

INFORMATION AGE PUBLISHING

# PSYCHOLOGY 2018

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# RECENT TITLES

## ADVANCES IN CULTURAL PSYCHOLOGY: CONSTRUCTING HUMAN DEVELOPMENT



### Internationalizing the Teaching of Psychology

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

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

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



## Beyond the Mind Cultural Dynamics of the Psyche

Giuseppina Marsico, University of Salerno

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



## Cultural Psychology of Intervention in the Globalized World

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

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

2018. Paperback 978-1-64113-285-5 \$45.99. Hardcover 978-1-64113-286-2 \$85.99. eBook 978-1-64113-287-9 \$65.

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.



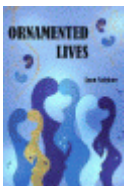
## Cultures of Care in Aging

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

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

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.



## Ornamented Lives

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

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

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.

## ANNALS OF CULTURAL PSYCHOLOGY



### I Activate You To Affect Me

Carlos Cornejo, Pontificia Universidad Católica de Chile; Giuseppina Marsico, University of Salerno; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University

A volume in the series *Annals of Cultural Psychology*

2018. Paperback 9781641130707 \$45.99. Hardcover 9781641130714 \$85.99. eBook 9781641130721 \$65.

The second volume of *Annals of Cultural Psychology* is dedicated to the affective nature of human social relationships with the environment. The chapters here included explore the historical, theoretical and practical dimensions of the concept of affectivating originally introduced by one of us (Valsiner, 1999), as a potential tool of inquiry into the affective-sensitive dimension of psychological life within a cultural-psychological framework. The concept of affectivating involves two psychological dimensions often undervalued or even obliterated from contemporary cultural psychology, namely the affective involvement and the agentivity of people in their social encounters.

Through several examples -- ‘feeling-at-home’, silence spaces and rituals, memorials, music and poetry, among others-- we show individual’s concrete actions in mundane everyday life aim to give an affective personal sense to the world around. This focuses on the primary affective nature of human meaning construction that guides the person in one’s continuing feeling-into-the-world.

At a theoretical level the notion of affectivation challenges contemporary Cultural Psychology to rescue subjectivity, not only symbolism. Affectivation propounds a return to the long, but partially forgotten, organismic tradition, represented in the history by thinkers like Wilhelm Dilthey, Jakob von Uexküll and Kurt Goldstein. Cultural psychology has to bring semiosis back to the vital background of human experience.

## INNOVATIONS IN QUALITATIVE RESEARCH



### Gender and Sexuality in the Migration Trajectories Studies between the Northern and Southern Mediterranean Shores

Emiliana Mangone, University of Salerno; Giuseppe Masullo, University of Salerno; Mar Gallego, Universidad de Huelva

A volume in the series *Innovations in Qualitative Research*

2017. Paperback 9781641131285 \$45.99. Hardcover 9781641131292 \$85.99. eBook 9781641131308 \$65.

The concept of “gender” has recently become one of the symbols of what many consider “a clash of civilizations” between the West and Muslim countries. Recent events highlight how gender issues are emblematic of the basic traits of a country’s culture, and thus constitute some of the elements allowing for the construction of dividing lines between cultures, arbitrarily distinguishing between the “evolved” and “backward” ones, therefore with the aim to establish demarcation lines between “Us” and the “Others”. The existential condition of migration leads to formation of multiple and diasporic identities, de-territorialized and reassembled at the individual level. In this scenario the integration of migrants is the result of a two-way process, in which rely significantly the social representations that migrants are being built on the population and of the host society (before and after the arrival) and intangible resources (cognitive and relational) experienced by migrants.

Gender studies usually employing a constructionist perspective have seldom dealt with the issue of migration by analysing the experiences of the migrants themselves. The few studies have highlighted how migrants’ gender and sexuality underline the persistence of a model of domination and alteration typical of the colonial era, emphasizing the social identity allocation mechanisms used by Western societies that follow essentialist visions of migrants’ ethnic and sexual identity, that is, of a social status considered as inferior and undesirable. There are several theoretical and methodological challenges calling for a perspective that takes into account the interconnection between gender, sexuality and migration. Studies on sexuality have now taken two roads, often strongly polarized and non-communicating between them: on the one hand, also because of the spread of sexually transmitted diseases, appeared a new generation of surveys on sexual behaviour of Western (and others) populations and on the changes in sexual behaviour along the main socio-economic and cultural fractures. On the other, a research trend on sexuality (New Sexuality Studies) has developed with mixed purposes, both analytical and critical-emancipatory ones. This branch, which focuses almost exclusively on the study of minority sexual subcultures, portrayed sexuality mostly through the lens of power and regarded with suspicion any attempt to develop a systematic

and methodologically documented analysis of sexuality.

The book will have repercussions on the progress of knowledge from a macro dimension represented by the growth and the transformation of migration flows across the Mediterranean to Europe to meso dimension of social representations of gender and sexuality that the migrant builds himself and the population of the host society; finally, the micro dimension through the analysis of case studies. From these problems, the book aims to initiate a transdisciplinary reflection on such issues and sexuality, in part by reducing the clear vacuum in scientific research taking shape as an experimental laboratory of new research perspectives because we recognize, critically, how the methods of the social sciences do not simply reproduce the phenomena under study, but also contribute - a greater or lesser degree - to their construction. And at the same time making an issue of sex, sexuality and the multiple identifications of gender of and in migration, involving migratory experiences both on the side of leaving a country and on that of arriving to another.



## The Method of Imagination

Sheldon Brown, University of California San Diego; Luca Tateo, Aalborg University, Denmark

A volume in the series *Innovations in Qualitative Research*

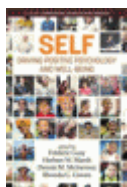
2019. Paperback 9781641134712 \$45.99. Hardcover 9781641134729 \$85.99. eBook 9781641134736 \$65.

Though many psychological theories refer to imagination as a relevant phenomena, we still lack knowledge about imaginative processes. The book “The Method of Imagination” is aimed at expanding the knowledge about imaginative processes as higher mental function, by starting from the empirical and phenomenological studies.

The volume is an innovative multidisciplinary exploration in the study of imaginative processes as complex phenomena. It covers a wide range of fields, from psychology to sociology, from art and design to marketing and education. The book gathers young and experienced scholars from 6 different countries worldwide, providing a fresh look into the theoretical, methodological and applicative aspects of imagination studies.

The audience for this book includes scholars and students in social and human sciences interested in the study and the use of imaginative processes. The volume can be also used as textbook/integrative reading in undergrad and master courses.

## INTERNATIONAL ADVANCES IN SELF RESEARCH



## SELF - Driving Positive Psychology and Wellbeing

Frédéric Guay, Université Laval Québec; Herbert Marsh, Australian Catholic University; Dennis M. McInerney, The Education University of Hong Kong; Rhonda G. Craven, Australian Catholic University

A volume in the series *International Advances in Self Research*

2017. Paperback 9781641130028 \$45.99. Hardcover 9781641130035 \$85.99. eBook 9781641130042 \$65.

Research on the Self relates to various phenomena including self-esteem, self-concept, self-verification, self-awareness, identity, self-efficacy, passion, self-determination, goals etc. that are predictive of optimal functioning and well-being. Such a research endeavor is consistent with the positive psychology movement focusing on the scientific study of what makes people psychologically healthy, happy, and satisfied in their lives, as well as on their strengths and virtues. The positive psychology movement cultivates a sensible approach to optimal human functioning and well-being in various life contexts. Chapters in this volume will illustrate some of the best of the research on the interplay between the self and positive psychology, to show the potential of this research for transforming our societies.

SELF – Driving Positive Psychology and Well-being thus provides a unique insight into self and its fundamental role for well-being. This volume is intended to develop both theoretical and methodological ideas and to present empirical evidence of various phenomenon important for well -being. The scope of the volume is thus very broad, and provides a framework for the development of the chapter as authors see most appropriate.

## NIELS BOHR PROFESSORSHIP LECTURES IN CULTURAL PSYCHOLOGY



### The Road to Actualized Democracy A Psychological Exploration

Brady Wagoner, Aalborg University; Ignacio Bresco de Luna, Aalborg University; Vlad Glaveanu, Webster University Geneva

A volume in the series *Niels Bohr Professorship Lectures in Cultural Psychology*

2018. Paperback 978-1-64113-175-9 \$45.99. Hardcover 978-1-64113-176-6 \$85.99. eBook 978-1-64113-177-3 \$65.

“Democracy is the worst form of government, except for all the others” once remarked Winston Churchill. In this day and age this quotation resonates more than ever. This book explores democracy from the perspective of social and cultural psychology, highlighting the importance of the everyday basis of democratic practices. This approach takes us beyond the simple understanding of democracy in its institutional guise of free elections and public accountability, and towards a focus on group dynamics and personal characteristics of the democratic citizen, including their mentalities, habits and ways of relating to others. The book features discussions of the two-way street between democracy and dictatorship; conflicts within protests, ideology and public debate; and the psychological profile of a democratic citizen and its critique. While acknowledging the limitations of today’s democratic systems, this volume aims to re-invigorate democracy by bringing psychology to the table of current debates on social change and citizenship.

## PERSPECTIVES ON HUMAN DEVELOPMENT



### Trans-Generational Family Relations Investigating Ambivalences

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

A volume in the series *Perspectives on Human Development*

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

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

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

## RESEARCH ON STRESS AND COPING IN EDUCATION



### Stress and Coping of English Learners

Teresa Rishel, Ball State University; Paul Chamness Iida-Miller, Akita International University

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

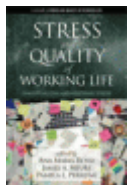
2018. Paperback 9781641131490 \$45.99. Hardcover 9781641131506 \$85.99. eBook 9781641131513 \$65.

Stress and Coping of English Learners addresses the many ways that ELs face academic and socioemotional stress in the K–12 school environment, the consequences of this stress at school, how they cope with this stress, and how school personnel and families can provide support and help. While enrollment in school programs offers assistance to many ELs, it often fails to provide the socioemotional support that ELs need as they navigate the rough waters of schooling. American schooling is often not prepared and/or unwilling to help ELs as they adapt to an unfamiliar language, culture, social norms, communication techniques, and teachers' expectations. Given the proper foundation and emotional support, ELs will be positioned for



greater academic success, comfort at school, and a decrease in their sense of alienation in both the school environment and at home as they try to negotiate between two cultural environments.

## STRESS AND QUALITY OF WORKING LIFE



### Stress and Quality of Working Life Conceptualizing and Assessing Stress

Ana Maria Rossi, International Stress Management Association; James A. Meurs, University of Calgary; Pamela L. Perrewé, Florida State University

A volume in the series *Stress and Quality of Working Life*

2017. Paperback 9781681239231 \$45.99. Hardcover 9781681239248 \$85.99. eBook 9781681239255 \$65.

Work-related stress is costly not only to employees, but also to organizations and society. For example, it is estimated that work-related stress, depression, and anxiety costs British employers £1,035 per employee and that workplace stress costs the US economy up to \$300 billion annually. However, elevated levels of stress often cannot be changed, and, if demands were not placed on employees, employee learning, organizational innovation, and societal economic growth would be hindered. Consequently, it is vital that occupational health practitioners, employees, employers and researchers strive to better understand and manage workplace stress, such that employee health and well-being can be improved.

This book can assist organizations and individuals as they encounter workplace stress. This edition highlights research done by 25 authors across 12 chapters that challenges how work stress is viewed and assessed. Additionally, a number of social and psychological influences on the stress experience are examined. Our beliefs and expectations of stress and its results, whether helpful or hurtful, can have a profound influence on our stress experiences. Also, the way that we approach our work (e.g., job crafting) or the treatment we receive from others (e.g., with dignity) can either mitigate or exacerbate any harmful or beneficial effects of stress. Moreover, how we assess the psychological (e.g., burnout and well-being) or physiological (e.g., cortisol) outcomes of stress are meaningful, and the proper diagnosis of stress (e.g., stress surveys) underlies our understanding. We hope that the findings reported in these chapters and the insights of these scholars will provide ways for you and/or your organization to improve the health and well-being of employees.

## YEARBOOK OF IDIOGRAPHIC SCIENCE



### Idiographic Approach to Health

Raffaele De Luca Picione, University of Naples Federico II; Jensine Nedergaard, Aalborg University; Maria Francesca Freda, University of Naples Federico II; Sergio Salvatore, University of Salento

A volume in the series *Yearbook of Idiographic Science*

2018. Paperback 978-1-64113-426-2 \$45.99. Hardcover 978-1-64113-427-9 \$85.99. eBook 978-1-64113-428-6 \$65.

The concept of health is a challenge of great complexity in terms of theoretical, methodological and intervention within the idiographic frame.

Health cannot be considered an abstract condition, but a means, a resource aimed at achieving objectives that relate to the ability of people to lead their lives in a productive way - individually, socially, and economically. Health is a process that is not based on the definition of standards and categories on the basis of which typifying the states of health. Rather, it has to be considered a process, on a large scale and on many entangled levels, aimed at generating a culture of the health as a resource for individuals and communities and to promote skills needed to transform these resources into developmental goals.

The notion of health, indeed, defined and interpreted in terms of "state" and not of process, meets the immediate paradox of being an indicator of normativity by reason of which we risk a proliferation of new and potentially infinite forms of "deviation". The approach of the idiographic sciences (see previous volumes of the Yearbook Idiographic Science Series, by same publisher IAP) considers that every psychological process (but in general every process, from organic to the social and cultural ones) is characterized by a contextual, situated and contingent dynamics. That dynamics is always characterized by a never-ending opening of its cycles and great variability. Conditions of stagnation and hypostatization are characteristic of all forms of disease (physical, mental and social) that sclerotize relational links between people and their environments. Health is therefore a process that presents oscillation in the same way of any developmental process that has moments of crisis and rupture in order to re-organize new forms of relationship with the social and cultural environment.

This book represent a fruitful way to deep many cogent issues and to dialogue with an idiographic perspective in order to discuss the concept of health, to define its cultural meanings and possible polysemy (e.g., wellness, care, hygiene, quality of life, resilience, prevention, healing, deviation/normality, subjective potentiality for development, etc.), its areas of pertinence and intervention (somatic, psychological, social) trying to offer possible alternatives to the "normalization" of health and creating new incentives for the reflection.

## NO SERIES



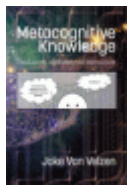
### Maribel's First Day

Irma L. Almager

2017. Paperback 9781681239859 \$25.99. Hardcover 9781681239866 \$37.5. eBook 9781681239873 \$65.

Maribel's First Day is a narrative description of the first day of school experience for a teenage Mexican American high school student. During this one school day, Maribel Rivera goes to five teachers' classrooms and describes what she sees, hears and determines how she will judge these experiences. She will assess and analyze the school, the staff, the teachers, and the instruction. As she discovers what is happening at the school for other students, she decides if the environment will contribute to her present search for identity and survival.

The purpose of this book is to offer insights for perceptions of school experiences through the lens of a Mexican American female student. The book provides vivid descriptions of teacher instruction and student interactions collected through a research study. Through the use of this student's narrative perspective, teachers, teacher leaders, instructional coaches, and campus administrators can create common language for building congruence in a culturally dissonant environment to impact relational and academic achievement for students of color and those from poverty.



### Metacognitive Knowledge Development, Application, and Improvement

Joke van Velzen

2017. Paperback 978-1-64113-022-6 \$45.99. Hardcover 978-1-64113-023-3 \$85.99. eBook 978-1-64113-024-0 \$65.

An important goal in contemporary educational psychology research is adolescent students' development of higher-order thinking, which includes, among other things, that these students become competent and independent learners and problem solvers. This goal comes forth from the notion of education for life that emphasizes that students can direct their learning and problem solving of their own accord. Especially high-school students can encounter difficulties in independent learning and problem solving when they make the transition to higher education. To counter this, these students need to possess, among other things, metacognitive knowledge, which they may have insufficiently.

This book offers new insights about late adolescent students' understanding of their metacognitive knowledge regarding learning and problem solving. It offers a description of a research project conducted to obtain a better understanding of the students' abilities and views with respect to what their metacognitive knowledge encompasses, and how they attempt to develop, apply, and improve this knowledge regarding learning and the solving of mathematical and first-language problems in a more effective way of their own accord. Specifically, the results of the studies of the research project enable us to understand metacognitive knowledge better, in that it provides explanations about the students' development of this knowledge across domains. This book offers further details in terms of providing evidence for theory building regarding metacognitive knowledge.



### The Transformational Odyssey Finding Your Path to Personal Transformation and Self-Renewal

Robert Barner

2017. Paperback 9781681239828 \$25. Hardcover 9781681239835 \$35. eBook 9781681239842 \$65.

The Transformational Odyssey was written to help those individuals who are facing difficult life transitions, and who are attempting to successfully navigate tough life decisions and engage in deep self-discovery. Unlike other self-help books that attempt to provide readers with homespun advice

for addressing difficult life challenges, *The Transformational Odyssey* shows readers how to take charge of their self-growth and development. It does this by providing readers with several applied techniques for engaging in deep self-learning in a more profound and fundamentally life-changing way.

The title, *The Transformational Odyssey*, reflects the book's integrative metaphor of transformational learning as a personal odyssey of self-discovery. The word "odyssey" connotes a long, and sometimes arduous and meandering journey. Although an odyssey may present the traveler with unexpected trials and challenges, in the end it may yield increased wisdom and knowledge. Building on this metaphor, *The Transformational Odyssey* introduces readers to eight passages that they will inevitably encounter during their own personal odysseys of self-discovery. Each of these passages involves a uniquely different learning challenge that, as it is successfully navigated, increases the reader's capacity for self-growth.

*The Transformational Odyssey* is written in a conversational style, as if the author were sitting down next to the reader to share my forty-plus years of experience as a personal coach and life transition counselor. Since different people learn in different ways, this book incorporates a variety of different learning methods, including actual cases, exercises, suggested actions, famous quotes, and metaphors. For those readers who would like to dig deeper on a given topic, at the end of each chapter the author has included a separate section that introduces readers to related cutting-edge research in the field of human psychology. The topics included in these sections cover such areas as mindfulness, meditation, narratives, and future selves.

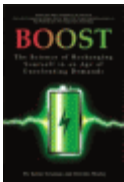
## ENDORSEMENTS

"The Road to self-discovery is one that has been traveled before. *The Transformational Odyssey* explores this journey in a unique and different way, by beginning at the intersection of academic exploration and the examination of authentic experiences. Robert Barner finds ways to challenge his readers, while also guiding each person in a way that is most logical and emotionally transcendent to them. And he does so in an insightful, compelling way. I highly recommend this book to anyone who is ready to be vulnerable and wants to grow." ~ *Kevin Beachum Jr. - NFL Athlete, Investor, Speaker, Philanthropist*

"This is a dazzlingly ambitious book and it does not disappoint. Thought-provoking, compelling, and an extraordinary source of scientifically-based insight for anyone seeking to improve their lives." ~ *Jim Loehr, Best Selling Author, Co-Founder of The Human Performance Institute*

"The *Transformational Odyssey* enlists the reader in a powerful journey, grounded in their own creative imagination and wells of inspiration. This road of self-renewal is exciting and dangerous and the work is not for the timid. Robert Barner knows the territory intimately and is a guide you can both trust and enjoy." ~ *Charles J. Palus, Senior Fellow, Center for Creative Leadership*

"In *The Transformational Odyssey*, Dr. Robert Barner offers what few self-help books do a research-based journey into self-awareness leading to real and sustained change. In embarking on this journey, readers will become more attuned to their experiences, more open to others, and more effective leaders, partners, parents and friends. I highly recommend this book for those courageous enough to encounter transformational learning!" ~ *Jaime Goff, Certified Executive Coach and President, The Empathic Leader, LLC.*



## Boost The Science of Recharging Yourself in an Age of Unrelenting Demands

Jamie Gruman, University of Guelph; Deirdre Healey, University of Guelph

2018. Paperback 978-1-64113-302-9 \$20. Hardcover 978-1-64113-303-6 \$40. eBook 978-1-64113-304-3 \$65.

This is a book about recovery. Not recovery from drugs, alcohol, or surgery, but recovery from the numerous and relentless demands we face in handling our everyday obligations. These demands take a toll on us. Regardless of whether they come from paid employment, caring for young children, looking after elderly parents, or trying to get through graduate school, our daily obligations weigh heavily on us. They deplete our energy. They drain us of motivation. They leave us feeling weary and exhausted. If you tend to feel worn out and want to know how to replenish yourself, this book is for you.

We should be able to recover from our daily obligations during our downtime. But many of us don't. In this book we will explain why downtime is inadequate for helping us recharge our batteries, and present you with an effective alternative. Recent scientific developments from around the globe have shed light on the processes that reverse the draining effects of our obligations and help us successfully recover in our leisure time. Not only that, research also reveals that when effective recovery occurs it not only recharges our batteries, but makes us feel happier, makes us healthier, and makes us better at handling the demands that drained us in the first place. We call this boosting to reflect the multi-pronged benefits of successful recovery. In this book we draw on the most cutting-edge science to explain how to transform our ineffective downtime into valuable uptime. Uptime is the time away from our obligations that successfully satisfies the factors that lead us to feel replenished, recharged, recovered, and gives us a boost.

### Praise for Boost:

"Boost has deep implications for everyone" ~ From the Foreword by Shawn Achor, *New York Times*, bestselling author of *Big Potential* and *The Happiness Advantage*

"This book is bound to change your life! Writing in an informative, and highly engaging style, Gruman and Healey bring to light a revolutionary new way of dealing with the intensity of everyday obligations. This is by far one of the most comprehensive integrations of modern science and seasoned

wisdom in positive psychology. I highly recommend this book.” ~ Mirella De Civita, PhD President of Papillon MDC, Founder of Grand Heron International, author of *The Courage to Fall into Life*

“Boost’ does just that! It gives you a lift! This book provides practical and encouraging examples of how to re-energize in the midst of our challenged and time pressured lives. An enjoyable and extremely beneficial read.” ~ Chris Kotsopoulos CEO, Children’s Wish Foundation of Canada

“Do you want to know how to recharge? Boost is a must read for you. This fantastic book helps those of us wanting to understand the impact of replenishing ourselves on enhancing our connections, productivity, and happiness, and provides strategies to seriously improve the quality of our lives.” ~ Lola Bendana Director, Multi-Languages Corporation

“In the age of doing more with less, what every busy working person needs most is proven, practical strategies for staying productive and focused. This book delivers. After all I’ve read and heard about the energy crisis in today’s workplace, Boost told me a lot I didn’t know—and will apply, starting now.” ~ Rona Maynard Former Editor of *Chatelaine*, Author of *My Mother’s Daughter*

“In today’s world of smartphones, tablets, and relentless connectivity, it is almost impossible to find a reprieve from the stresses of our day to day lives. Gruman and Healey provide clear, well articulated, evidence-based guidance in their expertly written book. Boost is an essential read for anyone looking to live life to the fullest.” ~ Marie-Helene Budworth, PhD Associate Professor, School of Human Resource Management, York University



## Children, Childhood, and Everyday Life Children’s perspectives, 2nd Edition

Mariane Hedegaard, University of Copenhagen; Karin Aronsson, Stockholm University; Charlotte Højholt, Roskilde University; Oddbjørg Skjær Ulvik, Oslo and Akershus University College of Applied Sciences

2018. Paperback 9781641131698 \$45.99. Hardcover 9781641131704 \$85.99. eBook 9781641131711 \$65.

Traditional work on child development is often based on notions of an individual and decontextualized child. This volume involves a contribution to the rethinking of development: it presents a number of situated studies where children’s perspectives are documented through their interaction with others in situated practices, in family life and school and across social contexts.

This volume offers a toolkit for analyzing children’s perspectives and participation over time. In prior work, the interview has often been seen as the cardinal method – or the only method – for studying children’s perspectives. This anthology includes vignettes and case studies, with descriptions of children’s actions in situated activity settings as well as illustrative transcripts from video-recorded social interaction. It opens up toward a broader view of ‘development’ in that it documents how children’s and youths’ perspectives and agency can be studied through their ways of interacting (or not interacting) in everyday life. One aspect of this is their verbal and nonverbal participation in family life and the social landscape of schools. Another feature is that it involves several chapters that problematize ‘impaired practices’ and dilemmas in the teaching of children with dysfunctions. The book as a whole is rich in empirical ethnographic examples that highlight life trajectories in and across social contexts.

Moreover, it features interview data and narratives that include children’s and youths’ own reflections on their lives and experiences of the social demands of family and school. This includes their own thoughts on being or becoming members of local communities.



## The Coherence Factor Linking Emotion and Cognition When Individuals Think as a Group

Thomas R. Flanagan, Institute for 21st Century Agoras; Craig H. Lindell, Institute for 21st Century Agoras

2018. Paperback 978-1-64113-456-9 \$45.99. Hardcover 978-1-64113-457-6 \$85.99. eBook 978-1-64113-458-3 \$65.

Cogito, ergo sum. (“I think, therefore I am.”) When Descartes quipped this, he erroneously split thinking from feeling. He assumed thoughts emerge from a substance other than feeling. This is a historic tragedy, and it is unnecessary. It brings us to a risky end-game. When we attempt to meld preconceived thought with evoked feelings, we come to the craft of “spin doctors.” Instead, there is a natural path for connecting thinking and feeling. It involves emotional reflection at the time that understandings are created.

This book draws attention to a form of dialogue which is called design dialogue. Design dialogue constructs new meaning from the bottom up. Individuals construct new meanings through individual thinking. In design dialogue, meaning results from group thinking. Group thinking is not as simple as thinking individually while being present within a group. The design process results in a series of co-constructed learning artifacts which, ultimately, constitute a new understanding. The process is concurrently emotional and cognitive, and melding emotion and cognition is achievable with effective design dialogue methods.

The first chapter introduces emotion as the catalyst for considering questions, persisting in reflection, and concluding a cycle of thought. This chapter

fills in gaps with the treatment of emotion and cognition. The second chapter lays out the sequence of observation-taking, sensemaking, meaning-making, and perspective-taking that are essential steps in thinking. Frameworks for thinking in educational traditions focus not so much on the neurological mechanics of the thought process but rather on the overall internalization of a "way" of understanding things. A third chapter presents a methodology for managing a design dialogue. Group facilitators generally invent and modify their own approaches for leading design projects. This chapter presents a codified approach that offers an advantage of supporting continuous improvement of complex design management methodology. And the final chapter considers the emergence of a sapient group-mind through the agency of design dialogue. This conjectured group-mind is considered in the context of the civic infrastructure that is needed to sustain the continual growth of the human superorganism structure.

As humanity has moved from tribes, to cities, to institutions, and now to globally connected networks, each leap forward has been accompanied by profound changes in social practices and belief systems. Recent findings from the field of cognitive science have confirmed a suspicion that we have long held about each other. Individual thinking is biased and flawed. Inclusive and democratically managed discussion, deliberation and design all help to identify and dampen flawed understandings. The individual mind, an essential ingredient in the human spirit, is now, as a matter of practical necessity, bending to the wisdom of a well-informed group mind. The speed and strength of newly emerging social forces and evolving civic trends point to the conclusion that we are on the threshold for a new way of being. This book seeks to evoke reflection on how we can start communicating in a way that prepares us for life in that new future.

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