all over the World. Its central feature is the reliance on irreversible time as the basis for understanding of cultural phenomena and the consideration of real and imaginary options in human life course as relevant for the construction of personal futures.

The book is expected to be of interest in researchers and practitioners in education, developmental and social psychology, developmental sociology and history. It has extensions for research methodology in the focus on different sampling strategies.

CONTENTS: Introduction: From TEM to TEA: The Making of a New Approach, *Tatsuya Sato*. **PART I: THEORETICAL ROOTS AND HISTORY OF THE CONCEPT.** Imagining the Past and Remembering the Future: How the Unreal Defines the Real, *Tania Zittoun and Jaan Valsiner*. The Trajectory Equifinality Model (TEM) As a General Tool for Understanding Human Life Course Within Irreversible Time, *Tatsuya Sato and Hitomi Tanimura*. Mapping Trajectories of Becoming a Psychologist, *Katrin Kullasepp*. **PART II: THE DYNAMICS OF HUMAN LIVES.** How Can the Diversity of Human Lives Be Expressed Using TEM? Depicting the Experiences and Choices of Infertile Women Unable to Conceive After Infertility Treatment, *Yuko Yasuda*. Exploring the Transgenerational Transmission of Trauma in a Cultural Life Course Perspective, *Nina Dalgaard and Pernille Hviid*. Meaning Construction and Its Transformation in Narratives About Music With a Personal Meaning: Music Therapy in Group Counseling for Juvenile Delinquents, *Kakuko Matsumoto*. **PART III: TEM AND DIALOGICAL SELF.** TEM and Dialogical Self Theory: How to Understand a Marriage Problem? *Hubert Hermans*. Composition work and TEM: Studying the Self in Irreversible Time, *Agnieszka Konopka and Wim van Beers*. A Dialogical Self: Trajectory Equifinality Model for Higher Education Persistence/Abandoning of Study, *Mauricio Cortés*. **PART IV: LIFE, TEA, AND RESEARCH.** Contribution of TEM to Lifespan Development Psychology From Life Story, *Masakuni Tagaki*. From the As If to the As Is: The Emergence of a Research Project, *Eugenia Gouvedari*. TEM Model and Brazilian Research on Developmental Transitions, *Ana Cecília Bastos*. Extending the Trajectory Equifinality Model's Conceptual and Methodological Toolkit to Account for Continuous Development, *Eric Jensen and Brady Wagoner*.



Cultural Psychology of Musical Experience

Sven Hroar Klempe, Norwegian University of Science and Technology

2016. Paperback 9781681234847 \$45.99. Hardcover 9781681234854 \$85.99. eBook 9781681234861 \$65.

This book forms a basis and a starting point for a closer dialogue between musicologists, anthropologists and psychologists to achieve a better understanding of the cultural psychology of musical experience. This is done by arranging a meeting point or an arena in which different aspects of psychology and musicology touch and encounters each other due to how the two fields might be defined today. In line with this the book consists of a group of scholars that have their feet solidly grounded in psychology, social science or musicology, but at the same time have a certain interest in uniting them. On this basis it is divided into five parts, which investigates musical sensations, musical experiences, musical transformations, musical fundamentals and the notion of a cultural psychology of music. Thus another aim of this book is to prepare the basis for a further growth of a cultural psychology that is able to include the experiences of music as a basis for understanding the ordinary human life. Thus this book should be of interest for those who want to investigate the mysterious intersection between music and psychology.

ENDORSEMENTS

"Near a century ago, Alfred North Whitehead, a philosopher sensitive to the natural vitality of human intelligence, warned against the restriction of awareness by 'products of logical discernment'. This book makes a bold and much needed effort to recover an appreciation of the creative agency in music of all kinds, which supports mastery of all domains of cultural intelligence, including language, and 'artificial intelligence'. We need to replace a rational psychology of musical form with appreciation of impulses of 'musicality' in the life of every human society. From birth, and before, a human mind is eager to share the rhythms and tones of awareness-with-feeling in body movement, elaborated in song, instrumental performance or dance. The scholastic disciplines of psychology, anthropology, musicology and ethnomusicology, separated by artificial conventions, need to recover this common ground by 'a project that aims at assembling disciplines that have been separated and developed individually for almost hundred years ... to achieve a better understanding of the cultural psychology of musical experience.' This collection of papers boldly meets this challenge, with skillful respect for the

complicated history of our understanding."

Colwyn Trevarthen

Professor (Emeritus) of Child Psychology and Psychobiology,

School of Philosophy, Psychology and Language Sciences, The University of Edinburgh

"This book is an important marker in the next wave of interdisciplinary socio-musical study. Culture, individual experience, and social forces converge here and are addressed, and sometimes redressed, through musical means. Bravo!"

Tia DeNora

Professor, Sociology, Philosophy & Anthropology (SPA)

Exeter University EX4 4RJ, UK

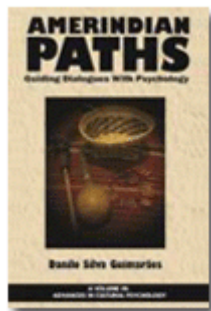
"Klempe has crafted a fascinating collection of discussions that is accessible and inspiring. Both students and experts will find this book invaluable."

Fathali Moghaddam,

Professor of Psychology Director of the Interdisciplinary Program in Cognitive Science,

Georgetown University

CONTENTS: Series Editor's Preface: The Voice of Music in Cultural Psychology. Introduction. **PART I: CULTURAL PSYCHOLOGY OF MUSIC.** Psychological Aesthetics, Cultural Psychology, and Music, *Christian G. Allesch*. The Sound of Music, *Tania Zittoun*. Religion, Culture, and Music: A Psychological Exploration, *Jacob A. Belzen*. **PART II: MUSICAL SENSATIONS.** The "Unattainable Vibration": Julia Kristeva, the Opera, and Psychic Life in a Mexican City, *Karen Rodríguez*. The Musicalization of "Reality": Reality, Rap, and Rap Reality on Public Enemy's Fear of a Black Planet, *Anne Danielsen*. Music, Language, and Ambiguity, *Sven Hroar Klempe*. **PART III: MUSICAL EXPERIENCES.** I'll Take You There: Tuning Into Emotions With Mobile Music Technology, *Arild Bergh*. Everything Except Dance Band Music: Cultural Omnivorousness, Norms, and the Formation of Taboos, *Petter Dyndahl*. Timescales in Musical Experience, *Rolf Inge Godøy*. **PART IV: MUSICAL TRANSFORMATIONS.** Music, Medicine, and Psychiatry in Late 18th and First Half 19th Century Vienna, *Andrea Korenjak*. Music Listening and the Experience of Surrender: An Exploration of Imagery Experiences Evoked by Selected Classical Music From the Western Tradition, *Lars Ole Bonde and Katarina Mårtensson Blom*. Musical Agency: A Perspective From Community Music Therapy, *Viggo Krüger and Brynjulf Stige*. Music, a Bedrock in the River of Life: Exploring Health Assets in Rhythm Sound Movement and Community Musicking, *Lise Jaastad*. **PART V: MUSICAL FUNDAMENTALS.** Silence and Sense-Making: The Musicality of Affect Restored to Wissenschaft in Everyday Life, *Olga V. Lehmann*. Music by Numbers, *Martin Knakkegaard*. The Language Fallacy in Psychology, *Sven Hroar Klempe*. About the Contributors.



Amerindian Paths Guiding Dialogues With Psychology

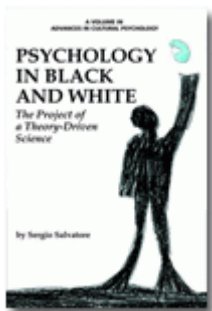
Danilo Silva Guimarães, University of São Paulo

2016. Paperback 9781681233451 \$45.99. Hardcover 9781681233468 \$85.99. eBook 9781681233475 \$65.

This book comes as part of a broader project the editor is developing aiming critically to articulate some theoretical and methodological issues of cultural psychology with the research and practical work of psychologists with Amerindian peoples. As such, the project - of which the present book is part - concerns to a meta-theoretical reflection aiming to bring in new theoretical-methodological and ethical reflections to Cultural Psychology. From this meta-theoretical reflection we have been developing the notion of dialogical multiplication as it implies the diversification (differentiation and dedifferentiation) of semiotic trajectories in interethnic boundaries.

CONTENTS: Series Editor's Preface, Discovering the Real America, *Jaan Valsiner*. Dedication Notes from the Editor and Acknowledgements, *Danilo Silva Guimarães*. Editor's Introduction, *Danilo Silva Guimarães*. **SECTION I: Terms of the Dialogue,** *Danilo Silva Guimarães*. Tzotzil Person Model: A Guide To Understanding Indigenous People's Behavior And Thought, *José Sánchez Barrera*. Neither Tupi Nor Tapuia. Free Determination and Social Policies in the Historic Trajectory of the Brazilian Indigenous Peoples, *Bruno Simões Gonçalves*. Psychosocial Perspective Regarding Ethnocide: A Transdisciplinary Approach in the Context of Human Rights, *Juan Cristóbal Aldana*. **SECTION II: The Situated Topics of the Dialogues,** *Danilo Silva Guimarães*. An Intercultural Perspective on Psychology: Deep Immersion in Indigenous People's Dramas on in Indigenous People's Dramas, *Rosa Suárez, John Sabogal, and Doris de la Hoz*. Institutions, Subjectivity and Culture in Mexican Indigenous Minorities' Political Representation, *Raul Rocha Romero*. Schooling and Changes in Child and Family Life in Indigenous Communities of Mesoamerica, *Maricela Correa-Chávez, Rebeca Mejía-*

Arauz, Ulrike Keyser Ohrt, and Kaitlin Black. Paradigms in Arranging for Children's Learning, Andrew Dayton and Barbara Rogoff. Traditional Indigenous Knowledge and Scientific Knowledge: Interfaces of Mental Health Care in a Xukuru do Ororubá Community, Pernambuco, Edinaldo dos Santos Rodrigues and Luciana Nogueira Fioroni. **SECTION III: Implications of Non-Dialoguing**, Danilo Silva Guimarães. Consequences of the Invisibility Perpetrated by the Argentinian State Against Indigenous People, Marcelo Valko. The Mocoví-Qom Communities: History, Knowledge, Sufferings, and Subjectivity(ties), María Zulma Pirini. The Psychological Context of Guarani-Kaiowá Who Commit Suicide in the City Of Dourados, Mato Grosso do Sul, Brazil, Fabiane Vick and Sonia Grubits. **SECTION IV: Possibilities of Dialogue**, Danilo Silva Guimarães. Anthropology, Psychology and Many Others: Reflections on Experiences of Interdisciplinarity in Health Assistance For Indigenous People, Vanessa Caldeira. Madre Ñame and the Nonam: One and Another, Hernán Sánchez and Livia Simão. Cross-Cultural Analysis in Brazilian and Mexican Children's Drawings, Sonia Grubits, Heloisa Bruna Grubits, and José Angel Vera Noriega. Contributions of a Transdisciplinary Approach (TD) to the Dialogue Between Psychology and the Traditional Knowledge (TK) of Indigenous Peoples, Luiz Eduardo V. Berni. From the Encounter With the Other to a Cultural Psychology: Diatopic Hermeneutics as a Reference in an Intercultural Dialogue About Madness, Ermelinda Salem. **SECTION V: Psychology in the paths of Amerindian peoples.** Final Considerations, Danilo Silva Guimarães.



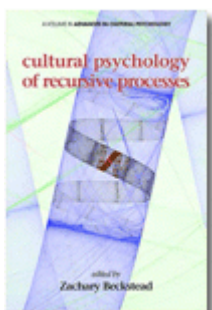
Psychology in Black and White The Project of a Theory-Driven Science

Sergio Salvatore, University of Salento

2015. Paperback 978-1-68123-116-7 \$45.99. Hardcover 978-1-68123-117-4 \$85.99. eBook 978-1-68123-118-1 \$65.

This book is long awaited within the contemporarily creative field of cultural psychologies. It is a theoretical synthesis that is at the level of innovations that Sigmund Freud, James Mark Baldwin, William Stern, Kurt Lewin, Jean Piaget, Lev Vygotsky and Jan Smedslund have brought into psychology over the past century. Here we can observe a creative solution to integrating cultural psychology with the rich traditions of psychodynamic perspectives, without repeating the conceptual impasses in which many psychoanalytic perspectives have become caught.

CONTENTS: Series Editor's Preface. New Synthesis: A dynamic theory of Sense-Making Introduction. Psychology as the science of the explanandum **PART I - MICRO-PHYSICS OF SENSEMAKING** Chapter 1. The meaning of our discontent. Chapter 2. The Semio-Dynamic Model of Sensemaking (SDMS). Chapter 3. Micro-dynamic of sensemaking. Chapter 4. The semiotic Big Bang. **PART II. THEORETICAL EXPLORATIONS** Chapter 5. The contextuality of mind. Chapter 6. Beyond subject and object. Chapter 7. Affect and desire as semiotic processes. Chapter 8. Exercises of semiotic reframing. **PART III. A NEW METHODOLOGICAL APPROACH** Chapter 9. Field dependency and abduction. Chapter 10. The modelling of sensemaking. Chapter 11. Models and strategies of empirical investigation. Chapter 12. Studies of sensemaking. Epilogue. References.



Cultural Psychology of Recursive Processes

Zachary Beckstead, Grand Valley State University

2015. Paperback 978-1-68123-018-4 \$45.99. Hardcover 978-1-68123-019-1 \$85.99. eBook 978-1-68123-020-7 \$65.

Cultural Psychology of Recursivity illustrates how recursivity, often neglected in the social sciences, can be an important concept for illuminating meaning-making processes. Recursivity is a fascinating though abstract concept with a wide array of often incompatible definitions. Rooted in mathematics and linguistics, this book brings recursion and recursive processes to the foreground of psychological processes. One unifying claim among the diverse chapters in this book is that recursion and recursive processes are at the core of complex social and psychological processes. Recursion is bound up with the notion of re-turning, re-examining, re-reflecting and circling back, and these processes allow for human beings to simultaneously distance themselves from the here-and-now settings (by imaging the past and future) while being immersed

in them. The objective of this book is not simply to celebrate the complexity of human living, but to extend the notion of recursion, recursivity and recursive processes into the realm of social and psychological processes beyond the arenas in which these ideas have currently thrived.

Cultural Psychology of Recursivity shows that in spite of the difficulty in defining recursivity, self-referencing (looping), transformation (generativity), complexity, and holism constitute its core characteristics and provide the basis for which authors in this book explore and elaborate this concept. Still, each contribution has its own unique take on recursivity and how it is applied to their phenomenon of investigation. Chapters in this book examine how recursive processes are related to and basic aspects of play and ritual, imitation, identity exploration, managing stigma, and commemorative practices. This book is intended for psychologists, sociologists, and mathematicians. Use of the book in post-graduate and graduate level of university teaching is expected in seminar format teaching occasions.

CONTENTS: Series Editor's Preface: From Recursivity to Precursivity: Making Psychology Generative, *Jaan Valsiner*. Introduction: Entering the Recursive Realm, *Zachary Beckstead*. Multiple Presences of Recursivity, *Adolfo Perinat*. Turtles All The Way Down? Recursion and Infinity in the Human Sciences, *Lee Rudolph*. Theoretical Recursion in Radical Empiricism: The Universal Philosophical Acid, *Eric P. Charles*. "Imagined Recursivity" and Stigma Management Among American Atheists, *Brooke Long, Fritz Yarrison, and Nicholas J. Rowland*. Understanding Others without a Word: Articulating the Shared Circuits Model with Semiotic-Cultural Constructivist Psychology, *Danilo Silva Guimarães and Andre Mascioli Cravo*. Exploring Exploration as a Recursive Process, *Meike Watzlawik, Elli Schachter, and Carla Cunha*. Saint Ignatius of Loyola's Spiritual Exercises as a Recursive Experience, *Luis Roberto Rivera, Ana Victoria Prados, Sandra Liliana Londoño, and Mauricio José Cortés*. Marking the Past for the Future: Roadside Shrines and Recursivity, *Zachary Beckstead*. General Conclusion: The End is the Beginning: Moving Forward While Looking Backward.



Temporality Culture in the Flow of Human Experience

Livia Mathias Simão, University of Sao Paulo; Danilo Silva Guimarães, University of São Paulo; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University

2015. Paperback 9781623969677 \$45.99. Hardcover 9781623969684 \$85.99. eBook 9781623969691 \$65.

This book comes as part of a broader project the first editor is developing in collaboration with the other two, aiming critically to articulate the central philosophical issue of time and temporality with Cultural Psychology and related areas in its frontier. Similarly to the previous milestone in this effort—Otherness in Question: Labyrinths of the Self, published in this same series, the present one we also invited international cast of authors to bring their perspectives about a possible dialogue between a central philosophical issue and the core subject of their respective research domains. The book interests to researchers, scholars, professionals and students in Psychology and its areas of frontier.

CONTENTS: Introduction: Time—Not Always the Same, *Livia Mathias Simão*. **PART I: TEMPORALITY AND ITS BOUNDARIES.** Temporality and the Necessity Of Culture in Psychology, *Hroar Kemple*. Defining a Temporal Mereotopology, *Giuseppina Marsico*. Temporality and the Boundary between Present and Future, *Emily Abbey*. Unaccomplished Trajectories: Shadows From the Past in the Present and Future, *Vivian Pontes and Ana Cecília Bastos*. **PART II: LIVING TEMPORALITY.** Living and Observing: Two Modes of Understanding Time, *Carlos Cornejo and Himmler Olivares*. When is Now: Measuring How We Perceive Instants in Time, *André Cravo and Hamilton Haddad*. **PART III: TEMPORALITY AND LIFETIME.** Duration and Experience: The Temporality of Development, *Dankert Vedeler*. Temporality, Lifetime, and the Afterdeath: Case Studies From Hospice Patients, *Meike Watzlawik*. Times of Illness and Illness of Time, *Maria Francesca Freda, Raffaele De Luca Picione, and Maria Luisa Martino*. **PART IV: TEMPORALITIES OF THE SELF.** Heidegger, Temporality, and Dialogical Self Theory, *Basia Ellis and Henderikus Stam*. On Time and Temporality From a Clinic and Psychoanalytic Point of View, *Nelson Coelho Jr*. Temporality: Expectation and Futurity in Physiotherapy Patients, *Larissa Laskovski and Livia Mathias Simão*. Time or Not Time in Mind: What is Temporality? *Ruggero Ruggieri and Anna Gorrese*. **PART V: COLLECTIVE-PERSONAL TEMPORALITIES.** Living With the Belief in Cyclical Time: Collective and Personal Constructions of Hindus, *Nandita Chaudhary*. Temporality as Reciprocity of Activities: Articulating the Cyclical and the Irreversible in Personal Symbolic Transformations, *Danilo Guimarães*. Repetition, Duration and Persistence: Temporality in the Performing Arts, *Juliano Sampaio and Livia Simão*. Black God, White Devil, and Behind the Sun: Destinies in Modern Brazilian Cinema, *Renato Tardivo*. **PART VI: TEMPORALITY AND ITS FUTURE CHALLENGES FOR PSYCHOLOGY.** Temporality and the Challenge to Genetic Cultural Psychology, *Cor Baerveldt*. Temporality and Generalization in Psychology: Time as Context, *Luca Tateo*. The Temporality of Tradition: Some Horizons for the Semiotic-Cultural Constructivism in Psychology, *Livia Simão*. About the Authors.



Making Our Ideas Clear Pragmatism in Psychoanalysis

Philip Rosenbaum, Haverford College

2015. Paperback 9781623968670 \$45.99. Hardcover 9781623968687 \$85.99. eBook 9781623968694 \$65.

This book brings pragmatic theory and praxis into dialogue with contemporary psychodynamic ideas, practitioners, and clinical issues. Generally considered as a historical footnote to psychoanalysis, the chapters in this volume demonstrate pragmatism's continued relevance for contemporary thought. Not only does pragmatism share many of the values and sensibilities of contemporary psychodynamics, its rich philosophical and theoretical emphasis on active meaning making and agentic being in the world complements and extends current thinking about the social nature of self and mind, how we occupy space in the world, non-linear development, and processes of communication.

CONTENTS: Series Editor's Preface: Connecting Cultural Psychology With Psychoanalysis: How Pragmatism Matters. Introduction: The Effects of the "Postmodern" Turn in Relational Psychoanalysis. **Section I: Pragmatic Beginnings: A Historical Overview.** Compatibility Between Early Psychoanalysis and Pragmatism, *Tania Zittoun*. Self as a Sign: Locating Peirce's Semiotics in Sullivan's Self-System, *Philip J. Rosenbaum*. Wilfred Bion: A Piercean Semiotic Reading, *Robert White*. Commentary: Commentary on Pragmatism and Psychoanalysis, *Katharina Rothe*. **Section II: Applying Pragmatic Theory to Contemporary Questions.** Dialogue Between Multiple Self Models: Moving Towards. Integration, *Mayer Bellehse*. Achieving Purpose in an Open Cosmos: The Continuing Relevance of William James for Relational and Interpersonal Theory, *Jon Weidenbaum*. From Meaning to Sensemaking: Implications of a Semiotic and Dynamic Model of Mind for Psychoanalysis, *Sergio Salvatore*. The American Idea in Siblinghood—Interpersonal Psychoanalysis and Pragmatism: Knowing and the Problem of the Unconscious, *Michael Mance*. Commentary: Reflections on the Ways Pragmatic Philosophy and Interpersonal Psychoanalysis Are "Related", *Cory K. Chen*. **Section III: Pragmatic Methodology in Clinical Work.** The Psychosemiotic Model for Understanding the Body-Mind Continuum: Implications for Epistemic and Psychotherapeutic Applications, *Matti Keinänen*. The Dynamics of Control in the Case of Mrs. C: A Pragmatic Study of the Patient/Analyst Dialogue, *Georgia Lepper*. Children's Dreams: A Novel Interpretation, *Yariv Orgad and Yair Neuman*. How Empirical Research Can Help Clinicians Evaluate Psychoanalytic Theory and Practice: A Pragmatic Approach, *Jean Knox*. Commentary: The Language of Dreams: Dissociative Processes and Symbolic Functioning In Dreaming, *Rhona Kaplan*. Conclusion: The Pragmatic Maxim and the Good Life, *Philip J. Rosenbaum*.



Biographical Ruptures and Their Repair Cultural Transitions in Development

Amrei C. Joerchel, Sigmund Freud Privatuniversität; Gerhard Benetka, Sigmund Freud Privatuniversität

2014. Paperback 9781623968380 \$45.99. Hardcover 9781623968397 \$85.99. eBook 9781623968403 \$65.

Biographical ruptures and their repairs: Cultural transitions in development represents the efforts of bridging theoretical, methodological, and practice oriented issues revolving around the notion of biographical ruptures and their repairs. The aim is to bring novel understandings from cultural psychological perspectives to the debate of what it means to be a developing human being in an ever changing world.

Contrary to mainstream psychology ruptures and repairs are here not necessarily understood as a personal experience, which must be overcome through various coping strategies. Rather, ruptures are understood as experiences, which necessarily emerge out of the complex interrelatedness of intra-psychological, inter-personal, and societal processes. Moving along these different levels of analysis, each of the 13 chapters of this book contributes to the general cultural psychological understanding of ruptures from their own particular standpoint. The notion of ruptures and their repairs are discussed from such differing standpoints such as classical developmental psychological theories and challenges to such developmental approaches. They are discussed in relation to racial interpellations using the documentary method and social representations theory. On the object level ruptures are pointed out within popular music videos and from a Ganzheitspsychological approach and others.

The current book thus does not only represent a conglomerate of various theoretical, methodological, or practice oriented approaches to ruptures and their repairs, each adding with their own expertise to a better understand of the phenomenon in its whole. It also demonstrated a lively debate between leading specialists and practitioners from different disciplines and countries. Theoretical and methodological issues, as well as ethical and moral ones, are each discussed from their own cultural psychological viewpoint. This book will interest practitioners, scientists and students or anyone who is interested in biographical rupture and their repairs from a cultural psychological, developmental, social psychological or psychotherapeutic viewpoint.

CONTENTS: Preface: Strategic Authenticity of Repairing Ruptures, *Jaan Valsiner*. Editors' Introduction, *Amrei C. Joerchel and Gerhard Benetka*. **PART I: BIOGRAPHICAL RUPTURES AND DEVELOPMENTAL CONTEXTS.** Adolescence and Transitions in Developmental Psychology, *Amrei C. Joerchel and Eva Dreher*. Understanding Biographical Ruptures and Transitions: A Dynamic Systems Approach to Life-Course Development, *Omar Carlo Gioacchino Gelo*. Ruptures and Repairs in the Course of Living: Challenges to Developmental Psychology, *Pernille Hviid and Jakob Waag Villadsen*. The Crisis of Basic Concepts: Use and Danger of the Implication of Fundamental-Ontological Considerations in the Formation of Psychological Theories, *Stephan Dietrich*. Disruptions and Obstacles in the Lives of Emerging Adults, *Agnes Dodds, Sarity Dodson, Hannah Gitsham, Chau-Hai Nguyen, and Jeanette Lawrence*. Managing Culture: On the Political Ambivalence of Culture in Organizations, *Markus Wrbuschek*. Transitions in the Life Course: Learning From Alfred Schütz, *Tania Zittoun and Alex Gillespie*. **PART II: BIOGRAPHICAL RUPTURES AND CULTURAL CONTEXTS.** Education and Racism: On the Inscriptions of Racist and Ethnicizing Interpellations in the Education Biographies of Austrian-Turkish Women, *Katharina Hametner*. Social Representations and Biographical Narratives of Migrationsandere: Toward an Integration of Social Representations Research and Biographical Narrative Research in Racialized Experiences of Migrants in School, *Babette Gekeler and Caroline Howarth*. Comparing a Music Video and Its Remake: Video Interpretation According to the Documentary Method, *Stefan Hampl*. Ruptures as a Matter of Perspectives: The Case of Music-Video Analysis, *Rainer Diriwächter*. **PART III: BIOGRAPHICAL RUPTURES AND ETHICAL AND PHILOSOPHICAL ISSUES.** Bodies, Sacredness, and Moral Debates: Abortion, Ruptures, and Matters of Life and Death, *Rosa Traversa*. About the Authors.



Culture and Political Psychology A Societal Perspective

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2014. Paperback 9781623963675 \$45.99. Hardcover 9781623963682 \$85.99. eBook 9781623963699 \$65.

This book is perhaps the first systematic treatment of politics from the perspective of cultural psychology. Politics is a complex that psychology usually fails to understand— as it assumes a position in society that attempts to be free of politics itself. Politics is associated both with an everyday practice, and the dynamics of globalization; with the way group conflicts, ideologies, social representations and identities, are lived and co-constructed by social actors. The authors of the book address these issues through their research grounded in different parts of the world, on democracy and political order, the social representation of power, gender studies, the use of metaphors and symbolic power in political discourse, social identities and methodological questions. The book will be used by social and political psychologists but is also of interest to the other social sciences: political scientists, sociologists, anthropologists, educationalists, and it is at a level where sophisticated lay public would be able to appreciate its coverage. Its use in upperlevel college teaching is possible, and expected at graduate/postgraduate levels.

CONTENTS: Preface Understanding Political Processes: A New Arena for Cultural Psychology. Introduction Societal Political Psychology in Paris, *Thalia Magioglou*. Acknowledgments. **Part I: Introduction**, *Thalia Magioglou*. Democracy as an Open-Ended Question: A Model of Lay Thinking Grounded in Two Cultural Contexts, *Thalia Magioglou*. Culture, Tools, and Subjectivity: The (Re)Construction of Self, *Helen Haste*. Othering in Political Lay Thinking: A Social Representational Approach to Social Order, *Christian Staerklé*. Concluding Remark Differently Inside: Political Psychology and Lay Thinking, *Luca Tateo*. **Part II: Introduction**, *Thalia Magioglou*. A Missing Triad: The Politics of Location, Hierarchy, and Negotiation of Knowledges, *João Manuel de Oliveira and Lígia Amâncio*. Women's Understanding of Modernity in Indonesia: The Search for a Cultural Platform, *Risa Permanadeli*. Japanese, Oriental, or Western? The Conceived Classification of Rhetoric, Debate, and Communication as Academic Subjects in the Japanese Educational System, *Pia Moberg*. Concluding Remark Reflecting on Intersubjective Approaches to Power and Knowledge in Cultural Political Psychology, *Catarina Kinnvall*. **Part III: Introduction: Politics as Symbolic Power**, *Thalia Magioglou*. Prime Minister's Wife, Minister's Disease, and Mummy Government: How Culture Affects Metaphors Used in Japanese Political Discourse, *Ofer Feldman*. The Study of Politics From the Perspective of Social Representations Theory, *Maria Geka*. Concluding Remark Politics as Symbolic Power, *Thalia Magioglou*. Power as an Object of Transcultural Studies in Societal Psychology,

Lucy Baugnet and Arnaud Fouquet. Popular Culture and Political Psychology: Lessons From Asia, Nissim Kadosh Otmazgin. Concluding Remark Symbols as Power: Their Efficacy as Instruments and Indicators of Social Change, Ragini Sen. Part IV: Introduction: Methodological Issues at the Crossroads of Different Social Sciences, Thalia Magioglou. Psychological Constraints of Social Psychology and Its Actors: Political Consequences? Ralph Balez. Movies as Method: Film Analysis and Reception Studies for Societal Political Psychology, Diana Gonzalez. Social Identities, Societal Change, and Mental Borders: Identity Construction Strategies of Young Slovaks Commuting Between Bratislava and Vienna, Barbara Lášticová and Magda Petrjánošová. Concluding Remark Beyond the Politics of Method: Toward an Intersubjective Approach, Brady Wagoner. Part V: Conflict in Education, Thalia Magioglou. Multicultural Dimensions and Minority Status in Education: A Social Psychological Approach, Margarita Sánchez-Mazas. A Minority Education Reform in Western Thrace, Greece: Psychosocial and Political Perspectives, Thalia Dragonas. Educational Intervention Strategies in Vulnerable Populations: An Experience That Invites a Community to Dream, Géraldine Kerneur Brücher. Concluding Remark Culture and Politics in Education, Maritza Montero. Conclusion Globalization(s) for Societal Political Psychology: Worlds Where Meanings Are Negotiated and (Re)Constructed Through Power Relations, Thalia Magioglou. About the Contributors.



Fooling Around Creative Learning Pathways

Lene Tanggaard, Aalborg University

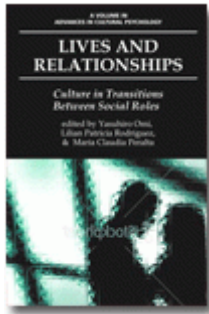
2014. Paperback 9781623965921 \$45.99. Hardcover 9781623965938 \$49.99. eBook 9781623965945 \$65.

Some old ideas can become very new. This is the case of the notion of creativity in psychology. Traditionally conceptualized in the narrow framework of the amazing things poets, composers, painters, and scientists do, creativity research had reached an impasse in its efforts to locate creativity within the confines of personality characteristics.

This is the time for change. The New Look at creativity that is rooted within the sociocultural tradition in psychology and elaborated in the present book finds creativity in each and every moment of our everyday lives. We are creative when we move around in the streets, dance tango, fool around with our self-images while shopping for clothes, or resist pre-given recipes while cooking dinners. We are being creative even in our bedrooms where we perform the difficult tasks of falling asleep or waking up through arrays of sleep inducers and alarm clocks, not to speak of the time we spend in the very state of sleep. All our actions at night—ranging from what we later call nightmares—or dreams—are arenas of creativity even if we may barely remember what we have done.

The present monograph by Lene Tanggaard constitutes a powerful multi-pronged exposition of the New Look at Creativity. Its starting point is in the move to pay attention to the processes of acting in everyday life—rather than start from the classification of products of human actions into classes of “creative” versus “non-creative.”

CONTENTS: Series Editor’s Preface: Handling the Creative Process: The Importance of Fooling Around, *Jaan Valsiner*. Foreword. 1. Everyday Life Studies of Creativity. 2. Creative Learning—Not just for the Celebrated Few. 3. Immersion, Fooling Around, and Resistance: Three Creative Learning Pathways. 4. A Short Story of Creativity Theories. **SECTION 1: EMPIRICAL STUDIES OF CREATIVITY** 5. Stories About Creative Teaching and Productive Learning: Daring to Be a Little Bold. 6. Herlufsholm and Reclaiming Creativity. 7. On the Shoulders of Francis Bacon. 8. Two Types of Creative Apprenticeships. **SECTION 2: A PRACTICE-DEVELOPING CREATIVITY MODEL** 9. A Model for Developing Creativity through Creative Learning Pathways. 10. The Inevitability of Creativity in Modern Society. 11. Creativity in Children’s Lives: An Unconditional Good For Whom? 12. Conclusion and Perspectives. 13. Concluding Remarks on the Methodology Driving the Empirical Parts of the Book. References.



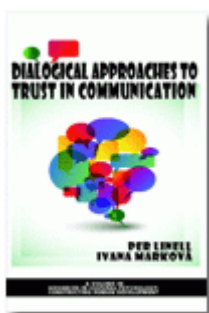
Lives And Relationships Culture in Transitions Between Social Roles

Yasuhiro Omi, University of Yamanashi, Japan; Lilian Patricia Rodriguez, Universidad de La Sabana, Colombia; María Claudia Peralta-Gómez, Universidad de La Sabana, Colombia

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This book brings to cultural psychology the focus on phenomenology of everyday life. Whether it is in the context of education, work, or exploration of life environments, the chapters in this book converge on the need to give attention to complex realities of everyday living. Thus, a description of pre-school organization in Japan would be in its form very different from school organization in Britain or Colombia—yet the realities of human beings acting in social roles are continuous around the world.

CONTENTS: Preface of the Series Editor—Cultural Phenomenology and Social Relevance, *Jaan Valsiner*. Editors' Introduction, *Lilian Patricia Rodríguez Burgos, María Claudia Peralta-Gómez and Yasuhiro Omi*. **PART I: UNDERSTANDING RELATIONSHIPS IN EDUCATIONAL INSTITUTIONS.** Living and Working Within the Institution of Schooling: Authority as Pedagogy of the Everyday, *David Eddy Spicer and Harry Daniels*. Thorns On My Tongue, *Malcolm Reed*. Transformation of Group Norms and Addressivity of Good Intention: A Field Study at a Japanese After-School Day-Care Facility, *Yasuhiro Omi*. COMMENTARY. Social Reproduction and Its Transformations: Relationships in Educational Institutions, *Marcos Lanner de Moura and Danilo Silva Guimarães*. **PART II: RESOURCES AND THE BOTTOM LINE.** Being a Handicapped Woman: Coordinating Social Roles in Everyday Living, *Leonor Córdoba and Patricia Vaca*. Between Formality and Informality: Subjectivity in Work, *María Claudia Peralta-Gómez*. Men Without Work: The Impact of Change in Social Roles Upon Marital Relations, *Ernesto Martín Padilla, Stella de Uribe, and Martha Gaitán de Zarate*. COMMENTARY. Work as a Promoter Sign, *Ana Clara de Sousa Bittencourt Bastos*. Experiences and Interpretations of Work in Public and Private Life, *Jeanette A. Lawrence and Agnes Dodds*. **PART III: POWER AND ETHICS.** Early Childhood Aggression: Changing Paradigms, *Martha Rocío González Bernal and Elena Mara Minski*. Understanding Cognitive Planning From an Idiographic Perspective: A Case Study, *Lilian Patricia Rodríguez Burgos, Richard Rosero, Jennifer Rodríguez and Ana María Mojica Arango*. Cognitive Planning and Everyday Practices: A Case Study, *Lilian Patricia Rodríguez Burgos, Juan Giraldo, Diana Obando, Diego Romero, Ana Mojica, and Jennifer Rodríguez*. COMMENTARY. From the Viewpoint of Studying Human Development in a Family Context, *Reika Shoji*. Studying Cognitive Planning Contextualized, *Roncancio Roncancio Mónica*. **PART IV: CONTEXTUAL REALITIES: MOVING BEYOND THE SCHOOL.** Bullying Beyond the School: Interactions, Beliefs, and Practices, *Patricia Vaca and María Clara Rodríguez*. COMMENTARY. Touching Realities: Meaning-Making on the Center Stage, *Yuko Yasuda and Tatsuya Sato*. The Use of the Internet and Social Well-Being in Adolescents, *Ivonne Andrea Flórez, Olga Lucia Yepes, and Ernesto Martín Padilla*. COMMENTARY. Adolescents and the Internet as a Hypercontext: Modeling Spaces of Life, *Jytte Bang*. Touching the Ground: How Symbolic Encoding Matters, *Zachary Beckstead*. COMMENTARY. Microgenesis of Meaning-Making Processes: Between Cognition and Ecology, *Jytte Bang*. **GENERAL CONCLUSIONS.** New Directions in the Study of Culture in Social Roles: Adulthood in Focus, *Yasuhiro Omi, Lilian Patricia Rodríguez Burgos, and María Claudia Peralta-Gómez*. About the Authors.



Dialogical Approaches to Trust in Communication

Per Linell, University of Linköping, Sweden; Ivana Markova, University of Stirling, Scotland

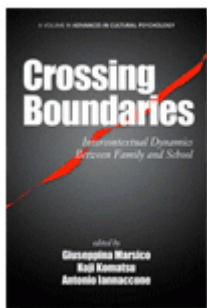
2013. Paperback 9781623964481 \$45.99. Hardcover 9781623964498 \$85.99. eBook 9781623964504 \$65.

Trust has a constituent role in human societies. It has been treated as a scientific topic in many disciplines. Yet, despite the fact that trust and distrust come to life primarily in human communication and through language, it has seldom been analyzed from a communicative or linguistic perspective. This is the theme of this path-breaking volume.

This volume contains 12 chapters, plus introduction and epilogue by the editors. They have been authored by leading specialists on trust in language and communication, coming from many disciplines and from different cultures and countries. Most of the authors share a conceptual basis in dialogical theories.

This book is a follow-up volume to two previous volumes on trust within cultural psychology, *Trust and Distrust* (Marková & Gillespie, 2008) and *Trust and Conflict* (Marková & Gillespie, 2012). It will be of interest to anyone seriously interested in trust in societies, and in trust and distrust as displayed in communication and language.

CONTENTS: Editors' Preface. Series Editor's Preface: Trusting the World—Through the Word. Editors' Introduction: Dialogism and Monologism in Trust in Communication, *Ivana Marková and Per Linell*. **PART I: MORALITIES IN DISCOURSE ON TRUST AND DISTRUST.** Forms of Trust/Distrust and Dialogicality in Focus-Group Discussions about Medical Confidentiality, *Michèle Grossen and Anne Salazar Orvig*. Trust and the Contestation of Blame Narratives: Veiled Stances in an Institutional Assessment Context, *Karin Aronsson and Karin Osvaldsson*. "You Can't Really Trust Anyone Anymore": Trust, Moral Identity and Coming to Terms with the Past, *Cristian Tileagă*. Trust and Distrust: Dialogical Ways of Self-Other-Culture Relationships, *Livia Mathias Simão*. **PART II: TRUST AND DISTRUST IN INSTITUTIONAL COMMUNICATION.** The Northern Rock Bank Run: An Analysis of Communication within a Distrust Sequence, *Alex Gillespie and Flora Cornish*. Searching for Trust in Psychotherapy: The Developmental Dynamics of Trust Within a Dialogical Perspective, *João Salgado*. Trusting for Learning, *Tania Zittoun*. Trust in Educational Discourse: A Risky Undertaking, *Lars Sigfred Evensen*. Trust, Distrust and Language, *Nandita Chaudhary*. **PART III: THEORETICAL PERSPECTIVES ON TRUST AND DISTRUST IN DIALOGUE.** Trust as a Communicative and Epistemic Simplifier and Facilitator, *Jens Allwood*. Trust and Distrust in Interaction: Some Theoretical and Methodological Points, *Per Linell and Ivana Marková*. On Trust and Distrust in the Lifeworld, *Carlos Cornejo*. Epilogue. Trust Seen as Embodiment, Culture, Language and Morality, *Per Linell and Ivana Marková*. About the Authors. Subject Index.



Crossing Boundaries Intercontextual Dynamics Between Family And School

Giuseppina Marsico, University of Salerno; Koji Komatsu, Osaka Kyoiku University; Antonio Iannaccone, University of Neuchâtel

2013. Paperback 9781623963941 \$45.99. Hardcover 9781623963958 \$85.99. eBook 9781623963965 \$65.

This book brings in the focus on the borders between different contexts that need to be crossed, in the process of education.

Despite the considerable efforts of various groups of researchers all over the World, it does not seem that traditional educational psychology has succeeded in illuminating the complex issues involved in the schoolfamily relationship. From a methodological perspective, there is no satisfactory explanation of the connection between representations and actual practice in educational contexts.

Crossing Boundaries is an invitation to cultural psychology of educational processes to overcome the limits of existing educational psychology.

Emphasizing social locomotion and the dynamic processes, the book try to capture the ambiguous richness of the transit from one context to another, of the symbolic perspective that accompanies the dialogue between family and school, of practices regulating the interstitial space between these different social systems.

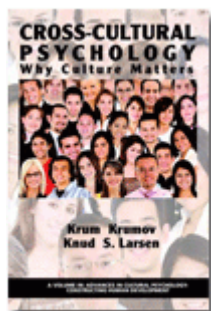
How family and school fill, occupy, circulate, avoid or strategically use this space in between? What discourses and practices saturate this Border Zone and/or cross from one side to the other?

Crossing Boundaries gathers contributions with the clear aim of documenting and analysing what happens at points of contact between family culture and scholastic/educational culture from the perspective of everyday life.

This book is in itself an attempt to cross the border between the "theorizing on the borders" (and how "the outside world" and "the others" are perceived from a certain point of view) and "the practices" that characterize the school-home interaction.

CONTENTS: Series Editor's Preface: Liminality of Education: The Importance of Border Zones, *Jaan Valsiner*. Editorial Introduction: Crossing Boundaries: Towards a New View on Cultural Psychology of Education, Antonio Iannaccone. **Section I: Explorations of Regulatory Dynamics Taking Place During the Encounters of the Two Microsystems.** How School Enters Family's Everyday Life, *Clotilde Pontecorvo, Vivian Liberati and Camilla Monaco*. Cultural Diversity and Regulatory Dynamics of Participation Between Schools and Families, *Margarida César*. Conversation in Educational Contexts: School at Home and Home at School, *Francesco Arcidiacono*. Why and How Young Children's "Presentational

Self” Emerges in Day-to-Day Conversation About the Past? Focusing on Children’s Daily Trip to Yochien, in Japan, *Koji Komatsu*. The Family Goes to School: Talks and Rituals of an Intercontextual Meeting, *Antonio Iannaccone and Giuseppina Marsico*. Commentary, *Felice Carugati*. **Section II: Analyses of the Representations’ System Produced by the Actors in One Context (Family) Towards the Other Microsystem (School)**. Teacher to Parents: Education as Compassion and Power, *Robert Di Giulio and Regina Ritscher*. Exploring Parents’ Cultural Models of Mathematical Knowledge in Multiethnic Primary Schools, *Sarah Crafter and Guida de Abreu*. Taking Care of Children and Pupils: Agreements and Disagreements in Parents’ and Teachers’ Social Representations, *Patrizia Selleri and Felice Carugati*. Parents’ Images of Their Children’s School System, *Marco Guidi and Sergio Salvatore*. Bridging Cultures Parent Workshops: Developing Cross- Cultural Harmony in Schools Serving Latino Immigrant Families, *Pearl Chang Esau, Catherine D. Daley, Patricia M. Greenfield and Francisco J. Robles-Bodan*. Crossing the Boundaries, Entering the Territory of Science: Women and Physics, *Anna Maria Ajello, Cristina Belardi, Giulia Calafiore and Cristina Cimmino*. Commentary, *Clotilde Pontecorvo*. General Conclusion: Moving Between the Social Spaces: Conditions for Boundaries Crossing, *Giuseppina Marsico*. About the Contributors.



Cross-Cultural Psychology Why Culture Matters

Krum Krumov, Sofia University, Bulgaria; Knud S. Larsen, Oregon State Univeristy

2013. Paperback 9781623963163 \$45.99. Hardcover 9781623963170 \$85.99. eBook 9781623963187 \$65.

Cross-Cultural Psychology: Why Culture Matters addresses both established and very recent research in cultural and comparative cross-cultural psychology. The book is written by Professor Krum Krumov of Sofia University in Bulgaria and Professor Knud S. Larsen from Oregon State University. The authors are long-term colleagues with extensive research experience in cultural, cross-cultural and international settings.

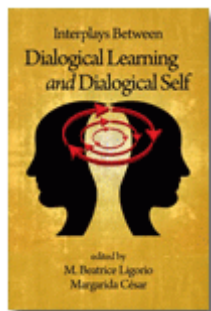
The book starts with a discussion of the tentative nature of cultural information given the forces of globalization and communication integration. Weighing these issues still permits for some powerful conclusions about differences that matter as well as human universals based on our communalities. The reader is also provided with a through grounding in relevant research approaches and critical thinking that provides the basis for an evaluation of the research literature.

Further, the book reports on what we know about the origin of culture, especially the forces of cultural transmission and the evidence for socio-cultural evolution. The impact of culture and psychology on human development is contrasted and evaluated. A chapter on language stresses the importance of evolutionary forces and the relationship to socio-culture. In turn that discussion sets the stage for reporting the relevant research on cognition that yields information on the impact of genetics, but also the affect of cultural evolution.

A distinct contribution is the evaluation of human happiness and emotions. The book demonstrates tangible relationships to both the universal expressions of emotions, but also the impact of cultural values on well-being. A consideration of personality theory follows in the systematic and progressive discourse in the book. Research is reported on Western, Eastern and Indigenous conceptualizations and research approaches. The discussion on the self is considered next and the authors evaluate cultural, social and comparative cross-cultural dimensions.

Finally, a discussion of sex and gender follows as associated with salient cross-cultural dimensions. The book concludes with a discussion of the affect of cultural values in organizational behavior and a consideration of the relationship between culture and human health.

CONTENTS: Foreword 1. Cross-Cultural Psychology in a Changing World 2, Research Approaches and Critical Thinking in Cross-Cultural Psychology 3. The Origin of Culture: Cultural Transformation and Sociocultural Evolution 4. Human Development: Culture And Biology 5. The Evolution of Language and Socio-Culture 6. Cognition: Our Common Biology and Cultural Impact 7. Emotions And Human Happiness: Universal Expressions and Cultural Values 8. Personality Theory: Western, Eastern and Indigenous Approaches 9. The Self: Cultural, Social and Cross-Cultural Dimensions 10. Culture, Sex and Gender 11. Cultural Values In Organizational And Social Behavior 12. Culture and Human Health References



Interplays Between Dialogical Learning and Dialogical Self

M. Beatrice Ligorio, Università degli Studi di Bari; Margarida César, Universidade de Lisboa, Instituto de Educação

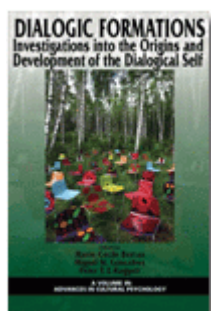
2013. Paperback 9781623960643 \$45.99. Hardcover 9781623960650 \$85.99. eBook 9781623960667 \$65.

Education is a main issue in all countries. Policy makers, educators, families, students and, in a more general way, societies expect schools to provide a high quality education. They also expect students to be able to achieve and to become active and critical citizens. As senior researchers in education, we address some of the most complex and demanding research questions: How does learning affect identity? How does participation to educational settings, scenarios and situations impact the way we are or became? Can changes in how we perceive our Selves be considered as part of the learning process?

This book attempts to outline some answers to such broad questions using a very robust and updated theoretical frame: the dialogical approach. In these chapters very well-known international authors from different continents and countries analyze school and educational situations through new lens: by considering the teaching and learning processes as multi-voiced and socially complex and considering identity development as a true leverage for development.

The focus on the dialogical nature of both learning and identities makes this book interesting not only for educators and educational researchers but also for anyone interested in human sciences, policy makers, students and their families. We also aimed at producing a book that can be useful for different cultures and educational systems. Thus, in this book there are researches and comments from different cultural perspectives, making it appealing for a very large target-public.

CONTENTS: Preface: From Ruptures to Rich Points: How Education Enables Development, *Jaan Valsiner*. Introduction: Dialogical Learning and Dialogical Self: Two Stories and Many Interplays, *M. Beatrice Ligorio*. **SECTION I: DIALOGICAL APPROACH TO LEARNING.** Dialogical Knowing and Believing: Trust and Responsibility in the Context of Learning, *Ivana Marková*. Learning to Think as Becoming Dialogue: An Ontologic-Dialogic Account of Learning and Teaching Thinking, *Rupert Wegerif*. Argumentation in the Piagetian Clinical Interview: A Step Further in Dialogism, *Lysandra Sinclair-Harding, Céline Miserez, Francesco Arcidiacono, and Anne-Nelly Perret-Clermont*. Commentary—Dialogue About Dialogue: Three Similar/Different Voices, *Elena Yudina*. **SECTION II: CROSSING CONTEXTS: IDENTITIES AT THE BORDERS.** Cultural Elements as Means of Constructing the Continuity of the Self Across Various Spheres of Experience, *Tania Zittoun and Michèle Grossen*. “Nowadays I Think, ‘Wow: I Made It’”: Exploring Immigrant Transitions Drawing on Dialogical Self Theory and the Notion of Symbolic Resources, *Guida de Abreu, Ria O’Sullivan-Lago, and Hannah C. Hale*. Collaborative Work, Dialogical Self and Inter-/Intra-Empowerment Mechanisms: (Re)constructing Life Trajectories of Participation, *Margarida César*. The Dialogic Construction of Agency in Classroom Communities, *Kristiina Kumpulainen and Lasse Lipponen*. Educational Self: A Fruitful Idea? *Antonio Iannaccone, Giuseppina Marsico and Luca Tateo*. Parent-Teacher Conversations in Multiethnic Schools: The Dialogic Nature of Explaining Students’ Academic Achievement, *Mariëtte de Haan, Ed Elbers, and Inge Wissink*. Commentary: Collisions, Confrontations, and Collaborations of the Self in Culture, *Nandita Chaudhary*. **SECTION III: CONTEXTS AND INTERACTIVE INTERPLAYS TO DEVELOP THE SELF.** Exploring Dialogic Opportunities for Learning and (Re) negotiating Selves: An Ethnographic Telling Case of Learning to Be Social Scientists, *Laura Hill-Bonnet, Judith Green, Beth Yeager, and Jacqueline Reid*. Blended Learning as a Context for Dialogical Access to Zones of Proximal Development, *M. Beatrice Ligorio, F. Feldia Loperfido, and Paola F. Spadaro*. Being Aspie or Having Asperger Syndrome: Learning and the Dialogical Self at WrongPlanet.net, *Kim Davies and Peter Renshaw*. Dialogic Learning in Teachers’ Professional Identities, *Kara Vloet, Gaby Jacobs, and Wiel Veugelers*. Commentary: Dialogism and Otherness in Self-Development, *Maria Cecília Camargo Magalhães*.



Dialogic Formations

Investigations into the Origins and Development of the Dialogical Self

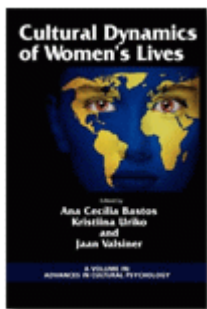
Marie-Cécile Bertau, Ludwig Maximilians-University; Miguel M. Gonçalves, University of Minho; Peter T. F. Raggatt, James Cook University

2013. Paperback 9781623960377 \$45.99. Hardcover 9781623960384 \$85.99. eBook 9781623960391 \$65.

This volume understands itself as an invitation to follow a fundamental shift in perspective, away from the self-contained 'I' of Western conventions, and towards a relational self, where development and change are contingent on otherness. In the framework of 'Dialogical Self Theory' (Hermans & Hermans-Konopka, 2010; Hermans & Gieser, 2012), it is precisely the forms of interaction and exchange with others and with the world that determine the course of the self's development.

The volume hence addresses dialogical processes in human interaction from a psychological perspective, bringing together previously separate theoretical traditions about the 'self' and about 'dialogue' within the innovative framework of Dialogical Self Theory. The book is devoted to developmental questions, and so broaches one of the more difficult and challenging topics for models of a pluralist self: the question of how the dynamics of multiplicity emerge and change over time. This question is explored by addressing ontogenetic questions, directed at the emergence of the dialogical self in early infancy, as well as microgenetic questions, addressed to later developmental dynamics in adulthood. Additionally, development and change in a range of culture-specific settings and practices is also examined, including the practices of mothering, of migration and cross-cultural assimilation, and of 'doing psychotherapy'.

CONTENTS: Introduction. A Dialogical Paradigm For Psychology, *Marie-Cécile Bertau, Miguel M. Gonçalves, and Peter T. F. Raggatt*. Series Editor's Preface. Voices as Vehicles: How the Mind Can Go Beyond Its Local Context, *Jaan Valsiner*. **SECTION I: BASIC PHENOMENOLOGY.** The Infant's Voice Grows In Intimate Dialogue: How Musicality of Expression Inspires Shared Meaning, *Colwyn Trevarthen*. Exploring Voice: A Psycholinguist's Inquiry into the Dynamic Materiality of Language, *Marie-Cécile Bertau*. Commentary. Shared Voices: Commentary on Trevarthen and Bertau, *Giannis Kugiumutzakis*. **SECTION II: CONSTRUCTING SELF AND SYMBOL.** Polyphony: A Vivid Source of Self and Symbol, *Maya Gratier and Marie-Cécile Bertau*. Self and Symbol Emerging from Dialogical Dynamics, *Maria C. D. P. Lyra*. Commentary. (Dis-)Continuity, (Inter-)Corporeality and Conventionality in Dialogical Development: Commentary on Gratier & Bertau and Lyra, *Chris Sinha*. Infant's Early Voice Can Be Found in Their Emotions, *Andrea Garvey and Alan Fogel*. Negotiating Motherhood: A Dialogical Approach, *Filipa Duarte and Miguel M. Gonçalves*. Commentary. Mothers, Dialogues, and Support: Commentary on Garvey & Fogel and on Duarte & Gonçalves, *Darcia Narvaez*. **SECTION III: PERFORMING A SELF.** Rehearsing Renewal of Identity: Reconceptualization on the Move, *Carla Cunha, Miguel M. Gonçalves, Jaan Valsiner, Inês Mendes, and António P. Ribeiro*. Personal Chronotopes in the Dialogical Self: A Developmental Case Study, *Peter T. F. Raggatt*. Commentary. Grappling with the Good: Dialogic Process and the Challenge of Human Values A Commentary on Cunha et al. and on Raggatt, *Kenneth J. Gergen*. Supervision as a Conversation Among Developing Voices: An Assimilation Model Perspective, *Katerine Osatuke and William B. Stiles*. Contextual Influences on Acculturation: Psychological Assimilation and Continuing Bonds for Two Immigrants, *Hani M. Henry and William B. Stiles*. Commentary. When Worlds Collide: Commentary on Osatuke & Stiles and Henry & Stiles, *Robert Elliott*. About the Authors.



Cultural Dynamics of Women's Lives

Ana Cecília S. Bastos; Kristiina Uriko, Tallinn University; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University

2012. Paperback 978-1-61735-560-8 \$45.99. Hardcover 978-1-61735-561-5 \$85.99. eBook 9781617355622 \$65.

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 Lillian 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.



Culture and Social Change Transforming Society through the Power of Ideas

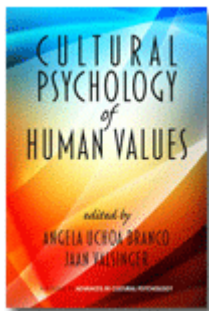
Brady Wagoner, Aalborg University; Eric Jensen, University of Warwick; Julian A. Oldmeadow, University of York

2012. Paperback 978-1-61735-757-2 \$45.99. Hardcover 978-1-61735-758-9 \$85.99. eBook 978-1-61735-759-6 \$65.

This book brings together social scientists to create an interdisciplinary dialogue on the topic of social change as a cultural process. Culture is as much about novelty as it is about tradition, as much about change as it is about stability. This dynamic tension is analyzed in collective protests, intergroup dynamics, language, mass media, science, community participation, art, and social transitions to capitalism, among others contexts. These diverse cases illustrate a number of key factors that can propel, slow-down and retract social change. An emancipatory and integrative social science is developed in this book, which offers a new explanatory model of human behavior and thought under conditions of institutional and societal change.

CONTENTS: Series Editor Preface: Semiotic Freedom for the Social Sciences: Inquiry in a New Key, *Jaana Valsiner*. Introduction: Changing Times, Changing Science, *Brady Wagoner, Eric Jensen, and Julian Oldmeadow*. **PART I: COLLECTIVE ACTION IN CONTEXT.** The Psychology of Collective Action: Crowds and Change, *John Drury, Steve Reicher, and Clifford Scott*. Commentary: Collectives May Protest, But How Do Authorities Respond? *Flora Cornish*. Change We Can Believe in: The Role of Social Identity, Cognitive Alternatives, and Leadership in Group Mobilization and Transformation, *Stephen D. Reicher and S. Alexander Haslam*. Commentary: Change Non-Westerners Can Believe In,

Fathali Moghaddam, Zach Warren, and Rhea Vance-Cheng. PART II: COMMUNICATING CHANGE. Metaphor and Stories in Discourse About Personal and Social Change, David Ritchie. Commentary: The Earth, Olympus, and the Commuter Bus, Carlos Cornejo. Balancing Stability and Change: A Neo-Diffusionist Perspective on Cultural Dynamics of Socially Transformative Ideas, Yoshihisa Kashima, Boyka Bratanova, and Kim Peters. Commentary: The Meeting of Ideas: Diffusion, Dialogical Interaction, and Social Change, Brady Wagoner. Scientific Controversies and the Struggle for Symbolic Power, Eric Jensen. Commentary: The Struggle for Scientific Consensus: Communicating Climate Science around COP-15, Rick Holliman. PART III: SOCIETIES IN TRANSITION. Mediating Social Change in Authoritarian and Democratic States: Irony, Hybridity, and Corporate Censorship, Eric Jensen. Commentary: Subversively Funny: Critical Humor in Art, Lisa Taylor-Sayles. Assessing Social Change Through Social Capital: Local Leadership and Social-Political Change in Bolivia, Martin Mendoza. Commentary: Social Influence and Social Change: States and Strategies of Social Capital, Gordon Sammut, Eleni Andreouli and Mohammad Sartawi. Changing Fields, Changing Habitus: The Field of Public Service in Post-Soviet Ukraine, Anastasia Ryabchuk. Commentary: Dependent Independence: A Mechanism for Conciliating Determinism and Freedom, Maaris Raudsepp. Conclusion: A Cyclical Model of Social Change, Brady Wagoner, Eric Jensen. About the Authors.



Cultural Psychology of Human Values

Angela Uchoa Branco, University of Brasilia; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University

2012. Paperback 978-1-61735-822-7 \$45.99. Hardcover 978-1-61735-823-4 \$85.99. eBook 978-1-61735-824-1 \$65.

The book provides conceptual and theoretical elaborations on human values from a cultural psychological approach. The authors illustrate their original contributions with empirical data, allowing for productive discussion on the topic of ontogenesis of values from a historical-cultural perspective.

CONTENTS: CONTENTS: Editors' Introduction: Values as Culture in Self and Society, *Angela Branco and Jaan Valsiner. PART I: SOCIOCULTURAL ECOLOGY OF VALUES.* Values, Virtues, Citizenship, and Self From a Historical and Cultural Approach, *Alberto Rosa and Fernanda González.* Cultural Practices and Value Constructions: The Development of Competition and Individualism Within Societies, *Angela Branco, Marilicia Palmieri, and Raquel Gomes Pinto.* Cultural Ecology of Value Promotion, *Jonathan R. H. Tudge, Cesar A. Piccinini, Rita S. Lopez, Tania M. Sperb, and Selma C. Dansokho. PART II: VALUES IN THE FIELD: FRAMING OF ACTIONS.* Values Internalization on the Move: The Revivification of Faith Along the Pilgrims Path, *Zachary Beckstead.* Making Sense of the Bindi: Urban Indians' Appraisal of a Culturally Valued Symbol, *Nandita Chaudhary.* The Semiotic Construction of Values of Violence in the Colombian Context, *Francisco José Rengifo Herrera. PART III: VALUES AND PREJUDICES: MARKING THE BORDERS OF APPROACH-AVOIDANCE DYNAMICS.* Persons Living Race in Culture and Society: Psychological Complexity of Symbolic Meaning and Human Values, *Cynthia E. Winston.* Diversity and Inclusion as Central Values in the Construction of a Democratic World, *Ana Flávia do Amaral Madureira and Angela Uchoa Branco. PART IV: INCLUSION AND/OR EXCLUSION: CULTURAL AMBIVALENCES.* Education, Peace, or Jail Culture? What is Promoted by Institutions in Charge of Adolescents Involved With Criminal Activities, *Maria Cláudia Santos Lopes de Oliveira and Tatiana Yokoy de Souza.* Between Freedom and Captivity: Life Projects of Male Ex-Prisoners, *Charlotte Mathiasen.* About the Contributors.



Researcher Race Social Constructions in the Research Process

Lauren Mizock; Debra Harkins

2012. Paperback 978-1-61735-698-8 \$45.99. Hardcover 978-1-61735-699-5 \$85.99. eBook 978-1-61735-700-8 \$65.

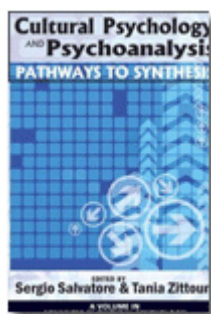
Researcher Race: Social Constructions in the Research Process is designed to expose the role of researcher race in social science research. This book highlights the interaction of researcher and participant race in shaping data that is collected. Researcher Race makes the researcher's position visible 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.



Cultural Psychology and Psychoanalysis Pathways to Synthesis

Sergio Salvatore, University of Salento; Tania Zittoun, University of Neuchâtel (Switzerland)

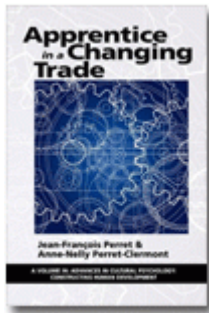
2011. Paperback 978-1-61735-514-1 \$45.99. Hardcover 978-1-61735-515-8 \$85.99. eBook 9781617355165 \$65.

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.



Apprentice in a Changing Trade

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

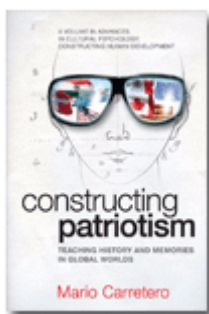
2011. Paperback 978-1-61735-411-3 \$45.99. Hardcover 978-1-61735-412-0 \$85.99. eBook 9781617354137 \$65.

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.



Constructing Patriotism Teaching History and Memories in Global Worlds

Mario Carretero, Universidad Autónoma de Madrid

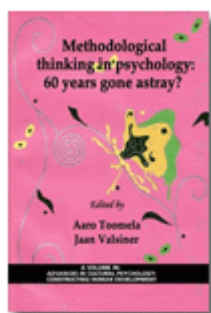
2011. Paperback 978-1-61735-339-0 \$45.99. Hardcover 978-1-61735-340-6 \$85.99. eBook 9781617353413 \$65.

Memory construction and national identity are key issues in our societies, as well as it is patriotism. How can we nowadays believe and give sense to traditional narrations that explain the origins of nations and communities? How do these narrations function in a process of globalization? How should we remember the recent past? In the construction of

collective memory, no doubt history taught at school plays a fundamental role, as childhood and adolescence are periods in which the identity seeds flourish vigorously. This book analyses how history is far more than pure historical contents given in a subject matter; it studies the situation of school history in different countries such as the former URSS, United States, Germany, Japan, Spain and Mexico, making sensible comparisons and achieving global conclusions. The empirical part is based on students interviews about school patriotic rituals, very close to the teaching of history, specifically carried out in Argentina but very similar to these rituals in other countries.

The author analyzes in which ways that historical knowledge is understood by students and its influence on the construction of patriotism. This book--aside from making a major contribution to the cultural psychology field--should be of direct interest and relevance to all people interested in the ways education succeeds in its variable functions. As a matter of fact, it is related to other IAP books as *Contemporary Public Debates Over History Education* (Nakou & Barca, 2010) and *What Shall We Tell the Children? International Perspectives on School History Textbooks* (Foster & Crawford, 2006).

CONTENTS: Series Editor's Preface: Pathways to Loyalties - Cultural Psychology of Captivated Minds, *Jaan Valsiner* Foreword, *Jose Alvarez-Junco* Introduction: *Clio's Mirror*. **1.** Three Meanings of History **2.** Voices and Echoes in School Programs and Textbooks **3.** A Remembrance of Open Wounds **4.** History and Motherland in the School Calendar **5.** Conflicts and Alternative Narratives as Main Issues in History Education References About the Authors



Methodological Thinking in Psychology 60 Years Gone Astray?

Aaro Toomela, Tallinn University; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University

2010. Paperback 978-1-60752-430-4 \$45.99. Hardcover 978-1-60752-431-1 \$85.99. eBook 9781607524328 \$65.

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 Michell*. 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 Nased, 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.



Living in Poverty Developmental Poetics of Cultural Realities

Ana Cecília S. Bastos; Elaine P. Rabinovich

2010. Paperback 978-1-60752-317-8 \$45.99. Hardcover 978-1-60752-318-5 \$85.99. eBook 9781607523192 \$65.

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: Braziliy 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, *Leticia 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.



Relating to Environments

A New Look at Umwelt

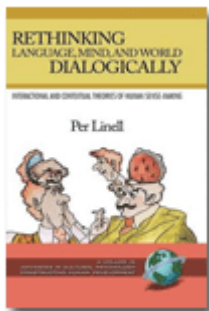
Rosemarie Sokol Chang

2009. Paperback 978-1-60752-136-5 \$45.99. Hardcover 978-1-60752-137-2 \$85.99. eBook 9781607522584 \$65.

Jakob von Uexküll founded Umwelt research with a clear idea - that humans are not qualitatively different than other species. Umwelt, literally "outer-world", is the study of the organism in relation to the world around it, as well as the meaning that the world holds for that organism. Thus the world is a truly subjective place.

While von Uexküll's theory has entered into the social sciences via semiotics, and biology via ethology, the authors of these chapters go between and beyond these disciplines to examine everything from cells to spiders to humans and culture. The authors adopt the framework of Umwelt theory to examine unique aspects of the natural world by relating the inner world of the subject and the objects to which that organism attends.

CONTENTS: Introduction, *Rosemarie Sokol Chang*. Series Editor's Preface: The Culture of Relating. **Part I: Pre-cultural Backgrounds: Environment as Linked to the Behaving Organism.** From Cellular to Human Worlds, *Brady Wagoner and Phillip Rosenbaum*. Complexities, Confusion, Choices: Reencountering Uexküll, *Roger Bibace*. The Wisdom of the Web: Learning from Spiders, *Jaan Valsiner and Emily Lescak*. **Part II: Turning to Humans: Culture Enters the Story.** The Umwelt and Emotional Experience, *Glenn Weisfeld*. From Mother's Mouth to Baby's World and Back Again: Shaping One's Attachments Through Vocalization, *Rosemarie Sokol Chang*. The Mating Game: The Extension of Umwelt in the 21st Century, *Sarah L. Strout and Leila Samii*. **Part III: The Meaning-making Minds on Social Borders.** The Living, the Un-Living, and the Hard-to-Kill: Acting and Feeling on the Boundary, *Alessandra Zimmerman and Jaan Valsiner*. Signifying Girlhood: Cultural Images of Girlhood and Semiotic Meaning-making by Girls in the 21st Century United States, *Jessica L. Willis*. Heimweh or Homesickness: A Nostalgic Look at the Umwelt That No Longer Is, *Rainer Diriwächter*. A Unified Topological Approach to Umwelts and Life Spaces, *Lee Rudolph*. Conclusion, *Rosemarie Sokol Chang*. Contributor Biographies and Contact Information.



Rethinking Language, Mind, and World Dialogically

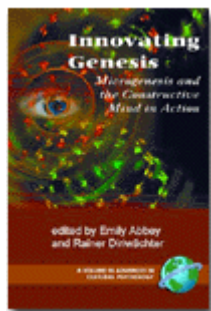
Per Linell, University of Linköping, Sweden

2009. Paperback 978-1-59311-995-9 \$45.99. Hardcover 978-1-59311-996-6 \$85.99. eBook 9781607521983 \$65.

Per Linell took his degree in linguistics and is currently professor of language and culture, with a specialisation on communication and spoken interaction, at the University of Linköping, Sweden. He has been instrumental in building up an internationally renowned interdisciplinary graduate school in communication studies in Linköping. He has worked for many years on developing a dialogical alternative to mainstream theories in linguistics, psychology and social sciences. His production comprises more than 100 articles on dialogue, talk-in-interaction and institutional discourse. His more recent books include *Approaching Dialogue* (1998), *The Written Language Bias in Linguistics* (2005) and *Dialogue in Focus Groups* (2007, with I. Marková, M. Grossen and A. Salazar Orvig).

CONTENTS: Series Editor's Introduction: Rethinking Dialogicality: Solidity of Theory Amidst of the Flow of Dialogues, *Jaan Valsiner*. Preface and Overview. **PART I: INTO THE WORLD OF DIALOGICAL CONCEPTS.** Chapter 1: Conceptual and Terminological Preliminaries: Dialogue, Dialogism, Dialogicality. Chapter 2: Dialogism and Its Axiomatic Assumptions. Chapter 3: Monologism. Chapter 4: Situations And Situation-Transcending Practices. **PART II: SOCIAL MINDS: SELVES, OTHERS AND THE INTER-WORLD.** Chapter 5: Dialogue and The Other. Chapter 6: The Dialogical Self. Chapter 7: A Relational Interworld Beyond Individual Minds. **PART III: SENSE-MAKING: INTERACTIONS, COMMUNICATIVE PROJECTS, UTTERANCES AND TEXTS.** Chapter 8: Monological and Dialogical Practices. Chapter 9: Social Interaction and Power. Chapter 10: Meaning and Understanding. Chapter 11: Signs and Representations As Dialogical Entities. Chapter 12: Dynamics and Potentialities of Sense-Making: Developmental Aspects. **PART IV: LANGUAGING: EMBODIMENT AND SOCIAL EMBEDDING.** Chapter 13: Rethinking Language in Dialogical Terms. Chapter 14:

Dialogue and Grammar: Methods for Constructing Utterances. Chapter 15: Dialogue and Lexicology: Meaning Potentials of Lexical Resources. Chapter 16: Dialogue and Artefacts. Chapter 17: Dialogue and The Brain. **PART V: DIALOGICAL THEORIES - CONVERGENCES AND DIVERGENCES.** Chapter 18: Dialogism and The Scientific Enterprise. Chapter 19: Monologism and Dialogism: Summary with Some Historical Flashbacks. Chapter 20: Some Misinterpretations of Dialogism. Chapter 21: Epilogue. References.



Innovating Genesis Microgenesis and the Constructive Mind in Action

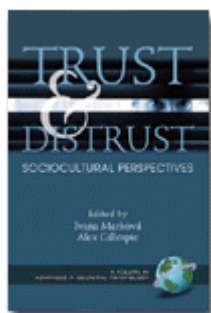
Emily Abbey, College of the Holy Cross; Rainer Diriwächter, California Lutheran University, USA

2008. Paperback 978-1-59311-909-6 \$45.99. Hardcover 978-1-59311-910-2 \$85.99. eBook 9781607528852 \$65.

Cultural psychology is currently in a phase of rapid growth. *Innovating Genesis* is an example of how the most central aspect of any science—its methodology—undergoes revolutionary transformation. Yet in this book we see careful continuity with the past of the discipline. The orientation to study processes of emergence was well prepared by the Ganzheitspsychologie tradition in early twentieth century. If we all have learned something about the world since then it is the inevitable quality of the whole that transcends its parts. Scientists have tried to grasp the general notion of such wholes—yet recurrently regressing to the easy illusion that one can reduce the complexities of the in vivo events to the scrutinizes in vitro. By looking to the history of how holistic ideas might help our present investigations, this book demonstrates how contemporary science has something to learn from its own history.

The editors of this volume have managed to bring together a creative international team of scholars whom they have guided to be on target of the content matter of the book—innovating the genesis of the methods for the study of psychological emergence.

CONTENTS: Foreword: Genesis of Methodological Innovation, *Jaan Valsiner*. Editors' Introduction, *Emily Abbey and Rainer Diriwächter*. **PART I: MICROGENESIS OF VISUAL GESTALT PERCEPTION.** From Visual Actual Genesis and Ontogenesis Toward a Theory of Man, *Lothar Kleine-Horst*. Developing "development" in Theory and Method: A Commentary on Kleine-Horst (2007), *Brady Wagoner*. **PART II: MEANING MAKING ABOUT VIOLENCE.** The Making of Nonviolence: Affective Self-Regulation in a Shooting Game, *Nicole M. Cappelz and Jaan Valsiner*. The Need for Microgenetic Analysis of Semiotic Fields in social psychology, *Gyuseog Han*. **PART III: SYMBOLIC SELF-SOOTHING.** Processing Process: A Microgenetic Look at Microgenetic Analysis, *Valerie M. Bellas and James P. McHale*. A Researcher at the Crossroads: A Commentary Upon Processing Process, *Carla Cunha*. **PART IV: DAYDREAMS.** Morpheus Awakened: Microgenesis in Daydreams, *Stacey Pereira and Rainer Diriwächter*. The Microgenetic Study of Daydreaming, *Jeanette Lawrence and Agnes E. Dodds*. **PART V: EARLY DEVELOPMENT OF SUBJECT-OBJECT RELATIONS.** Production of Signs and Meaning-Making Process in Triadic Interaction at the Prelinguistic Level: A Task for Sociocultural Analysis—The Case of Ostension, *Christiane Moro and Cintia Rodríguez*. Challenging Questions in the Study of Early Semiotic Activity in Children, *Selma Leitão*. General Conclusions, *Emily Abbey and Rainer Diriwächter*. About the Authors.



Trust and Distrust Sociocultural perspectives

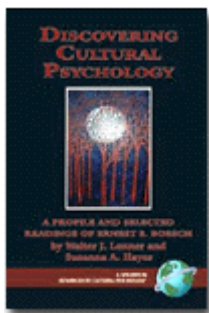
Ivana Markova, University of Stirling, Scotland; Alex Gillespie, University of Stirling

2007. Paperback 978-1-59311-841-9 \$45.99. Hardcover 978-1-59311-842-6 \$85.99. eBook 9781607526322 \$65.

The dynamics of trust and distrust are central to understanding modern society. These dynamics are evident at all levels of society, from the child's relation to caregivers to the individual's relation to the state, and they span from taken for granted trusting relationships to highly reflective and negotiated contractual interactions. The collection of papers in this book questions the diverse ways in which the concept of trust has been previously used, and advances a coherent theorisation of the socio-cultural dynamics of trust and distrust. In this volume, trust and distrust are analysed in relation to lay knowledge and situated in historical, cultural and interactional contexts.

The contexts analysed include witch-hunting during the Reformation, China before and after the move to capitalism, building close personal relationships in South Korea, the representation of political corruption in Brazil, tourists bargaining for souvenirs in the Himalaya, disclosing being HIV+ in India, the historical shaping of trust in Portugal, and the role of trust and distrust in the economic development of the Baltic States. Throughout these analyses, and in associated commentaries and theoretical chapters, the focus is upon the cultural and social constitution of trust and distrust.

CONTENTS: Acknowledgments. Series Editor's Introduction: The Basics of Trust: How Culture Matters. Preface. **Part I: Trust and Distrust: Forms, History, and Development.** Trust and Distrust in Society, *Ivana Marková, Per Linell, and Alex Gillespie*. The Reformation as a Crisis of Trust, *Geoffrey Hosking*. **Part II: The Cultural Dynamics of Trust and Distrust.** Filial Piety, Guanxi, Loyalty, and Money: Trust in China, *Li Liu*. Immanent Trust in a Close Relationship: A Cultural Psychology of Trust in South Korea, *Sang-Chin Choi and Gyuseog Han*. Trust and Social Representations: Understanding Relations between Self and Other in the Brazilian Public Sphere, *Sandra Jovchelovitch*. Trust in Everyday Interaction, *Alex Gillespie*. **Part III: Trust and Distrust within the Dynamics of Social Interaction.** In the Other We Trust: Buying Souvenirs in Ladakh, North India, *Alex Gillespie*. The Micropolitics of Disclosure, Stigma, and (Dis)trust Surrounding HIV/AIDS in India, *Srikant Sarangi*. Theorizing the Social Dynamics of Trust in Portugal, *Jorge Correia Jesuino*. Beyond the Authentic Mind, *Ivana Marková*. **Part IV: Trust and Distrust in the Baltic States.** Economic Success and Social Trust: Evidence from the Baltic States, *Emmanuel Mathias*. Changing Patterns of Trust: The Estonian Case, *Maaris Raudsepp, Mati Heidmets, and Jüri Kruusvall*. Trust and Distrust in Transition Toward Democracy, *Ivana Marková*. **Part V: Concluding Comment.** The Intersubjective Dynamics of Trust, Distrust, and Manipulation, *Alex Gillespie*.



Discovering Cultural Psychology A Profile and Selected Readings of Ernest E. Boesch

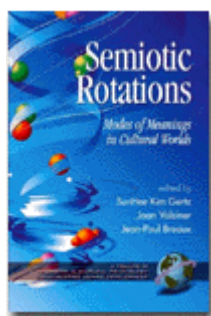
Walter J. Lonner, Western Washington University; Susanna A. Hayes, Western Washington University

2007. Paperback 978-1-59311-746-7 \$45.99. Hardcover 978-1-59311-747-4 \$85.99. eBook 9781607526070 \$65.

This book is a landmark in contemporary cultural psychology. Ernest Boesch's synthesis of ideas is the first comprehensive theory of culture in psychology since Wilhelm Wundt's *Völkerpsychologie* of the first decades of the twentieth century. Cultural psychology of today is an attempt to advance the program of research that was charted out by Wundt—yet at times we are carefully avoiding direct recognition of such continuity. While Wundt's experimental psychology has been hailed as the root for contemporary scientific psychology, the other side of his contribution— ethnographic analysis of folk traditions and higher psychological functions— has been largely discredited as something disconnected from the scientific realm. As an example of “soft” science—lacking the “hardness” of experimentation—it has been considered to be an esoteric hobby of the founding father of contemporary psychology. Of course that focus is profoundly wrong—the opposition “soft” versus “hard” just does not fit as a metalevel organizer of any science. Yet the rhetoric discounting the descriptive side of Wundt's psychology is merely an act of social guidance of what psychologists do—not a way of creating knowledge.

CONTENTS: Series Editors's Introduction: The Gracious Complexity of Culture: Striving Toward Humanity, Jaan Valsiner. Preface and Acknowledgments, Walter J. Lonner and Susanna A. Hayes. Introducing the Author of the Ideas: Getting to Know Ernest Boesch. Chronology of E. E. Boesch's Life. Introduction Into Ideas: Experience, Method, and Dynamic Self: Prefatory Comments on Ernest E. Boesch's Contributions to Cultural Psychology, Jürgen Straub and Arne Weidemann. PART I: ERNEST EDUARD BOESCH— THE JOURNEY OF DISCOVERY. The Early Years of E. E. Boesch. Preparing for a Professional Career: Ideological Growth and Searching. Symbolic Action Theory and its Applications The Authors in Collaboration with Ernest E. Boesch. Intermezzo: The Ernest Boesch I Knew a Half-Century Ago, Robert B. Textor. PART II: SELECTED READINGS. Introduction to the Selected Readings, The Authors. GETTING INTO ACTION. Introductory Comments to Chapter 5, The Authors. The Bangkok Project, Step One, Ernest E. Boesch. Introductory Comments to Chapter 6, The Authors. Space and Time as Valence Systems, Ernest E. Boesch. Introductory Comments to Chapter 7, The Authors. Cultural Psychology in Action-Theoretical Perspective, Ernest E. Boesch. B. THE REALITY OF BEAUTY. Introductory Comments to Chapter 8, The Authors. The Sound of the Violin, Ernest E. Boesch. Introductory Comments to Chapter 9, The Authors. Culture—Individual—Culture: The Cycle of Knowledge, Ernest E. Boesch. Introductory Comments to Chapter 10, The Authors. Reality as Metaphor, Ernest E. Boesch. C. MESSAGE THROUGH THE OTHER. Introductory Comments to Chapter 11, The Authors. The Seven Flaws of Cross-Cultural Psychology: The Story of a Conversion, Ernest E. Boesch. Introductory Comments to Chapter 12, The Authors. A Psychology of Concern, Ernest E. Boesch. Introductory Comments to Chapter 13, The Authors. Why Does Sally Never Call Bobby “I”? Ernest E. Boesch. Introductory Comments to Chapter 14, The Authors. The Enigmatic Other, Ernest E. Boesch. Introductory Comments to Chapter 15, The Authors. A

Meditation on Message and Meaning, Ernest E. Boesch. Conclusions, The Authors. Complete Bibliography (Schriftenverzeichnis) of the Publications by Ernest E. Boesch. About the Authors.



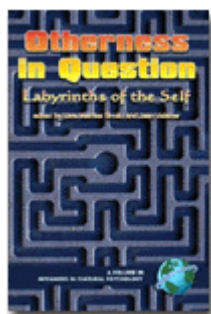
Semiotic Rotations Modes of Meanings in Cultural Worlds

SunHee Kim Gertz, Clark University; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University; Jean-Paul Breaux, Clark University

2007. Paperback 978-1-59311-609-5 \$45.99. Hardcover 978-1-59311-610-1 \$85.99. eBook 9781607527145 \$65.

The title of our volume on interdisciplinary semiotics is situated in a geographical metaphor and points to the possibility of uncovering meanings through shifting perspectives as well as to the possibility of understanding how these various modes of meaning are articulated and framed in particular cultural instances. Regardless of medium, semiotic rotations permit play between the surface and underlying levels of a communication, reveal the relationship between open and closed systems of signification, and modulate shades of meaning caught between the visible and invisible. Readerly play in these sets of apparent oppositions reveals that the less each pairing is held to be a coupling of oppositions and the more they are observed through perspectives gained by semiotic rotations, then the more complex and rich the modes of meaning may become.

CONTENTS: CONTENTS: Introduction. **PART I: Imaging Self and Otherness.** The Spatial Representation of Cultural Otherness, *Winfried Noth*. Mothers, Fathers, and Parents, *Nandita Chaudhary*. Monstrosities/Deformations—Structuralist Metamorphoses in Film Analysis, *Bettina Papenburg*. **PART II: Boundaries and Frames.** When the Cat's Away, the Mice Will Play, *Jorgen Dines Johansen*. Hooded Performance = Un/Masking of Hoodlum Politics? *Klaus-Peter Koepping*. Posthuman Culture, *Lucia Santaella*. **PART III: Beyond Linearity.** Dimensions of an Aesthetic Encounter, *Robert E. Innis*. From September 11 to the Iraqi War, *Annamaria Silvana de Rosa*. Transforming Genres in Marie de France's *Eliduc*, *SunHee Kim Gertz*. Conclusions, *Jaan Valsiner and SunHee Kim Gertz*. About the Contributors. Index.



Otherness in Question Development of the Self

Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University; Livia Mathias Simão, University of Sao Paulo

2007. Paperback 1-59311-232-7 978-1-59311-232-5 \$45.99. Hardcover 1-59311-233-5 978-1-59311-233-2 \$85.99. eBook 9781607525608 \$65.

This book brings to social scientists a new look at how human beings are striving towards understanding others-- and through that effort--making sense of themselves. It brings together researchers from all over the World who have suggested a set of new approaches to the basic research issue of how human beings are social beings, while being unique in their personal ways of being. Issues of social representation, communication, dialogical self, and human subjectivity are represented in this book. The book contributes to the contemporary epistemological and ethical debate about the question of otherness, and would be of interest to educationalists, sociologists, psychologists, and anthropologists. It is an invitation to the wide readership to join in this collective effort towards the construction of new conceptions about myselfothers relationships that allow for innovative understanding of various social practices and problem solving in society.

CONTENTS: Preface. **PART I: CONCEPTUAL ROOTS OF "OTHERNESS"**. The Enigmatic Other, *Ernst Boesch*. Why "Otherness" in the Research Domain of Semiotic-Cultural Constructivism? *Livia Mathias Simão*. Interview for Part I: Transparency in the Meaning Making *Livia Mathias Simão and Alvaro Duran*, in interview with Ernst E. Boesch. **PART II: OTHERNESS AND DIALOGICALITY: FEELING INTO PHENOMENA.** The Feeling of a Dialogical Self: Affectivity, Agency, and Otherness, *João Salgado*. At the Boundary of Me and You: Semiotic Architecture of Thinking and Feeling the Other, *Emily Abbey*. The Self Experience of Otherness and the Shadows of Identity, *Nelson Coelho Jr.* Interview for Part II: Allusion and Illusions: Dynamics of Self and Otherness, *Nandita Chaudhary*. **PART III: STRIVING TOWARD THE KNOWN UNKNOWN: SELF IN MOTION.** Otherness in the Therapeutic Context: The Social Construction of Change, *Marisa Japur, Carla Guanaes, and Emerson F. Rasera*. Time, Self, and the Other: The Striving Tourist in Ladakh, North India, *Alex Gillespie*. Dynamics of Interiority: Ruptures and Transitions in the Self Development, *Tania Zittoun*. Interview

for Part III: Striving Toward Novelty in a Scientific Dialogue, *Alexander Poddiakov*. **PART IV: SELF IN COLLECTIVE OTHERNESS.** Otherness in Historically Situated Self-Experiences: A Case-Study on how Historical Events Affect the Architecture of the Self, *Alberto Rosa, Jorge Castro, and Florentino Blanco*. Contemporary Chinese Communication With its Cultural Others, *Shi-Xu*. The Game of Political Debates: A Play of Social Representations and Beyond, *Derek Richer and Jaan Valsiner*. Interview for Part IV: Questions About the Functions of Otherness, *Gyuseog Han*. **PART V: THE OTHER WITHIN THE SELF: DYNAMICS OF MULTIPLICITY.** Honoring Self-Otherness: Alterity and the Intrapersonal, *Mick Cooper and Hubert Hermans*. Intersubjectivity and Otherness: A Stage for Self Strivings, *Danilo Silva Guimarães and Livia Mathias Simão*. Human Development as Migration: Striving Towards the Unknown, *Jaan Valsiner*. Interview for Part V: Intersubjectivity and the Experience of Otherness: A Reflection Upon Relational Accounts of Subjectivity, *Carla Cunha*. General Conclusions. About the Authors.



Becoming Other From Social Interaction to Self-Reflection

Alex Gillespie, University of Stirling

2006. Paperback 978-1-59311-230-1 \$45.99. Hardcover 978-1-59311-231-8 \$85.99. eBook 9781607527954 \$65.

The research reported in this book is unapologetically Meadian. While the work of George Herbert Mead has been of widespread significance, and his name is often cited, there are in fact few empirical studies that have sought to rigorously instantiate his ideas. This is in part because his theory is abstruse and in part because there have been so many divergent interpretations of his theory. The point of departure for the present research is a novel interpretation of Mead. Mead's core problematic, I argue, is how to explain self-reflection, and his answer to this is the theory of the social act. The present research is an attempt to instantiate this reading.

This book puts to rest any glorification of postmodernist belief in the local nature of knowledge and context specificity of human cultural acts as a part of the image of fragmented human lives. Human beings are differentiated and hierarchically integrated wholes who regulate their own organization by cultural means. This conceptual deathblow to postmodernist ideologies is done here without denying the reality of context specificity. In fact, all the evidence in this book shows that each and every moment in the touring act is context bound, and hence unique. Yet there is generality operating upon—and creating—that uniqueness. The author's careful development of theoretical insights George Herbert Mead reached in his self-dialogues almost a century ago is a new step in the development of cultural psychology as a *Wissenschaft* aiming at making sense of the human conditions in its generic ways. This itself is an exploring act—one that the social sciences need very much at our present time of abundance of fragmented bits and pieces of information about “the others” that lead us to search for our own unified selves through invention of new ways for touring.

CONTENTS: Preface. Editor's Introduction: The Social Act of the Social Sciences: Touring the Minds of Recreational Nomads, Jaan Valsiner. Transcription Conventions. The Social Act. Elaborations and Questions. Tourism in Ladakh. The Touring Act. Listening to Tourists. Listening to Ladakhis. First Analysis: Genealogy. Tourist Self and Ladakhi Other. Ladakhi Self and Tourist Other. Second Analysis: Becoming Other. Internal Dialogues. Self-Reflection. Becoming Other to Oneself. References.



Transitions Symbolic Resources in Development

Tania Zittoun, University of Neuchâtel (Switzerland)

2006. Paperback 1-59311-226-2 978-1-59311-226-4 \$45.99. Hardcover 1-59311-227-0 978-1-59311-227-1 \$85.99. eBook 9781607525028 \$65.

What do young people do with the novels they read, the films they see, the music they hear and sing? How do these cultural products act as ‘symbolic resources’ in the process of development? And what can we, as researchers, learn by studying people's uses of fiction? This monograph approaches development through the study of transitions and the processes of exploration that follow ruptures in people's lives. Specifically, it examines young people's symbolic

responsibility as they have to choose among the wide range of cultural products societies exposes them to. The book thus examines the books, films and music that young people mobilize when they need to redefine their identity, learn informal know-how, or have to confer meaning to what happens to them in transitions. The book has a theoretical scope. It draws on cultural psychology and psychoanalysis to formulate the importance of semiotic mediation in thinking, feeling and acting. Its main contribution is to propose a model for analyzing uses of symbolic resources, such as books and films, in everyday life. It thus shows how uses of symbolic resources can enable new forms of experiences and conduct. It finally highlights social and personal conditions that might facilitate or hinder developmental uses of symbolic resources. The book, based on in-depth case studies, is addressed to scholars, professional and students in the fields of youth, culture and the media, cultural and developmental psychology, and life-long education.

CONTENTS: Chapter I: Young adults in blurred fields of changing media. **Chapter II:** Modeling cultural experiences and symbolic resources in development. **Chapter III:** Accessing personal cultures. **Chapter IV:** Young people's uses of symbolic resources. **Chapter V:** Cultural "bricolage" in transitions. **Chapter VI:** Youth transitions, symbolic processes and the lifespan.



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