



## BEGINNINGS AND MORE BEGINNINGS

### REMARKS FROM THE PRESIDENT

**I**t is December already and for some ISTP members this means the beginning of winter, whereas for others summer is underway. Whichever, we all look toward the beginning of a new year, 2017, which of course is also the Societies' conference year. As you read further in the newsletter, you will also see that there is a beginning for *Theory & Psychology*, with a new editor who will undoubtedly build on the journal's past successes while orienting to the future. In addition, you will read more from graduate students, who reflect on the challenges they have faced while seeking a beginning place in the discipline of psychology.

Of course, beginnings are never entirely "fresh starts" and invariably are rooted in the past. When the Society's Executive Committee met this past August by teleconference, we discussed how to ensure that successive committees have access to the knowledge and practices that have evolved over time. This is a challenge for an international Society with wide geographical representation and an



**Lorraine Radtke, ISTP President (bottom left) and Tetsuya Kono, ISTP 2017 Conference Chair (bottom right) with organizing committee members, including co-organizer Shogo Tanaka (top left).**

established practice of biennial conferences, and particularly so in a relatively paperless environment. One plan is to create a manual that outlines the precedents, so that each subsequent Executive Committee can benefit from their predecessors' procedures. We also noted a pattern of fluctuating membership, with peaks during conference years and some attrition during non-conference years. This provoked a conversation about how to keep members engaged every year. Clearly, this newsletter is one attempt, but more discussion and ideas are needed. (continued on page 3)

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And speaking of beginnings—the planning for the 2017 conference has not only begun, but is well advanced. The first call for papers has gone out and the early deadline of October 31 has passed (the final submission deadline is January 31, 2017). This early deadline is something new to this conference and was implemented in response to members who need a relatively early letter of acceptance in order to meet their institution's deadline for grant competitions in aid of travel. In addition, the full line up of keynote speakers has been announced. With a total of seven keynotes, four being local Japanese scholars, the conference promises to offer a diversity of perspectives on theory and psychology. A conference highlight for me is the glimpse of the local disciplinary terrain that is provided by the local keynote speakers and other presenters. As the pictures displayed in this newsletter show, the conference venue is quite lovely with beautiful, old buildings and green spaces. It is also well-equipped and moderately sized and will create the kind of intimacy that our conferences are known for. I hope to see many of you there in August.

*Dr. Lorraine Radtke, ISTP President*



From left to right: Thomas Teo, ISTP Past-President; Lorraine Radtke, ISTP President, and Tetsuya Kono, ISTP 2017 Conference Chair at Rikkyo University, Ikebukuro Campus, for the organizational meeting, August 2016.



## Graduate School: Highlights, Dark Lows, and Six Suggestions for Making it Better

By Dr. Jordan D. Hyde

The invitation to comment on my graduate experience comes at a good time. The challenges of graduate school are still fresh on my mind, but the fact that I recently defended my dissertation allows me also to reflect on what the challenges mean in relation to the end goal. I am a husband of seven years, and a father to a two-year-old boy (yes, he was born during my Ph.D. program; yes, on purpose, and yes, we are crazy) who is a pure little wellspring of joy. We are thrilled that I am finished, but we also face the anxiety of the search for a permanent job.

I have mulled over what and how to share my thoughts for this newsletter. I worried, for example, that the complaining inherent in an honest account of my graduate experience will appear to be a case of “I think I am more awesome than I actually I am,” (seriously, though, I don’t think that), or will inadvertently reflect negatively on someone. Ultimately, however, I decided that my desire to help outweigh the risks of being misunderstood.



Thus, I share my honest experience—the painful and the pleasing—and some suggestions for making the experience better. Students will, of course, find a whole new set of things they wish they had known beforehand. But at least they will know some things I didn’t. (Unless, of course, my experiences are actually uncommon or unique, in which case, thanks for indulging me anyway.)

### Are Graduate Students Valued? Are they Valuable?

My first days of graduate school were excellent and I was very enthused. The intellectual environment. The feeling that a *career* was underway. The exponential increase in my rate of learning about my questions of interest.

The enthusiasm did not last long. I will spare most details, but I felt I was bombarded with a host of devaluing and demoralizing messages. Somebody in my department actually told me that my institution “cannot recruit the best graduate students.” I asked a professor after a weekly seminar a question that I was passively interested in. “You are not an undergraduate,” the professor said, “look it up.” Given that I had taught Intro Psych five times at another university, I thought it reasonable to seek to get a head-start on teaching. I was told ‘Many people feel that they

should be able to teach here because they have taught Sunday School.'

Money was tight as well, and so I worked a lot to curb costs. This also caused me to question my value. My mentor valued me and I knew that. But as an assistant to a theoretical psychologist, I had a rare skill set. How many people at my level can grade student papers in philosophical psychology, can step in to teach those classes, can train undergraduate TAs to do the same? I enjoyed it, but I also recognized that it took away from publishing and other growth opportunities ("graded hundreds of papers as a TA" does not help on the vita). Additionally, I was borrowing heavily against my (and my son's) future to *pay* to do this (i.e. the stipend did not cover my costs).

There was one other thing that really bothered me. My institution had a Doctoral Fellowship that paid an ample salary and other costs. I did not know about it before I applied. I called the Scholarships office to ask if I could apply. No. This was designed to recruit competitive applicants, not to reward the work of those who were already here. And there was nothing remotely similar for those who were already here.

The message embedded in these experiences was hard for me to interpret as anything but this: you are not valuable. The

personal and financial sacrifice you made to make yourself outstanding means nothing. I wanted to walk away. But I had put *all* of my efforts into making myself a valuable graduate assistant and graduate instructor, and had borrowed money to go to graduate school. I had no other skills to leverage to make sure I could pay back those loans. I felt that I could not afford to leave.

My intention is not to complain, nor to suggest that I know what, if anything, should be done differently. I recognize that some frustrations were likely due to an exaggerated sense of myself; after all, if I had walked away, someone else would have taken my place. But to future graduate students I hope this story helps somehow; maybe to let you know you are not alone, or to allow you to read between the lines for something you could do differently. That said, after having been around for a few years, I actually do think I was distinctly valuable and unusually well-prepared, and I don't think it would hurt for our programs to have mechanisms to validate and somehow value exceptional preparation (even if not financially). So with great hesitation I offer this tentative suggestion: ***Suggestion 1 (for graduate programs): consider finding concrete ways to value graduate students uniquely if they are, indeed, uniquely valuable.***

### **Fighting for Funding**

The aforementioned Doctoral Fellowship from my institution was not the only source of funding I was initially oblivious to. I had never heard of United States' National Science Foundation. I did not know that there were a number of organizations that try to help finance graduate students' educations. I still don't know how to write an effective grant proposal.

In my first year I applied for a Research Fellowship through my institution that was rejected without review. A letter of recommendation was not submitted on time. In my second year, the same thing happened. The recommender called to explain that he had been in the hospital, and to make the case that I should not be penalized, but the powers that be were unmoved. This same year I applied for funding from the Society for Psychological Anthropology and was rejected without review. I misread a line of the solicitation and did not submit the application correctly. These proposals take enormous amounts of time and most of it was a waste. Being reviewed and then rejected (which also happened to me twice) teaches you something important about your proposal or skills. Being rejected without review, especially for the reasons I was rejected, doesn't. Even after

some later success, I was unable to escape the feeling that I ended up far behind where I could have been. And I failed to follow my discipline's advice not to ruminate about it.

***Suggestion 2 (for universities): Have more direct and intensive training for undergraduates and early graduates about how to apply for funding.***

### **Stress Takes Its Toll**

The combination of events leading to Suggestions 1 & 2, in conjunction with the anxiety over expecting a baby, took a heavy toll on my mental and physical health. They culminated in a stress reaction that left me nauseated to the point of debilitation for most days over about a year. My physician was worried about cancer, and so I went through that whole screening process. It was as part of the effort to cope with the nausea that I first started practicing meditation and biofeedback. I did not know before then that I was highly anxious, poor at stress management, and that my health was at such risk.

***Suggestion 3 (for graduate students, mentors, and graduate programs): Consider making emotional skills as standard as intellectual skills in graduate training, even for those who will not be therapists.***

### **The Difference a Great Mentor Makes**

If I had to go back in time, choosing (and being chosen by) my mentor is one of the few things that I would do again. Four or five years can be a long time, and these particular four or five years are fraught with challenges. Getting the choice of mentor right is helpful.

Two examples of feedback my mentor gave me illustrate his approach nicely. After reading one theoretical research proposal I wrote, he said "Very good. I have no suggestions. It is amazing that you pulled it off with one draft." At another time he got two or three pages into a draft of a manuscript and said, "I do not think you have made a good case, pretty much at all." To finish my dissertation we had a weekly meeting going over revision after revision. This balance worked very well for me: he did not mince words when I needed improvement, but he felt no need to give direction when I was doing fine. Moreover, he was emotionally supportive and used many tools from his experience as a therapist to help me clarify the problems I faced and evaluate potential responses. I think these practices suggested that he was very selfless in his mentorship.

It was also very beneficial that my mentor and I got along personally. I think "The Big Aristotle" (a nickname Shaquille

O'Neal gave himself) got almost as much attention in our conversations as *the* Aristotle. As fellow Christians and Tarantino fans, I of course had to show him the *SNL* spoof "Djesus Uncrossed." Conversations about Kobe Bryant, LeBron James, Michael Jordan, Magic Johnson. Elvis. Billy Joel. The "rivalry" between the Utah Jazz and the L.A. Lakers that only exists in the minds of Jazz fans, because the Lakers are actually perennially good. It was good to have some balance.

If I could boil this down into a "suggestion" for graduate students and mentors of graduate students, I might phrase it as:

***Suggestion 4: Choose/be a great mentor.***

### **"Ecclesiastes 1 Syndrome," the Cost of Education and More Doubts of My Value**

"Vanity of vanities, saith the Preacher, vanity of vanities; all *is* vanity...and *there is* no new *thing* under the sun...I am come to great estate, and have gotten more wisdom than all *they* that have been before me...yea, my heart had great experience of wisdom and knowledge. And I gave my heart to know wisdom, and to know madness and folly: I perceived that this also is vexation of spirit. For in much wisdom *is* much grief: and he that increaseth knowledge increaseth sorrow (Ecclesiastes 1: 2, 9, 16-18, *KJV*)

As I tell my students, there is a cost of studying why intelligent and morally decent people think everything you do is wrong. The combined emphasis on cultural psychology and theoretical and philosophical psychology seems to be about as pronounced an example as possible. And although I am glad I chose these emphases, there is a cost that deserves attention, especially because it may have compounded the (at times existential) stress of graduate school.

The Preacher takes poetic liberty when he says *all* is vanity, but a thoroughly critical worldview does leave a lot of life feeling arbitrary. This can be a heavy burden. At once I nostalgize and repudiate the days I could, hand over heart, get all verklempt over the national anthem of the “greatest country in the history of the world.”

The nostalgia comes because ignorance was bliss. Knowing little, I knew a lot. I could answer all the questions, and with genuinely novel answers. I *knew* I was right. I was happy.

The repudiation results from the knowledge that ignorance harms the oppressed; my ignorance was not *everyone's* bliss. It comes from realizing that the things I *knew* were shadows on a cave wall. I knew and know nothing. I do not expect to generate truly novel answers that I will not later learn were originally proposed by some dead

Greek or Chinese guy. I know I am wrong; I just do not yet know how. For much of graduate school I was seriously *unhappy*.

I am not sure exactly the source of the misery. Is it because of the loss of ignorance? The increase in self-criticism? Is it simply because I am more acutely aware of global suffering?

I am also not sure I will *stay* unhappy; the darkness has dissipated a bit more every day since I defended my dissertation. I did not know how much that hurdle weighed on me. But I do not yet know whether I will be able to recover the kind of happy I was when I was ignorant. There is a lot of pain in the world that is not as “just” as I once believed it to be. And I question what I am doing to the lives of my students by dismantling their blissful ignorance.

Then there is the issue of relational value. At the most intense moments of paying my dues I felt I might prefer death to life, and sometimes had waking nightmares of a violent demise. For reasons I do not understand, it seems that this was part of the price I had to pay to learn to discern truth from falsehood, meaning and merit from frivolity and fruitlessness.

After all of this suffering I have a growing delusion that maybe I accomplished something genuinely worthwhile and developed skills that are legitimately valuable. I read that

a very low percentage of Americans accomplish a Ph.D., and even fewer by age 30. If you count the percentage of 29 year old Ph.D.'s who are also *bald*, then I am especially rare.

But it does not feel like that all of the time. I engage in public discourse over social issues relevant to my field and am, at times, met with overwhelming resistance from people who seem to think they know everything they need to know about social justice and cultural pluralism. And I do not want to be arrogant; after all, I do not *know* my views are truer than theirs. I want to listen and learn from anyone and everyone. The care for humanity that my excellent education provided makes me feel I should do that.

Yet sometimes when I take so-called “lay” views (and the intense confidence with which they are expressed) seriously, I end up doubting whether my graduate education on culture and intergroup relations adds incremental value. (And I may not have survived accomplishing that education, if not for the great and unearned emotional and spiritual resources of my faith, family, and field.) Many individuals seem to think I should have simply read whatever article or book they read about the subject. And being in the top tier of education does not translate into being in the top tier of job optimism or the top tier of feeling



valued by society. So maybe I should have just read a few books and called myself knowledgeable. Maybe.

***Suggestion 5 (for mentors and graduate programs): Consider helping graduate students with their “Ecclesiastes I” syndrome.***

### **Making a Difference**

Lest I seem like I have nothing to offer but despair, let me conclude with something much brighter. Whether I get a job or not, and regardless of the underwhelming earning potential for someone who had to borrow his way through it (and hence will have much of the earnings negated by loan repayment), there are some things about graduate school that are starting to seem worthwhile. Some smarty once said that the unexamined life is not worth living, and I certainly see the power in examination. In fact, as much as young students see exams as the bane of their existence, I have come to see them as perhaps the single most important and valuable and meaningful accomplishment of education.

I could have read a bunch of books. I could have written essays. So why go to graduate school, especially among cultural or theoretical and philosophical psychologists? It is so that I can say that I have been *examined* by some of the world’s best minds. I have been held accountable not

only for the readings and the facts, but for the worldview through which I *interpreted* the readings and the facts. Sweeping away disagreement as “that’s just your opinion” or “that’s just media bias” does not cut it for a doctor of philosophy. I had to answer for my viewpoint. I had to convince supportive but stringent supervisors that my (and my mentor’s) argument was as strong as anyone’s could have been. It feels *great* to have accomplished that. And none of us did it for the money in the first place.

Additionally, and perhaps even more importantly, it is becoming clearer that graduate school has positioned me to make a positive difference. There are people whose lives are better because of what we (I and those who helped me through it) have done.

For example, my wife is the first child of American immigrants and she has found her heritage meaningful throughout her life. Yet many of the unique challenges and opportunities she has faced have been made visible to us largely through my education. As just one example, she once expressed frustration that her younger sisters did not respect her. It was through my studies we perceived that, as the youngest native Filipina in the family, she was obligated to respect her older cousins, but as one of the oldest Americans, she was *not* entitled to respect from

her younger siblings and cousins. Cultural cognizance has also dramatically enriched our interpersonal relationship.

My studies have also offered insights on the discrimination my wife and her family have experienced. She tells me of times her father was subjected to expletives and marginalization at work, notwithstanding his service in the U.S. Army. My wife was once told she was “hot” but not dateworthy because of her ethnicity. Once she pretended to be half-White. Her sister was told that her good taste in fashion and music made her “basically White.” *All* of the “people of color” at my wife’s high school job were laid off in some kind of “restructuring.” And so on...

Thus, as miserable as graduate studies were, they have also provided a platform through which the one who matters most to me has been able to understand and articulate what her experiences mean within broader systems of oppression and racism. It has clarified for us that one of the reasons she did not speak up sooner was because the victims of racism are often made to feel guilty or treasonous for doing so. It is my education that gave me the wisdom to tell her “You owe no apology. Generation after generation of children face discrimination in part because the victims are blamed and silenced. Share your experiences.” This has not only enabled us to restore





her voice, which has been systematically stripped since her childhood, but is beginning to mobilize many people within our network to constructive social action.

As she witnesses these little victories, my wife often credits my schooling. On a related recent social media post, she said “I am thankful for my husband who constantly fights for me and encourages me to be brave.” And I am thankful for those social scientists, educators, mentors, and colleagues who fight for me and encourage me to be brave.

There may be things that could make the graduate experience better. And I am not certain that I would do it again. But the empowerment of my wife, as one concrete example of a much wider set of similar experiences with students and others, makes a compelling case that it was worth it. Thus, if I could summarize my concluding thoughts in a last suggestion for other graduate students and their mentors it would be thus:

***Suggestion 6 (for graduate students and mentors): Keep doing what you are doing. It***

***makes a difference. It matters. It is personal. Lives are better because of you.***

Dr. Jordan D. Hyde  
[jordhyde@byu.edu](mailto:jordhyde@byu.edu)

## Education, or Indoctrination?

By Anonymous

I am a Master's level psychotherapist who has returned to school for a doctorate at an APA-accredited program at an old, private, U.S. university. When I am finished, I will have given 5 years of my life and I will be about a quarter of a million dollars in debt. I committed to this because: I believe in the healing power of psychotherapy, I felt my work was being strangled by the prescription of short-term, manualized, symptom-reduction "therapies" at the Master's level, and I was determined to get the credentials that would amplify my voice against the senselessness of these policies.

I'm feeling a bit foolish about that now.

My school is a theory desert. There is a full and shameless capitulation to the managed-care model. We have required classes on interprofessional cooperation (that is, working with *medical* professionals), health psychology, and evidence-based practices (all of them in 12 weeks). There are elective classes on mindfulness, but there are no classes available on psychodynamic therapy, any process-oriented therapies, or critical or feminist psychology.

I have been part of only one conversation about the Hoffman

report in which staff or faculty participated; it was requested by a student, and the faculty member set aside the final 5 minutes of one class for it. However, we were required to attend a no-credit, all-day training on working in primary care settings, because, "there is a conversation happening in our country about healthcare, so we think the conversation should be happening here, too." So that conversation is valued.

## My school is a theory desert.

There is one history class in which the professor attempts to foster real, substantive, critical discussion. Most of us students, however, have been trained by other professors to expect regurgitation to be adequate, so the discussions are not as rich as they could be. In fact, one of my classmates griped that the class is a waste of time, that she learns nothing useful from theory and philosophy. It physically hurt to hear that. It's tiring and discouraging, being an outsider.

The school is peopled 80-90% by White people, but "diversity" is an oft-rung bell. I have a fairly strong social justice orientation, but there's something hollow about it here. It feels like a message repeated ostentatiously to assuage affluent White guilt rather than a genuine movement toward tolerance or integration. A

faculty member disclosed to me that faculty meetings include discussions of hiring and admitting the "right people" – ones who agree with the social justice message. There was also a discussion around which diversity variable they should focus on for the next hire. These anecdotes disturb me; I don't think you can get there from here.

Due to the capitulation to managed care, the odd/empty diversity push, and the general

dearth of theory and critical discourse, I think my school has an environment of indoctrination rather than education. I wonder how much of this could be attributed to APA; I wonder if other APA-accredited programs are like this.

I thought psychology was a healing profession, but I'm learning a whole other side: questionable research practices, guild ethics, and an emphasis on manualized clinical approaches that see clients as reducible to symptoms and problems. Somehow, within the school, there is a culture wherein saying that we mean well and want to help people excuses us from wrestling with deeper and more difficult questions. I don't know. I just expected more challenging discourse.

Students who speak up



(myself included) with legitimate concerns and questions have been variously warned about “being unprofessional” or “getting a reputation”, or have been asked by the assistant program director or a professor, “Are you sure this is the right program for you?”

know. And if we don’t, we should. Isn’t this the point of education.

Recently, one of the most managed-care-gung-ho professors admitted to me that she is counting the years until she can earn her debt forgiveness and get

Somehow, within the school, there is a culture wherein saying that we mean well and want to help people excuses us from wrestling with deeper and more difficult questions.

This is not easy to write. I’m well aware of how “unprofessional” I sound, how my emotional regulation could be questioned, how I may sound like a malcontent. I don’t think this is the case, but let’s say it is. Am I then disallowed or discredited from saying that the program feels like indoctrination rather than education? It feels so.

There are many positive aspects of my school, by the way, and there are a handful of faculty members who have not capitulated and with whom I can have real conversations. Some of *them* are leaving, but some remain. They are godsend. Without them, it would be intolerable. Professors, please keep it real. Please share your mixed feelings and your fears about the field, and please trust your students to be able to handle it. It may be hard for us to hear, but at some level, we already

out of here. I was quite surprised, and since then, my view of those maintaining the school culture has softened somewhat. I’m now wondering, is anyone happy here, other than the more naïve students?

In reading over this piece, I’ve chosen to keep some of my more biased, passionate language. I could edit it (more), but maybe that’s not the point of the call I’m answering. I want and hope and trust that a real conversation can be had about what’s really happening in graduate psychology education. So this is my corner of what’s happening and how I feel about it. I hope it’s of some value.



# Founding Editor of *Theory & Psychology* Hands Off Journal to a New Generation

## An Interview with Dr. Hank Stam

By Basia Ellis, ISTP Newsletter Editor



In 1991, Dr. Hank Stam co-founded an alternative journal dedicated to theoretical psychology, *Theory & Psychology*, and since then served as its Editor for twenty-six years. His work on the journal as well as the ISTP and other seminal projects has been instrumental to the formation and expansion of theoretical psychology as a distinct field of inquiry. Recently Dr. Stam announced that he would be stepping down from his editorial post and passing on his role to Dr. Kieran O'Doherty from the University of Guelph in Canada (Stam, 2016). Hearing this news, I asked Dr. Stam (from here on "Hank") for an interview for the ISTP Newsletter, to which he graciously agreed. During this conversation, Hank discussed the evolution of the journal, its relationship to the ISTP, and his forecast for both.

**Basia: Hank, thank you very much for joining me today! I'd like to begin this interview by asking you about the early years of *Theory & Psychology*. As you explain in an early editorial, *Theory & Psychology* expanded very quickly as a journal during its first few years (Stam, 1997). Although you had planned to publish four issues a year, by 1997 the number of submissions led you to expand this to six issues. Could you take us back to this time and say more about the burgeoning interest in theory and psychology?**

Hank: Let me summarize that history briefly. Around 1989, I was asked by a publisher whom I had contacted about an edited book on theory if I was also interested in starting a journal. The publisher was a small publisher, but the editorial person at that publishing house was very interested in having a journal on theory. So I discussed this possibility with people at the Centre for Theoretical Psychology, which still existed at that time at the University of Alberta, and included in the conversation a number of Western Canadian theoretical psychologists who could provide input or advice on whether the creation of the journal was a reasonable idea. It turned out that Joe Royce, who used to run that Centre but by that point had retired, had talked for years about creating a theoretical psychology journal—and the Centre at that time was still responsible for the *Annals of Theoretical Psychology* published by Plenum. To my surprise there was general agreement that we should go ahead and try to create a new journal.

At that point I contacted a number of other people further afield, and one of those people was Ken Gergen. Ken suggested that we not go with the publisher who had offered in the first instance to publish the journal, but instead that we try Sage Publications. The reason for that was that Sage Publications's London office was at that very moment thinking of creating a more critical line of journals and books that addressed the kinds of issues that people broadly categorized as "postmodernism." They were in discussions to create *Feminism & Psychology* as well as

*Discourse & Society*—so we came along at the right moment. I contacted Sage and sent them a proposal for a journal with the clunky title, *The International Journal of Theoretical Psychology*, after which Sage immediately suggested that this was way too old fashioned—why not “Theory & Psychology”?

So we agreed and launched the journal, and we were very pleased with its reception. The number of submissions grew rapidly in the first few years so that at a meeting in Sage in London in about 1996, the editorial person in charge of the journal suggested that we go for six issues rather than four per year. I remember having mixed feelings about this because it would increase the workload—by 50%, essentially—but we agreed, and it’s been that way ever since. So in 1997, beginning with volume 7, we increased the number of issues to six per year and 864 pages.

We have always been amazed and pleased with the international authorship and audience of the journal, for what we didn’t want it to become was a journal strictly for European and North American authors. We were hoping that it would be much broader than that, and it has been by and large. And we have always been very grateful about our relationship with ISTP.

**Basia: Yes, I am glad that you mention the ISTP. Could you say more about how the journal evolved in conjunction with the Society?**

Hank: One of the interesting things about this was that *Theory & Psychology* came into existence just a few years after ISTP—and ISTP was itself struggling to define itself because it clearly was not going to become a “traditional” Theory Society. In other words, there were a number of people who contributed in its early years who you might classify as “traditional” psychologists or “mainstream” psychologists who presented papers on variety of issues that could have been presented anywhere—APA or any number of specialty cognitive science meetings, you name it. But it was also clear that ISTP was attracting a critical voice. So at the meeting in Saclay outside of Paris in 1993, one of the Sage editorial people joined us and discussed what it would look like to have the journal as part of the Society and much to my surprise at the business meeting everyone agreed! In fact, there was no debate at all. People thought it was a good idea and that the journal would fit well with the aims of the Society. Of course this was a time before the web, when being a member of a society was important as it meant you could obtain journals at discounted rates at a time when everything was still published on paper. So adding the journal to the ISTP increased membership to the ISTP for a number of years after that, which made including the journal a positive move. I also think that the kind of eclectic approach we have had to theory has also been reflected in the Society and vice versa.

**Basia: Do you think that the diversity of contributors to the journal has reflected the changing constituency of the ISTP as it travels around the world for its meetings?**

Hank: I think there has always been some overlap as I have always used my knowledge of the membership of ISTP to draw on reviewers, which then eventually leads to authors as people consider the journal a home for their work. Members who have come through the ISTP have published special issues of the journal; longtime members of ISTP have participated on the Editorial Board. So there’s been a steady overlap between the journal and ISTP but we have always drawn from outside of the ISTP and the journal has never been completely identified with the ISTP or “hung its flag” on the ISTP. Unlike some societies where the journal is created from within and the society retains control of the journal, the Editorial board and I as editor have kept a degree of independence from the Society, which I think has been healthy for both.

**Basia: Have you seen any overlapping demographic trends over the years between the contributors to the journal and the ISTP constituency?**

Hank: Well just like ISTP, which was started by a group of Dutch, UK and Western Canadian psychologists but then rapidly became more diversified, the journal too was dominated by academics from North Americans and European countries (e.g., countries like the Netherlands, UK, Scandinavia) when it was first established. But somewhere around the year 2000 we really began to see more input from elsewhere. We began to receive submissions from Latin American countries such as Brazil, Chile, and others. We also began to see submissions from Asia as well as South Africa. In general terms we have seen submissions from just about anywhere in the world where there are academics in universities or psychological practitioners.

Language has remained an issue but it has become less of a problem in recent years. Today there are many translation services available that can now help develop a manuscript, but initially we simply couldn't publish papers not rendered in proper English as we didn't have the resources to help authors revise their papers.

**Basia: Can you share a little bit about your experience having to manage a diversity of contributions? How have your responsibilities changed over the years?**

Hank: The journal was founded at a moment in the academy when theory was a preoccupation in multiple disciplines, so one of the first things we considered was how to generate more interdisciplinary contributions to theory in psychology so that we could get away from the sterile positivist or post-positivist approaches to theory that were prevalent in journals such as *Psychological Review*. It was also clear that we arrived at a moment when in various corners of the discipline attempts at reconstituting psychology as a more open, less rigidly defined, less experimental discipline was under way, and it included an expansion of methodologies and investigative practices. I think we were there at the right time to pick up on some of this excitement and have managed to retain the continual thread of critique as well as sharing alternative views of what the discipline might be, how it might look, and how it might evolve. It's always been a question of balancing out the critique with what else is living in the discipline, what else can we do, how else can we proceed—or how can we re-categorize the basic topics of the discipline. These include such problems as what is the self, what is language, what is conversation, what constitutes a proper history of psychology, and so on. All these questions and many others have been raised at one point or another in the journal.

With respect to my responsibilities as Editor, I have become increasingly aware of how a journal editor is a gatekeeper, and I have not always been comfortable with that role. There are many borderline submissions which I have suggested that people publish elsewhere; it's a luxury I could afford given the high number of quality submissions. But I recognize that that is a major responsibility for an editor and it implies I really had more to say about the direction of the journal than I sometimes was comfortable with.

My role has changed with the landscape of journal publishing. With the increasing prevalence of electronic publishing, occasionally authors tend to be careless about where they send papers. We receive papers wherein you can see you see immediately that the author could not possibly ever have looked at a single issue of the journal because if they had they would recognize that this paper is not appropriate for *Theory & Psychology*! Those are easy cases; there are also other borderline cases where I have had to be careful whether my own prejudices and biases weren't directing whether a paper should get published, or that I was not prematurely rejecting something that could be salvaged through revisions and so on.



This has become an even bigger issue with the emergence of predatory journals, which have made it increasingly difficult to find reviewers. That is, because most academics are getting endless requests to publish or review for journals that are largely predatory journals, they also tend to more quickly reject requests for reviews from established journals like ours. So that puts more of an onus on you as editor to not send papers to reviewers that you think are never going to be published. In other words, borderline papers that you might have sent out to reviewers in previous years to see what reviewers would do with them, just don't get sent out anymore. Because the landscape of journal publishing is changing—people want quicker publications more rapidly and they want feedback immediately, and so on—these things have changed the way editors have to respond.

**Basia: How then, in this changing landscape, have you striven to accommodate diverse visions of theoretical psychology?**

Hank: There is a tremendous range of what counts as theory in psychology. We have tried to accommodate whatever has come our way if it was a reasonable contribution to a particular conversation. We receive occasional stand-alone papers that are eccentric and have no connection to the discipline; we have avoided those. We have also made space in the journal for longer-term conversations about social constructionism, discourse analysis, Lacanian psychoanalytic discussions, Gibsonian theories of perception, among other topics. On the whole, we have tried to publish papers that are interesting and different and have some kind of promise for maintaining fruitful dialogue.

**Basia: Returning to the ISTP, how would you say the aims of the Society and those of the journal fit within the broader work of theoretical psychologists?**

That's been very interesting because no one has ever said, "ISTP should go in this or that direction." So the Society has maintained an explicit openness to whatever people call theory. Of course by looking at ISTP programs and previous proceedings you realize that there is a preponderance of critical psychologists, cultural psychologists, and people who otherwise don't work in traditional areas who have been longtime contributors to ISTP—that has been part of ISTP's charm as well as its strength, since it doesn't replicate or duplicate other kinds of organizations that are "mainstream". ISTP has always been somewhat on the edge, willing to take chances on all kinds of positions and it has continued to attract people who do that and bring that voice to theory. I think that has been matched nicely with the journal. I think that we have implicitly continued drawing on similar kinds of audiences and authors for what is essentially an overlapping mission: to continue to do interesting things under the label of theory which may not fit into more traditional homes.

**Basia: Thank you for your reflections, Hank. As a final question, as you end your post as Editor of *Theory & Psychology*, what would you like to see more (or less) of in the future of the journal? Alternatively, how would you like to see the journal develop and fit within the broader field of psychology?**

Hank: There has been a great deal of interesting material that will eventually challenge a neuroscience-centrist approach to the discipline, so I look forward to what a post-neuroscience psychology will look like. The mainstream will probably be driven again by a kind of technological imperative just as psychology's infatuation with the neurosciences is, I think, driven by technology or the availability of certain technologies. I think that there will be a particular point when that orientation may begin to break down in favour of a return to the recognition of the autonomy of psychology and also a willingness to accept the diversity of methodologies that are appropriate for an autonomous psychology. There have always been signs of that in the journal and I look forward to the kinds of

issues that people will continue to bring to the table.

As a side note to this, the very fact that journal publications are changing may mean that *Theory & Psychology* plays a different role in the discipline. I think that eventually we may see the end of paper journals altogether, and that may change the number of papers that are publishable and the extent of those papers. You can have longer papers when they are all online, or different kinds of papers, since one can experiment with different formats that are not available to you when you're publishing strictly on paper. So all of these things may in fact come in the next decade or so, and hopefully *Theory & Psychology* will be a part of that. I very much look forward to the directions Kieran will take the journal.

**Basia: Thank you very much, Hank! These are exciting lines of inquiry for theoretical psychologists that could not have been possible without your important and foundational work. So many of us have benefited from your expansive vision for the field, the diverse dialogues you helped foster, and the community of theoretical psychologists that has emerged as a result. From all of us, thank you. We look forward to your next projects and wish you all the best in your planned pursuits!**

Hank: Thank you for your kind words. It's been a pleasure.

**Basia: A warm welcome to Kieran O'Doherty who will begin his post as Editor of *Theory & Psychology* in January 2017!**

#### References

- Stam, H. J. (1997). Editorial. *Theory & Psychology*, 7, 5-6.  
Stam, H. J. (2016). Editorial. *Theory & Psychology*, 26, 3-4.

# ISTP 2017, Japan

## Call for Submissions for the 2017 Sigmund Koch Award

Student members of ISTP with papers accepted for presentation at the 2017 ISTP conference in Tokyo are invited to submit their papers for consideration for the Sigmund Koch Award. Applicants must be graduate students at the time of the convention. Work that was completed while the student was a graduate student but would be presented post-graduation is not eligible.

The prize for the best student paper is based on the written conference paper AND the conference presentation.

The written papers should be submitted to Paul Stenner ([paul.stenner@open.ac.uk](mailto:paul.stenner@open.ac.uk)), Chair of the Sigmund Koch Award Committee, by **July 20, 2017**.

Please note that in order to be considered for this award, applicants must be student members of ISTP when they submit their written papers.



Rikkyo University, Ikebukuro Campus



# ISTP GRADUATE STUDENT TRAVEL AWARD APPLICATION

2017 ISTP CONFERENCE

TOKYO, JAPAN

AUGUST 21-25, 2017

The International Society for Theoretical Psychology (ISTP) will award up to 5 stipends in the amount of \$500 (CAD) to doctoral students for travel to the ISTP conference in Tokyo, Japan, August 21-25, 2017.

## Eligibility Requirements:

1. Applicants must be enrolled in a Ph.D. program with an emphasis in psychology. They must be graduate students at the time of the convention. Work that was completed while an individual was a graduate student but would be presented post-graduation is not eligible.
2. Applicants must be paid ISTP members. If an individual is not already a member, he or she may join by submitting an application for membership and payment along with the travel award application.
3. Applicants must have a paper accepted by the 2017 ISTP program committee. (Notifications of acceptance will be sent by March 1, 2017.)
4. Applicants must be the *first author* of the accepted conference paper.

Travel awards will cover conference-related expenses up to a maximum of \$500, including transportation, lodging, food, and conference registration. Award payments will be made only in the form of post-conference reimbursement for documented expenses. Receipts must be submitted to the Treasurer of ISTP for reimbursement (James Cresswell, [jamesdcresswell@gmail.com](mailto:jamesdcresswell@gmail.com)).

## Application Procedure and Deadline:

To be considered for a travel award, submit the following:

1. A completed application (see next page).
2. An academic vita or résumé.
3. A one-page statement describing your research interests, career goals, and rationale for applying (e.g., how you would benefit from the award).
4. A copy of your abstract.

Please submit the application materials to Antonia Larrain ([alarrain@uahurtado.cl](mailto:alarrain@uahurtado.cl)), Chair of the Student Travel Awards Committee, **by May 1, 2017**.

## Decision Process and Notification:

Award decisions will be based on the excellence of the submitted conference abstract and on the strength of the applicant's scholarly record as judged by the 2017 Student Travel Awards Committee.

ISTP will notify applicants of the award decisions by **June 1, 2017**. Award winners must **accept or decline their award within 48 hours of notification**. Award winners are required to submit (via email) a short biographical sketch no later than one week after the notification of the award. The award letter will contain complete details on how to document conference expenses.

**ISTP GRADUATE STUDENT TRAVEL APPLICATION**

**2017 ISTP CONFERENCE**

**TOKYO, JAPAN**

**AUGUST 21-25, 2017**

**1. Name of applicant submitting graduate student travel award application**

Name: \_\_\_\_\_  
First Middle Last

Affiliation: \_\_\_\_\_  
Name of University/College City Country

Mailing Address: \_\_\_\_\_  
\_\_\_\_\_  
City Province/ State Country Postal Code

Email Address: \_\_\_\_\_ @ \_\_\_\_\_

**2. What type of graduate program are you enrolled in?**

- ☐ PhD program in psychology  
☐ Other program (describe: \_\_\_\_\_)

**3. What is your current year in graduate school?**

- ☐ First year  
☐ Second year  
☐ Third year  
☐ Fourth year  
☐ Fifth year  
☐ Other (please explain; \_\_\_\_\_)

**Print Signature:**

**Date:**

**STAY INFORMED ABOUT  
ISTP 2017!**

**Twitter**

<https://twitter.com/istp2017>

**Website**

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



# Seeking a new Webperson for the ISTP website!

This is an **ideal opportunity for a graduate student** who would like to be more involved with ISTP. The main duties in the short-term would be to work with the Treasurer to use Wild Apricot Membership Software to develop a membership management system and new website for ISTP. In the long-term, this would entail maintaining the website by adding and deleting content as required.

We need a conscientious and responsible individual, who can commit about 30 hours from January to mid-February 2017 and occasional time as needed subsequently. Ideally, we would like at least a 12 month commitment.

In appreciation of the work involved, this person will receive a two-year membership in ISTP.

If interested, please contact the Society's Treasurer, James Cresswell ([jamesdcresswell@gmail.com](mailto:jamesdcresswell@gmail.com)).

# Call for Proposals to Host the 2019 ISTP Conference



Rikkyo University, Ikebukuro Campus

The ISTP Executive Committee invites proposals to host the 2019 ISTP conference. Conference hosting entails responsibility for local arrangements and the conference program, with the support of the ISTP Executive. The Society encourages proposals from all parts of the world where members reside.

Statements of interest are due **April 15, 2017** and complete proposals are due **July 24, 2017**. Statements of interest should outline the facilities available, projected costs, and plans to seek external funding for keynote speakers and other conference activities. Complete proposals will provide detailed information on these matters.

Statements of interest will be discussed by the Executive Committee at their meeting in May 2017 and feedback will be provided to the proponents. Complete proposals will be discussed by the Executive Committee at their meeting during the 2017 conference and presented to the membership at the Business Meeting. Proponents are invited to make the presentation to the general membership. The Executive will consider the preferences of the members attending the Business Meeting in finalizing the decision.

Direct questions, statements of interest and complete proposals to **Lorraine Radtke, President, ISTP**, [radtke@ucalgary.ca](mailto:radtke@ucalgary.ca).

# UPCOMING CONFERENCES

## ISLAMIC PSYCHOANALYSIS / PSYCHOANALYTIC ISLAM

This international conference organised by the College of Psychoanalysts – UK with the support of Manchester Psychoanalytic Matrix and CIDRAL University of Manchester promises to function as a site for dialogue. It will be an opportunity to speak across the many conflicting traditions of work that comprise psychoanalysis, and of different interpretations of Islam and what it is to be a Muslim today.

### KEYNOTE SPEAKERS

FETHI BENSLAMA (Psychoanalyst, Professor of Clinical Psychopathology at the University Paris-Diderot, Head of Department (UFR) of Psychoanalytic Studies, author of *Psychoanalysis and the Challenge of Islam*, University of Minnesota Press, 2009) will speak on 'The contemporary mutations of subjectivity in Islam'.

GOHAR HOMAYOUNPOUR (Psychoanalyst, member of the International Psychoanalytic Association, training and supervising psychoanalyst of the Freudian Group of Tehran, lecturer at Shahid Beheshti University, author of *Doing Psychoanalysis in Tehran*, MIT Press, 2013) will speak on 'Islam ... the new modern erotic'.

AMAL TREACHER KABESH (Associate Professor in the School of Sociology and Social Policy, University of Nottingham, author of *Postcolonial Masculinities: Emotions, Histories and Ethics*, Ashgate, 2013 and *Egyptian Revolutions: Repetition, Conflict, Identification*, Rowman and Littlefield, forthcoming) will speak on 'Itjihad: The necessity of thinking anew'.

### ABSTRACTS & PAPERS

This international conference brings together scholars – including in critical psychology, cultural studies and political theory – and practitioners of psychoanalytic and group-analytic approaches to psychotherapy and counselling. We will explore the relationship between the clinic and culture in the contemporary world focusing on the challenge that Islam poses for psychoanalytic theory and practice, and the response of psychoanalysts to Islamic theory and practice. The conference locates this critical project in the context of a series of historical transformations in the development of Freudian and post-Freudian work, transformations that continue to underpin psychoanalytic debate. The first stage began with a question about the role of Judaism and Jewish history in the formation of Freud's own work and dialogue with his followers and co-researchers in central Europe. The second continues with a question over the supposed Christianisation of psychoanalysis after Freud and the secularisation of the practice in the so-called Judeo-Christian tradition in the West. The third stage follows a time of the globalisation and fragmentation of the psychoanalytic movement, resistance to colonisation and post-colonial critique, and is one in which we might either conceive of the end of psychoanalysis or its renewal with Islam. In each case the crucial questions concern the form of each rather than the content of their ideas about reality. This is a call for proposals for papers to be presented at a conference on the following themes:

- In place of attempts to render Islam amenable to psychoanalytic interpretation, how might we understand the significance of Islam for psychoanalysis today?
- What might an 'Islamic psychoanalysis' look like that accompanies and questions the forms of psychoanalysis that developed in the West?
- What might a 'psychoanalytic Islam' look like that speaks for while perhaps even transforming the forms of truth that Islam produces?
- What are the lessons of the encounter between psychoanalysis and Islam for clinical practice and cultural critique in and beyond the West?
- What bearing does this debate have on the identity of those positioned as 'Muslims' or 'psychoanalysts' in times of Islamophobia and professionalisation?

Abstracts of between 200 and 250 words together with an indication of the conference theme to be addressed should be submitted to the organisers before 31 January 2017: [cpukconference@gmail.com](mailto:cpukconference@gmail.com)

Conference site is [HERE](#). Facebook page is [HERE](#).



## ASYLUM: ACTION AND REACTION

The 'ASYLUM: ACTION AND REACTION' conference will be held in Manchester on 28 June 2017, 10.00am to 5.00pm. We would very much like our friends to be there.

We would people to contribute, with a talk about your experience or your work in the field of radical mental health, or a workshop, a session that brings together people to discuss what's changed in the last 30 years and what's happening in the field of democratic psychiatry and radical mental health today.

This will be a very special event, a day conference in Manchester to celebrate over thirty years of ASYLUM: International Magazine of Democratic Psychiatry. It will be held in the University of Manchester on Wednesday 28 June 2017. It will be an all-

day low-cost conference, with a lower rate for subscribers to Asylum Magazine which will cover refreshments on the day. The theme of the day will be 'Action and Reaction', and we have in mind by that title a range of possible meanings, which include the kind of political action we need to build to defend our rights and build better services, and the struggle against reactionary attacks on mental health provision, and we have mind the kind of action that we collectively take and responses to what Asylum has been doing so far.

The low registration charge for the conference will just cover the costs for the day. We do not have access to funding to cover guest speaker travel or accommodation, so we know this is a big ask. We are asking you to come to Manchester to be with us and many other activists, survivors and their allies. This will be a chance to take stock and discuss what we do next, and to share action about the many different kinds of networks you are involved in, to build those networks together.

Please let us know about any dietary requirements. The cost of registration will cover refreshments and lunches. Although we do not have any funding available to offer assistance with travel or accommodation, we are able to provide letters of acceptance of abstracts and certificates of attendance, which we hope would help many of you secure funding and accommodation independently. Please tell us in 100 words what you want to do at the conference, and tell us exactly what the letter of invitation should say, and we will do our best to provide you with an invitation that may be useful in asking your own organisation for financial help to attend.

If you need to stay overnight in Manchester before or after the conference, The University of Manchester Chancellors Hotel which has rooms available from 40 pounds per night (click [here](#)) and Luther King House which has rooms from 35 pounds per night (click [here](#)). The conference registration does not include accommodation. We have space in the University of Manchester booked for the event, and this means that we will limit numbers attending. Please register sooner rather than later to secure a place at the conference.

Tell us if you can be with us on 28 June 2017, by replying by email to [asylumconference2017@gmail.com](mailto:asylumconference2017@gmail.com) and registering for the conference [here](#).

Best wishes,  
the Asylum Collective

Asylum website is at: [www.asylumonline.net](http://www.asylumonline.net).

Facebook event page is [here](#).

Conference registration is [here](#).



# 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.

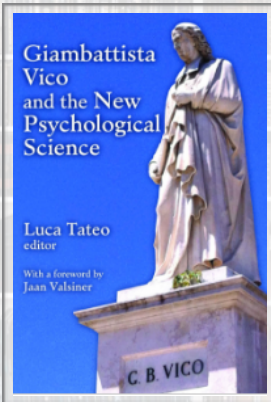
Research cannot be alone; meetings, arguing and thinking together, collaborative work is important for mutual training,

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>.

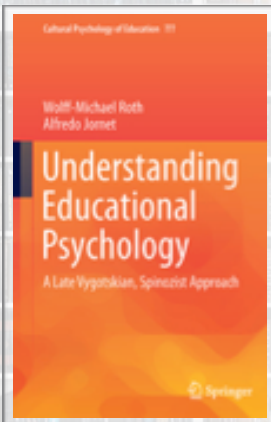
# HOT OFF THE PRESS!



## Giambattista Vico and the New Psychological Science

Edited by Luca Tateo

Giambattista Vico (1668-1744) was an Italian philosopher, rhetorician, and historian. As one of the great thinkers of the Enlightenment, he exerted tremendous influence on the social sciences. He was the first to stress cultural and linguistic dimensions in the development of both the human mind and social institutions. Although his ideas on the relationship between mind and culture and his epistemology have inspired the work of many scholars in psychology, his sizeable influence has been scarcely acknowledged. The volume is organized in two sections. The first locates Vico in his historical context and in the landscape of contemporary human and social sciences. The second part presents those of Vico's concepts that seem promising for the development of a new way of looking at psychological phenomena. In the book's conclusion, Luca Tateo gathers the ideas of the volume's contributors to suggest future development of the psychological sciences. This book aims to show how Vico's insights can inspire future research in the psychological sciences. It collects multidisciplinary contributions of leading international scholars that draw upon the thought of this original thinker. Collectively, the contributors remind us of the legacy and continuing influence of this inspiring historical figure. Find out more about this book [here](#).



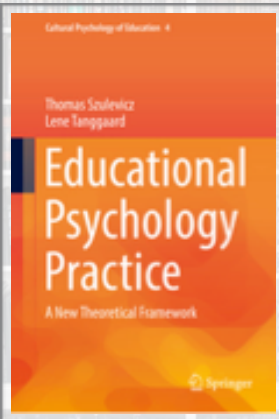
## Understanding Educational Psychology

By Wolff-Michael Roth & Alfredo Jorner

This book takes up the agenda of the late (but unknown) L. S. Vygotsky, who had turned to the philosopher Spinoza to develop a holistic approach to psychology, an approach that no longer dichotomized the body and mind, intellect and affect, or the individual and the social. In this approach, there is only one substance, which manifests itself in different ways in the thinking body, including as biology and culture. The manifestation as culture is premised on the existence of the social. Find out more about this book [here](#).



# HOT OFF THE PRESS!



## Educational Psychology Practice

By Thomas Szulevicz & Lene Tanggaard

This book sets out a proposal for applying psychological and educational psychology concepts to improve work with children and young people. It also suggests how some of the criticism aimed at pedagogical-psychology practice can be answered.

In several respects educational psychology practice seems to be in a transition phase and could even be said to be suffering an identity crisis: educational establishments and education policy alike are looking for different skills than those the psychology profession traditionally provides, and people are generally questioning the relevance and applicability of pedagogical-psychological counselling. The book is based on the fundamental premise that good professional practice is contingent upon circumstances that allow practitioners to apply their knowledge, experience and skills in the specific encounter with a specific task. This means that the ability to act pragmatically and creatively is, and will increasingly be, an important skill not only for educational psychologists, but also for psychologists in general. In other words, psychologists must be able to contribute to tasks in new ways and new contexts when required.

Intended primarily for students of psychology, school psychologists and other professional groups that provide counselling in schools, the book is also a valuable resource for the various groups that use pedagogical-psychology tools and insights in their work with children and young people. Find out more about this book [here](#).



# **HOT OFF THE PRESS!**

## **Forthcoming Book Series**

### **SpringerBriefs in Theoretical Advances in Psychology**

Series Editor: Jaan Valsiner

The aim of *SpringerBriefs in Theoretical Advances in Psychology* is to give the international and interdisciplinary readership direct access to specifically theoretical innovations. Each book will provide a clear, multi-sided description of the theoretical efforts of scholars around the world. "Psychology has been lost in the collection of zillions of locally relevant empirical data over the last century, and there has been little support for constructing general theories," said Dr. Jaan Valsiner, editor of the series. "With this new series, we have a unifying standard bearer for the innovation of the theoretical realm of our science."

### **SpringerBriefs in Psychology and Cultural Developmental Science**

Series Editor: Giuseppina Marsico & Jaan Valsiner

*SpringerBriefs in Psychology and Cultural Developmental Science* is the first series to focus on the interconnection between cultural psychology and other developmental sciences, such as biology, sociology, philosophy, anthropology, and education. The series will include compact books that offer a perspective on the current state of developmental science, addressing contemporary issues and reflecting on theoretical and empirical directions as well as providing constructive insights into future pathways. Series editor Dr. Pina Marsico said, "This series integrates knowledge from many fields in a novel and innovative synthesis. It sets the stage for a forum of scholarly interchanges that deal with the science of the highest psychological functions of human beings." Both *SpringerBriefs* series will include additional commentary from researchers, to facilitate further discussion.



# 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 \$140** for a year (including a subscription to the journal Theory & Psychology) whilst the **reduced fee is \$45** (excluding the journal).

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

Money generated from memberships makes it possible for us to offer student 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 Application Form

## International Society for Theoretical Psychology

### 2017 Membership Dues Invoice

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](mailto:istptreasurer@gmail.com)

<b>Name:</b>	
<b>Mailing Address:</b> (For receipt of <i>Theory &amp; Psychology</i> )	

Please check the appropriate boxes below.

Member Type	2017 CAD	2017 & 2018 CAD
<b>Regular</b> (Receive <i>Theory &amp; Psychology</i> )	<input type="checkbox"/> 140	<input type="checkbox"/> 280
<b>Reduced (Do not receive <i>Theory &amp; Psychology</i>.)</b> <b>Student</b> <input type="checkbox"/> <b>Other</b> <input type="checkbox"/>	<input type="checkbox"/> 45	<input type="checkbox"/> 90

This is a ☐ MEMBERSHIP RENEWAL\* ☐ NEW MEMBERSHIP.

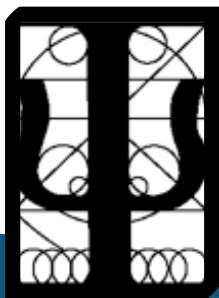
☐ Please find my cheque for \_\_\_\_\_ enclosed. (**USD** or **CAD ONLY** –make cheques payable to the “International Society for Theoretical Psychology”)

**OR**

☐ Credit Card Payment:

Name of Cardholder:	
Credit Card Number:	
Expiry Date:	Security Code (CVV):
Kind of Card, Visa or Master Card:	
Cardholder's Billing Address:	
Signature:	Date:

Download the application PDF from the ISTP website: <http://psychology.ucalgary.ca/istp/>



# ISTP EXECUTIVE

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Lorraine Radtke, University of  
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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.”

The newsletter continues 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](mailto: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