



The Future Ethos of Theoretical Psychology



REMARKS FROM THE PRESIDENT

More or less at the midpoint of my term as President of the Society, I look to the future in two ways. One is the next conference in 2017 to be hosted by Rikkyo University in Ikebukuro, Tokyo. The local organizing committee has for some months been preparing, and in consultation with the Society's Executive Committee, decided on the theme *The Ethos of Theorizing*. According to the (continued p. 3)

In this Issue

| | |
|--|----|
| • Remarks from the President | I |
| • ISTP Series: On the Changing Nature of Graduate Experience | 4 |
| • Psychology: A pursuit of privilege? | |
| • Those who can, teach and do | |
| • Japan 2017 | 11 |
| • Meet the conference organizers | |
| • Website & Twitter info | |
| • Calls for nominations & contributions | 16 |
| • Theory & Psychology Update | 19 |
| • Hot off the press! | 20 |
| • ISTP Membership Information | 22 |
| • ISTP Executive | 24 |
| • Note from the Editor | 25 |



**Prepare for
JAPAN 2017!**

**Website & Twitter
info on page 15**



(continued from page 1) Oxford English Dictionary, *ethos* has three meanings: “character or characterization as revealed in action or representation”; “the characteristic spirit of a people, community, culture or era as manifested in its attitudes and aspirations”; and “the character of an individual as represented by his or her values and beliefs; the moral or practical code by which a person lives”. Clearly, it is a theme that makes space for a broad range of topics within theoretical psychology. I believe that it also nicely captures the general inclination of the Society to facilitate scholarly conversations across all manner of differences. Being an international Society, it seems obvious that one of those differences would be our diverse global locations, and the Society has made an effort to nurture inclusivity. Our Executive Committee members now live in such varied time zones that we have very limited options to hold our 2016 virtual meeting by teleconference without seriously inconveniencing someone. Importantly, we have been successful in holding our biennial conferences in the northern (e.g., UK), southern (e.g., South Africa), eastern (e.g., China) and western (e.g., Canada) hemispheres. In 2017, we return to the east and another first-time site. The biographies of the organizing committee that appear in this newsletter suggest that we are in very good hands! They also provide a snapshot of some of the scholarship on theoretical psychology that is being undertaken in this part of the world. I am looking forward to learning more about theoretical psychology as it is taken up in the Japanese context, but also to re-connecting with old friends and acquaintances and picking up the threads of on-going conversations. Stay posted for updates on the conference!

I am also impressed and challenged by the articulate graduate student commentaries in this newsletter. As they are the next



generation of potential theoretical psychologists, it behooves us to listen to their concerns and consider how to respond. The one offers a critical view of universities today and the ways in which older generations, with their own anxieties about the corporatization of universities and the attendant pressures to adhere to the corporate vision in bringing in funding and producing marketable outputs, are failing their graduate students, who directly contribute to the success of their supervisors while being paid relatively low wages and receiving no guarantee that their efforts will lead to the futures they imagine. The other is more optimistic, but clearly makes no assumptions about what the future holds. Both demonstrate a flexibility and breadth of skills and interests that depart from the single-mindedness and narrow preoccupations associated with the

(continued from page 3) “scientist”. Both evince personal responsibility for making their futures and demonstrate a laudable resourcefulness. Recently, I read a short piece in the University Affairs online magazine that was entitled *Rethinking the Humanities PhD* (Yachin, 2015, [available here](#)). Although focused on the humanities, the proposals for preparing students to expand the range of career possibilities beyond the academy make sense for our discipline as well. The author, Paul Yachnin, who is an academic and deeply involved in rethinking the purpose of doctoral programs, suggests in particular that students be given the opportunity to acquire *public* skills, i.e., skills that “enable PhDs to translate back and forth between university-level inquiry and active, creative, public lives inside or outside the academy”. By developing these skills, he argues, PhD students will also come to possess “dispositional mobility”, i.e., “a capacity to move effectually across different fields of activity”. This struck me as possibly addressing at least some of the concerns raised by the two students, and I particularly liked the resistance to an economic model, i.e., he does not recommend reducing numbers of PhD students in order to bring the number of graduates more in line with the number of available academic positions (at any rate, this economic strategy runs counter to other economic desires of universities, which are eager to increase the number of graduate students). As long as academics have some control over graduate student education, it seems to me that we bear some responsibility for preparing students for the futures that they will face. Of course, many theoretical psychologists already pursue community-engaged scholarship and participate in various forms of activism. But, if graduate programs as a whole do not endorse such an educational agenda, students may be caught between

contradictory demands. Thus, the article’s proposal requires institutional change, at least in some universities. Naturally, this is but one suggestion—it would be interesting to have more dialogue about this topic in future newsletters. I would therefore like to take this opportunity to invite Society members, academics and students alike, to send their comments to the newsletter editor. The concern may be student-initiated, but we are all implicated in the problem.

Dr. Lorraine Radtke, ISTP President

References:

Yachnin, P. (April 2015). Rethinking the Humanities PhD. *University Affairs*, 22-26.

Psychology: a Pursuit of Privilege?

By: Anonymous

My relationship with psychology has always been tenuous. Although I excelled in my coursework as an undergraduate, I was disenchanted with the emphasis on categorization, standardization, and generalization that “mainstream” psychology endorsed. I consequently took a two year break before beginning graduate school, as I was unsure of whether I wanted to continue in the field. My eventual return to school was fueled by my ongoing desire to understand the experiences of specific communities that I found to be neglected in psychological research, and to gain the research skills to inform effective interventions for these communities.

I had an overall positive experience in completing my Master’s. Although I quickly realized that my advisor and I had vastly different theoretical interests, she was quite

supportive, and I also had assistance from other faculty members in developing my knowledge. My advisor also ~~forced~~ encouraged me to participate in conferences, and to work on developing a publication record, two things that, significantly, I did not know were integral to the graduate experience. Our department also strongly suggested that we apply each year to government scholarships to support our research. Although it was a challenging experience, I also

graduate student is widespread, I don’t believe that the experience of consistent tiredness, weakened immunity and general unhappiness should be accepted as the norm. My feelings of estrangement from the communities that had driven me to pursue graduate education in the first place also contributed to my malaise.

In addition to my budding disenchantment, as I moved further along in the program, I began to realize something that I had not previously considered: I

I began to realize something that I had not previously considered: I was being trained to become a professor.

found it to be quite rewarding.

Early into my PhD, things began to change. Although I was excited to continue my work, I had moved directly into the PhD after completing my masters and was experiencing a bit of burnout. Concerned about my career prospects and my financial situation, I had been working part time, assisting with research for my advisor and TAing while completing coursework and my research goals. Although the image of the overworked and stressed out

was being trained to become a professor. Although I had willingly taken on the tasks of publishing, applying (unsuccessfully) for government scholarships, and participating in conferences, I did not have an explicit understanding that these were the foundations of a career as a tenured professor. My initial decision to return to graduate school had been driven by a desire to acquire research skills that could be applied in community settings – one of the advertised outcomes of my program. I had therefore not

intended to pursue academia. However the underlying structure of my program was that of traditional graduate school and, coupled with the interests of my advisor, was pulling me away from my intended goals. On the other hand, the theoretical emersion that I experienced in the process of writing my qualifying paper and dissertation proposal had reignited my passion for the field, and resulted in my being much more open to the idea of pursuing an academic career.

My new excitement quickly turned to anxiety, as I soon realized that despite the pressures in my program to produce academic work and participate in academic rituals, preparation that was informed by the contemporary realities of working in academia was missing. Instead, the knowledge that I eventually obtained about these realities came through informal mentorship from my peers, as well as my own independent research. For example on the advice of a friend, I took a course in university teaching that was offered by my school but external to my program. For the first time, I learned the terms “teaching dossier” and “teaching philosophy statement”, as well as obtained an understanding of what was required for the academic job application process. Up until that point, I had bought into the

widely held belief that teaching experience was far less important than published research when applying for jobs, and faculty members made no explicit efforts to offer informed opinions on this belief. After completing the teaching course I came to the conclusion that attempting to put

[T]here also needs to be recognition of the systemic barriers that impede the success of non-traditional students.

together a job application with no teaching experience and no understanding of what was expected in a teaching statement was not a good strategy for a market with an oversupply of extremely well qualified candidates. As a second example, another peer suggested that I begin applying for post-doctoral fellowships only a few short months after completing my dissertation data collection. As I had not even begun writing up my results at that point, I had not fully thought through the necessity of doing a post doc, nor had I considered the fact that in order to obtain one that began soon after I finished my PhD, I would have to apply before completing my writing. Nonetheless, I applied to two opportunities. I also began reading anything that I could find

online about the process of applying for tenure track jobs.

Ultimately, what I learned from listening to my peers and my independent research was that I was vastly underprepared for the highly competitive market of university

research and teaching. Graduate education is set up as a meritocratic system where we are told that publications in reputable peer reviewed journals – in addition to a PhD of course – is the main currency needed for obtaining a tenure track position. The implicit (or perhaps explicit) message here is that if you do not get a job, your work simply was not good enough. However my experience, and my knowledge of the experiences of many others, has taught me that having publications is a bare minimum requirement. [Shifting university priorities](#) that favour and direct funding to specific types of research, coupled with the

reported [declining undergraduate student populations](#), has rendered the competition for academic positions even more intense than in previous decades. Consequently, for fields like psychology, qualifications over and above research publications such as grant funding, and the luxury of time and patience to apply for job after job after job before finally landing one that sticks, requires a type of preparation that does not arise simply from completing the course and research requirements of your graduate program.

In addition to the problems that are faced by all graduate students, there also needs to be recognition of the systemic barriers that impede the success of non-traditional students. These are students who do not have the resources to spend their time during graduate school only on academic pursuits, and instead have to dedicate significant time, often outside of academia, to earning income to support their education. This split in attention can lead to rushed writing, and underdeveloped thinking that bars students from making the strides that they are truly capable of. [Racialized students](#) like myself, also face long entrenched institutional barriers

that have resulted in our exclusion well before we even get to the graduate level. Once here, we risk being undervalued and excluded on account of lack of “fit” into mainstream academic culture. I have fortunately had relationships with people who have steered me in the right direction along the way, but many of my racialized peers have not been quite as fortunate. These students are intelligent, capable,

[F]ormal guidance on defining what success looks like, and how to obtain it, should be built into graduate programs and not left to the whims of individual advisors.

and have worldviews and experiences that enrich their research and teaching. But they (and myself included) have often struggled to keep up with the hidden curriculum of graduate school for which we do not have the social capital to navigate on our own. For example, it appears to be taken for granted that students understand the value of, and have the resources to, travel and network at conferences in order to make themselves more attractive job candidates. If advisors and programs do not explicitly communicate these expectations to their students,

while providing adequate support (financial and otherwise), they are putting them at a disadvantage. Ultimately, tenured professors cannot assume that a) the job market is the same as it was when they were first applying; b) all their students are coming in to their programs with the same level of informal knowledge and material resources required by academic culture, and necessary for

students to be competitive in the tenure track job market. Students are more than willing to do what is required to be successful, but formal guidance on defining what success looks like, and how to obtain it, should be built into graduate programs and not left to the whims of individual advisors.

With all these things considered, I have decided to step away from pursuing an academic career for the time being. Although I love the work that I do and have been encouraged to continue to try, my economic position, coupled with my continued

feelings of estrangement from the communities that I seek to help have convinced me that continuing on the academic route at this point in time is not right for me. It is something that I am still open to, but I am also realistic in accepting that I am underprepared, and at this point under motivated, to continue. I also strongly believe that completing a PhD should be accompanied by feelings of elation and accomplishment, not crippling insecurity and fear at the realization that one's next steps remain unclear despite the years of hard work committed to earning the degree. This is something that I and many of my peers currently battle with, and it is unconscionable. Many students are at a loss with respect to how they should leverage their degrees in non-academic fields once they have accepted that a tenure track position is not on the horizon. It is now widely known that there are many PhDs in precarious employment as adjunct professors [earning salaries that vastly undervalue their skills](#) while they await full time positions. This is not something that I want for myself, and I am committed to finding employment where my skills

and talents are both appreciated and fairly compensated.

In closing, I would like to emphasize that despite the issues that I've described above, I have thoroughly enjoyed the learning experiences that I've had, the people that I've met and the opportunities that I have come across during the

I implore current tenured professors and university administrators to seriously and explicitly consider what the intended outcomes of graduate programs should look like at this point in history.

course of my studies. The personal growth that I have undergone over the last few years may not have been achievable through any other experience. However, I implore current tenured professors and university administrators to seriously and explicitly consider what the intended outcomes of graduate programs should look like at this point in history. Universities are currently more likely to resemble businesses than institutions of higher learning. The pursuit of knowledge for the sake of knowledge is no longer a mainstay of academic life (if ever it was), but a luxury reserved only for the extremely privileged. Designing programs

that more *intentionally* train potential faculty members, while also preparing students for careers outside of academia is necessary if graduate degrees are to remain worthwhile in years to come. Thinking beyond the traditional apprenticeship and meritocratic models of graduate education that only

serve to benefit those who are already well positioned for academic careers is also necessary for allowing non-traditional students a foot in the door. On the other hand, if academics are unwilling to alter graduate education in response to the changing nature of universities in general, then tenured professors and graduate students alike must be willing to speak out against these changes for the sake of preserving the tradition of fair development and proliferation of knowledge.



Those who can, teach and do

By Robert Beshara

I have been at the University of West Georgia for four years, but UWG has been around for more than four decades. The Psychology Department at UWG is founded on humanistic principles dating all the way back to the 1960s thanks to the first chair, Mike Arons—one of Abraham Maslow's students. In addition to humanistic, the department has two more orientations: transpersonal and critical. Further, the main theoretical strands in the department include: existential-phenomenology, Buddhism, and post-structuralism.

If I can speak to the PhD program in Consciousness and Society, the critical orientation has been the strongest lately, particularly discursive and

The inquiry paradigm that I have come to embrace is critical theory.

psychoanalytic approaches. Not mentioning the overall emphasis on qualitative research and human science methodologies. It is worth adding that there is also a clinical track on the MA level.

The following three courses at the PhD level were heavy on theory: Consciousness & Experience, Theoretical Foundations of Psychological Inquiry, and Culture & Subjectivity. In the first course,

we surveyed the field of consciousness studies from three perspectives: cognitive science, phenomenology, and Buddhism. In the second course, we discussed key debates in philosophy of science, particularly in terms of their implications for psychology. In the third course, we surveyed many foundational texts in critical theory.

Theory is crucial in psychology. I like to tell my students in Introduction to Psychology that research perspectives or theories are like lenses through which we see things. Nothing is objective in psychology because

everything is filtered through theory, which informs how we understand and how we choose to study our objects of inquiry.

The inquiry paradigm that I have come to embrace is critical theory because I agree with Ian Parker that when we reflexively embrace subjectivity, it adds to the validity of our research. Following the adage from second-wave feminism, I understand the personal to be

political. And I concur with Foucault that power and knowledge are inseparable. Philosophical and historical approaches to

Muslim Americans. But I also want to connect that account to the social level by looking at Islamophobia at the node between culture and language

I am not one-track minded when it comes to thinking about my career.

psychology help us think about truth, which includes (but goes beyond) knowledge. Knowledge, understood as fact, is the natural scientist's sought after prize. The human scientist, however, is interested not only in embodied knowledge but also subjective truths.

Currently, I am doing my research on Islamophobia in the United States. I am particularly interested in the subjectification of Muslim Americans in the context of the 'war on terror'. I am attempting to do all of that through the general lens of critical theory and the more particular lens of critical psychology. I am taking a dialectical (or psychosocial) approach, which means that I want to account for Islamophobia on the psychic level, or in the experiences of

without overlooking world history and the political economy.

In the future, I aspire to teach (psychology and/or film) and do (qualitative) research. Given my background in theatre, music, film, and psychology, I hope to work at a university (and in a department) that values creative transdisciplinarity. It is certainly difficult these days to land a tenure-track position, but perhaps having two terminal degrees may give me an advantage in the job market. After all, I received an MFA in Independent Film and Digital Imaging before starting the PhD program at UWG.

But I have other ambitions, too, when it comes to doing something that I love while making money on the side. Before deciding to become an

academic, I was (and still am) a fine artist. It is more challenging to make it as an artist than as an academic I believe. But I will never give up on making art because it is a passion of mine. Additionally, I dream of starting a non-profit organization that promotes and produces transformative art by marginalized artists. Finally, I would be very happy to start a vegan café with my wife that can also be used as a social space for community events, such as film screenings, poetry readings, stand-up comedy, workshops, etc.

So, as you can see, I am not one-track minded when it comes to thinking about my career. I am uncompromisingly pursuing my interests with the pragmatic awareness that it would be very pleasant to have a stable job one day.

Japan 2017: Meet the Conference Organizers!

CONFERENCE CHAIR

Dr. Tetsuya Kono

Ph.D., Philosophy
Professor at Rikkyo University,
Tokyo, Japan
Director of Philosophical
Association of Japan, Japan
Association for Philosophy of
Science, Philosophy of Science
Society, Japan, Phenomenological
Association of Japan, La Société Franco-Japonais de la Philosophie.



Dr. Kono received his Ph.D. in Philosophy from Keio University. His research interests include phenomenology, philosophy of mind, ethics, as well as the philosophy of education. He has employed phenomenological perspectives to conduct collaborative projects on the education of children and adults with disabilities. At present, he is a Professor in the Department of Education at Rikkyo University. His major publications include the following books (in Japanese): *Phenomenology of the Environment* (2016), *Phenomenology of Body and Special Needs Education* (2015), *Phenomenology of Boundaries* (2014), *Introduction to Philosophy for Children* (2014), *Consciousness Doesn't Exist* (2011), *The Ecological Self* (2011), *Re-questioning the Concept of Morality: Liberalism and the Future of Education* (2011), *The Philosophy and the Ethics of Neuroscience* (2008), *Moral Realism* (2007), and *The Ecological View of Mind* (2003). He is also interested in philosophical practices, especially in philosophy for/with children as well as the moral education of children.

ORGANIZING COMMITTEE



Mr. Yoshiki Kokuryo

Mr. Kokuryo is a Ph.D. candidate in philosophy at Tokyo Metropolitan University and a research assistant working with Professor Tetsuya Kono at Rikkyo University. His research interests include the history of French philosophy, philosophy of perception, epistemology, and ethics. His doctoral thesis focuses on the relationship between Merleau-Ponty's phenomenology and the psychology of perception in the early 20th century. He is very pleased to be part of the 2017 ISTP organizing committee!

Dr. Katsunori Miyahara

Dr. Katsunori Miyahara is a post-doctoral fellow at the University of Tokyo, Japan. His research interests include phenomenology, philosophy of mind, and philosophical psychology. His doctoral research explored an enactive theory of perception by drawing on insights from phenomenological philosophy. More recently, he has grown interested in the scientific study of consciousness and its philosophical foundations. In August, 2016, he will begin a 2-year term as fellow in philosophy at Harvard University, where he will explore the experience of having a second-person perspective. He is excited about being involved with the organizing committee of the 2017 conference and working alongside his former post-doc mentor, Tetsuya Kono. (Image Credit: Nerissa Escanlar)





Dr. Naohisa Mori

Naohisa Mori is a Professor in the Department of Clinical Psychology at Sapporo Gakuin University who received his Ph. D. from Kyoto University. Although he started his career as an experimental psychologist of memory, as he learned about the social nature of memory (and experimental laboratories) he became interested in the social and institutional constraints imposed on remembering. He has published several studies on joint remembering in small groups of professional wrestling fans, as well as on the credibility of confession and testimony. His current interests include ecological

approaches to socio-cultural remembering, the successive experiences of wars and disasters over generations, and theoretical discussions on the temporality and corporality of cognition. He recently co-edited *Making of the Future: The Trajectory Equifinality Approach in Cultural Psychology* with Tatsuya Sato and Jaan Valsiner. He is an editor of the *Japanese Journal of Qualitative Psychology* and a vice-President of the Japanese Society for Law and Psychology.



Dr. Satoshi Sako

Dr. Satoshi Sako is a Research Fellow for the Japan Society for the Promotion of Science. His research interests include semiotics, ecological psychology, and pragmatism. His doctoral research focused on the relation between empathy/sympathy and self from the perspective of semiotics, especially the semiotics of C. S. Peirce. He is honored to be involved in the organizing committee of 2017 conference, together with his post-doc mentor Tetsuya Kono.



Dr. Shogo Tanaka

Dr. Shogo Tanaka is a Professor of Psychology at Tokai University. He received his Ph.D. in philosophical psychology from the Tokyo Institute of Technology. Dr. Tanaka is primarily interested in phenomenology and psychology, and more specifically, in clarifying the theoretical foundations of psychology from the perspective of embodiment, inspired by the ideas of Maurice Merleau-Ponty. The topics of his published papers encompass a broad range of issues, including body schema, body image, skill acquisition, embodied knowledge, social cognition, theory of mind, and intercorporeality. One of his articles on embodiment is published in the ISTP's *Theoretical Psychology: Global Transformations and Challenges*. In

August 2016, he will begin a year-long JSPS fellowship in the Department of Psychiatry at the University of Heidelberg in Germany.

Dr. Shogo Tanaka

Dr. Kotaro Takagi is a Professor of Psychology in the School of Social Informatics at Aoyama Gakuin University, which is where he also completed his Ph.D.. His research mainly focuses on two fields. The first involves the elaboration of a socio-ecological theory of remembering and its application to the assessment of credibility in testimonies. As expert witness, he submitted more than 25 expert evidence reports to the criminal courts in Japan since 1993. The second field of interest involves the methodologies of Vygotskian psychology, with a special emphasis on the understanding and description of the "concrete human".

His multiple book and paper publications include *Vigotsukii no houhou* [Vygotsky's methodology] (2001) and *Shougen no shinrigaku* [Psychology of testimony] (2006).



**STAY INFORMED ABOUT
ISTP 2017!**

Twitter

<https://twitter.com/istp2017>

Website

<http://www2.rikkyo.ac.jp/web/istp2017/index.html>

Call for Nominations

Ernst E. Boesch Prize 2017

The Ernst E. Boesch Prize Board of the Gesellschaft für Kulturpsychologie is inviting nominations for the Ernst E. Boesch Prize for outstanding scholarly work in the academic field of cultural psychology.

The Ernst E. Boesch Prize is awarded to scholars who have had a decisive influence on cultural psychological research (not on classical intercultural or cross-cultural psychological research). The Prize is awarded in two categories:

1) An amount of 2,500 EUR to established researchers, who have made essential and enduring contributions to cultural psychology

AND

2) An amount of 500 EUR to young scientists for a distinguished work (e.g., master thesis, PhD thesis or comparable book publications).



The nomination deadline is October 31 2016.

How to nominate?

Scholars holding positions at universities and other research institutions, including academies, are entitled to nominate candidates to the Ernst E. Boesch Prize. A self-nomination is not allowed. The letter of nomination should be written in English or German and state the reason for the nomination. The nomination should also include the candidate's CV and suggest two referees who know the scholar's work. Please send the nomination to the board's chair Prof. Dr. Elfriede Billmann-Mahecha: billmann@psychologie.uni-hannover.de.

The winner of the Ernst E. Boesch Prize 2017 will be announced in February 2017. The official award ceremony will take place in Hannover, Germany 2017. The winner should give a lecture to the members of the Gesellschaft für Kulturpsychologie there. If you have questions, please do not hesitate to contact the president of the Gesellschaft für Kulturpsychologie PD Dr. Lars Allolio-Näcke: vorstand@kulturpsychologie.de.

For more information about the society see <http://www.kulturpsychologie.de>

Join CUPSYNET!



CUPSYNET is a European doctoral network in sociocultural psychology.

The purpose of CUPSYNET is to allow young researchers to meet and enter in a community of researchers in sociocultural psychology.

Research cannot be alone; meetings, arguing and thinking together, collaborative work is important for mutual training,

scientific exchanges and the emergence of new idea. The network thus aims to become a place for developing theoretical, methodological or epistemological knowledge in sociocultural psychology; it will not teach generally shared models, techniques, or soft skills.

The doctoral network offers **two to three meetings a year**, possible associated to a conference or workshop relevant for the network. Partners universities include: University of Neuchâtel (CH); University of Lausanne (CH); University of Aalborg (DK); University of Copenhagen (DK); London School of Economic (UK); University of Belgrade (SE); University of Salento (IT); University of Cyprus (CY).

For more info and contact details see: <https://www2.unine.ch/cupsynet>.

Call for Original Manuscripts

Innovations in Qualitative Research

Series Editor: Luca Tateo, Aalborg University, Denmark

Scientific board:

- *Svend Brinkmann, Aalborg University, Denmark*
- *Juliano Casimiro de Camargo Sampaio, Universidade Federal do Tocantins, Brazil*
- *Alba-Lucy Guerrero, Pontificia Universidad Javeriana, Colombia*
- *Robert Innis, University of Massachusetts Lowell, USA*
- *Azilah Kasim, College of Law, Governance and International Studies, Universiti Utara Malaysia*
- *Musau Muhammad, Kenyatta University, Kenya*
- *Chetna Priyadarshini, IBS Hyderabad IFHE University, India*
- *Alberto Rosa, Universidad Autonoma de Madrid, Spain*
- *Jaan Valsiner, Aalborg University, Denmark*

The new book series edited by Luca Tateo, Aalborg University (Denmark), promotes innovative and multidisciplinary ways of doing and theorizing qualitative research (in all the field of human and social sciences, including psychology, sociology, anthropology, developmental sciences, educational studies, philosophy, etc.). For instance, studies in which social sciences fruitfully interact with humanities and different forms of art to foster innovative knowledge about human experience are really welcome. The book series will mainly promote young and innovative researchers worldwide, particularly focusing on new edge and groundbreaking qualitative studies coming from the new emerging scholars of Asia, Africa and Latin America. Besides, the series will also publish books about “forgotten” or “overlooked” methods and constructs in the history of qualitative social sciences.

Authors are invited to contribute to the series with a volume, either a monograph or a collective volume, edited in English, of about 150 pages, innovative look and a website with potential additional research material (data as video, images, transcripts, etc.). For further inquiries and informally discuss potential proposals, please feel free to contact the editor luca@hum.aau.dk

The book series is addressed to scholars in human and social sciences. The main audience will be all the early stage researchers who want to innovate their qualitative studies. The series is particularly focus to those emerging countries who are not satisfied with the current mainstream of Anglo-Saxon dominated research in social sciences. The books, could also be used by instructors in qualitative methods courses. The rationale of the series is not to address a specific disciplinary field. The added value is exactly that of aiming at transferring experiences from human to social sciences and backward, beyond disciplinary boundaries.

For further info, please visit: <http://www.infoagepub.com/series/Innovations-in-Qualitative-Research>

Theory & Psychology: Update

**Dr. Henderikus Stam, Editor
University of Calgary, Canada**



Last year saw two special issues of the journal, the April issue devoted to “Class and Psychology” edited by Darrin Hodgetts and Christine Griffin and the October issue entitled “Unplugging the Milgram Machine” which was guest edited by Augustine Brannigan, Ian Nicholson and Frances Cherry.

Given the laudatory manner in which social psychologists celebrated the 50th anniversary last year of the publication of Milgram’s first reports of his controversial “obedience” studies, this issue re-examines this research program from a critical perspective. As the editors note in their introduction,

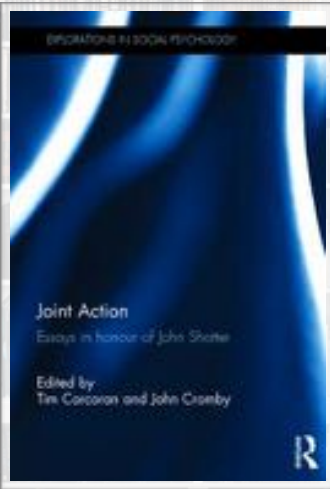
The discipline’s adulation of the obedience research overlooks several critical factors: the palpable trauma experienced by many participants, and the stark skepticism of the deceptive cover-story experienced by many others, Milgram’s misrepresentation of the way in which the prods were undertaken to ensure standardization, and his failure to de-brief the vast majority of participants. There is also the cherry-picking of findings (p. 551).

The theoretical consequences are worked out in a series of articles examining just how these experiments were not about ‘obedience’ but instead fulfilled a number of other functions in modern social psychology. The issue includes an international group of authors who have been associated with the re-examination of the Milgram findings, including Diana Baumrind, who first raised concerns about the ethics of the experiments in 1964 and Gina Perry whose important book on the studies was published in 2013.

Lined up for later in 2016 is a special issue on the “Generational Brain” edited by Vanessa Lux and Clifford van Ommen. Early next year we will publish a special issue on “Liminal Hotspots” edited by Paul Stenner, Monica Greco and Johanna Motzkau.

Finally, I am pleased to announce that Kieran O’Doherty will be the new editor of *Theory & Psychology* beginning with the first issue of 2017. Consequently, he will be directing the future development of *Theory & Psychology* and I hope that the members of ISTP will provide him with the support that I have gratefully received over my 26 years as editor. It was the society after all that was instrumental in creating the journal.

HOT OFF THE PRESS!

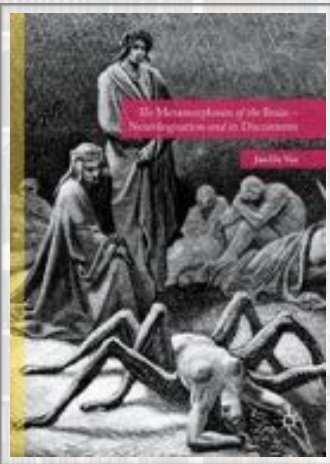


Joint Action: Essays in Honour of John Shotter

Edited by Tim Corcoran and John Cromby

Shotter's work extends over forty years and continues to challenge conventional scientific thinking across a range of topics. The disciplines and practices that Shotter's work has informed are well established throughout the English-speaking world. This is the first publication to examine the importance of his influence in contemporary social sciences and it includes authoritative discussions on topics such as social constructionism, democratic practice, organisational change, the affective turn and human relations. The geographical diversity and disciplinary breadth of

scholarly contributions imbues the book with international scope and reach. Find out more about this book [here](#).



The Metamorphoses of the Brain: Neurologisation and its Discontents

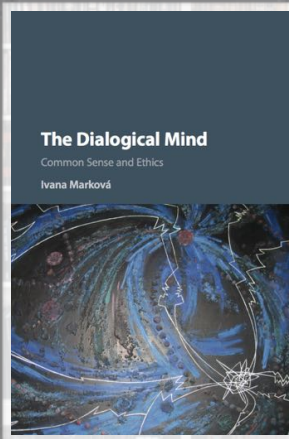
By Jan De Vos

What are we exactly, when we are said to be our brain? This question leads Jan De Vos to examine the different metamorphoses of the brain: the educated brain, the material brain, the iconographic brain, the sexual brain, the celebrated brain and, finally, the political brain. This first, protracted and sustained argument on neurologisation, which lays bare its lineage with psychologisation, should be taken seriously by psychologists, educationalists, sociologists, students of cultural studies, policy

makers and, above all, neuroscientists themselves. Find out more about this book [here](#).

"This book is a tour de force, combining a thorough grasp of contemporary neuroscience with a caustic critical sensibility nourished by Freud and Zizek, and a literary canon that ranges from Ovid's *Metamorphoses* to Kafka's *Metamorphosis*." The question it raises is deceptively simple: what does it mean that we not only "have" a brain, but that it has now displaced mind, soul, and spirit as the key to what humans are." W. J. T. Mitchell, Professor of English and Art History, University of Chicago, USA

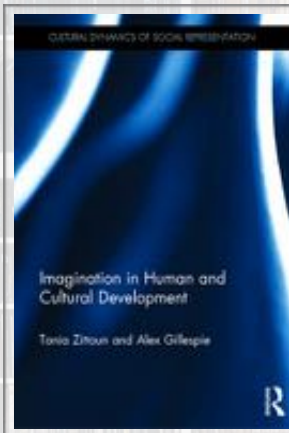
HOT OFF THE PRESS!



The Dialogical Mind

By Ivana Marková

Dialogue has become a central theoretical concept in human and social sciences as well as in professions such as education, health, and psychotherapy. This 'dialogical turn' emphasises the importance of social relations and interaction to our behaviour and how we make sense of the world; hence the dialogical mind is the mind in interaction with others - with individuals, groups, institutions, and cultures in historical perspectives. Through a combination of rigorous theoretical work and empirical investigation, Marková presents an ethics of dialogicality as an alternative to the narrow perspective of individualism and cognitivism that has traditionally dominated the field of social psychology. The dialogical perspective, which focuses on interdependencies among the Self and Others, offers a powerful theoretical basis to comprehend, analyse, and discuss complex social issues. Marková considers the implications of dialogical epistemology both in daily life and in professional practices involving problems of communication, care, and therapy. Find out more about this book [here](#).



Imagination in Human and Cultural Development

By Tania Zittoun and Alex Gillespie

This book positions imagination as a central concept which increases the understanding of daily life, personal life choices, and the way in which culture and society changes. Case studies from micro instances of reverie and daydreaming, to utopian projects, are included and analysed. The theoretical focus is on imagination as a force free from immediate constraints, forming the basis of our individual and collective agency. In each chapter, the authors review and integrate a wide range of classic and contemporary literature culminating in the proposal of a sociocultural model of imagination. The book takes into account the triggers of imagination, the content of imagination, and the outcomes of imagination. At the heart of the model is the interplay between the individual and culture; an exploration of how the imagination, as something very personal and subjective, grows out of our shared culture, and how our shared culture can be transformed by acts of imagination. Find out more about this book [here](#).

ISTP Membership Information

We are inviting membership applications.

Membership dues can be paid by means of credit card, cheque or bank transfer.

(SEE MEMBERSHIP FORM on next page)

The full **membership fee is \$125** for a year (including a subscription to the journal Theory & Psychology) whilst the **reduced fee is \$40** (excluding the journal).

Membership application / renewal forms may be downloaded on the ISTP website (<http://psychology.ucalgary.ca/istp/index.html>) or by emailing Jim Cresswell (treasurer) at istptreasurer@gmail.com.

Money generated from memberships make it possible for us to offer students bursaries for ISTP conference attendance, award the Sigmund Koch Prize for best student member presentation, and facilitate the publication of conference proceedings—now also available in e-format.

ISTP Membership Form

International Society for Theoretical Psychology

2014 and 2015 Membership Dues

Date:

Complete and return by **regular mail, email or fax** to:
James Cresswell/Treasurer ISTP
Department of Psychology
Booth University College
447 Webb Place
Winnipeg, Manitoba, Canada R3B 2P2
E-mail: istptreasurer@gmail.com

| | |
|---|--|
| Name: | |
| Mailing Address: (For receipt of Theory & Psychology) | |

Please check the appropriate boxes below.

| Member Type | 2014 | | 2015 | | 14+15 | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | USD or CAD | | USD or CAD | | USD or CAD | |
| Regular (Receive Theory & Psychology) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 125 | 140 | 125 | 140 | 250 | 280 |
| Reduced (Do not receive Theory & Psychology.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 40 | 45 | 40 | 45 | 80 | 90 |
| Student <input type="checkbox"/> Other <input type="checkbox"/> | | | | | | |

This is a ☐ MEMBERSHIP RENEWAL* ☐ NEW MEMBERSHIP.

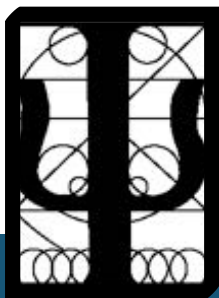
☐ Please find my cheque for _____ enclosed. (**USD or CAD ONLY** –make cheques payable to the "International Society for Theoretical Psychology")

OR

☐ Credit Card Payment:

| | |
|--|----------------------|
| Name of Cardholder: | |
| Credit Card Number: | |
| Expiry Date: | Security Code (CVV): |
| Kind of Card (e.g. Visa, AMEX, Master Card): | |
| Cardholder's Billing Address: | |
| Signature: | Date: |

*Please attach a record of payment to your membership renewal form.



ISTP EXECUTIVE

type to enter text

President-Elect



Paul Stenner, The Open University,
United Kingdom

President



Lorraine Radtke, University of
Calgary, Canada

Past President



Thomas Teo, York University,
Canada

Secretary



Mandy Morgan, Massey University,
New Zealand

Treasurer



James Cresswell, Booth University
College, Canada



Note from the Editor

Basia Ellis
Postdoctoral Scholar
University of Chicago

Thank you for all your contributions to this issue, and a special thanks to those who wrote in response to our latest theme, “On the Changing Nature of Graduate Experience.” May their contributions serve as an important starting point for a more extended conversation on this topic to be continued in upcoming newsletter issues!

In my view, the newsletter ought to serve as (a) an important forum for exchanging current and relevant information about theoretical psychological practice, and (b) an opportunity for engaging dialogue with internationally situated psychologists. I thus encourage readers to submit notices of conferences, seminars, or workshops; information about major book publications; and/or updates about recent events relevant to theory and psychology. Moreover, to generate dialogue between theoretical psychologists, I encourage more informal contributions that communicate the diverse practices and experiences of theoretical psychologists around the world.

As always, please contact me directly at bdellis@uchicago.edu if you would like to contribute to the ISTP Newsletter and/or have any questions about this or future newsletter issues.

Warm regards,

Basia Ellis