



WELCOME TO COVENTRY



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Welcoming Remarks



Gavin Sullivan, Conference Chair

It is truly a pleasure to welcome everyone to the 16th Biennial conference of the International Society for Theoretical Psychology. This conference celebrates 30 years of ISTP conferences. The collective achievement is represented in our conference posters and reflected in the programme in the particular form of a session on the history of the ISTP and theoretical psychology on Friday evening.

The conference theme of Resistance and Renewal is reinforced and reworked in many symposia and presentations. It is evident where, for example, theoretical psychology is used to resist mainstream psychological theories and empirical studies as well as in theoretical work that challenges existing psychological practices. Renewal can be found in new lines and forms of theorizing, conceptual investigation and theoretically grounded activity demonstrated and discussed by established—and especially—by new contributors to the tradition of ISTP conferences. Accordingly, I hope that the conference provides an excellent opportunity to listen, discuss, debate and network. If there is anything I can help with during the conference



Thomas Teo, ISTP President

ISTP has returned to England where the first ISTP conference was held 30 years ago in 1985. It is time to celebrate and reflect on the successes of our “Society,” which include a flow of conferences, relations with a thriving journal, a series of proceedings, and most of all, inspiring ideas and debates. I believe that ISTP and its members will remain significant in shaping theoretical psychology internationally in the next decades. A few of our current members in Coventry were engaged in the early days of

the Society. Please ask them how much theoretical psychology has developed since the 1980s. I believe that we take now metatheory, social and historical studies of the discipline and practice, inquiries into emotion and aesthetics, critical and qualitative theorizing, and pluralism, to mention a few, for granted. **Welcome to the conference!**

Keynote Speakers



Erica Burman

Professor of Education at the Manchester Institute of Education

Fanon, Foucault, Feminisms: Psycho-Education, Theoretical Psychology and Political Change

I address the conceptualisation of resistance and renewal by juxtaposing three critical resources for theoretical psychology: Fanon, Foucault and feminisms. While my primary focus is on Fanon, I attend to some shared methodological assumptions arising from the influence of Marxism and psychoanalysis on all three, but noting also some mutual tensions. I then apply this critical frame to a close reading of a clinical case discussed by Fanon in *Wretched of the Earth*. As a psychiatrist, but also political revolutionary and psycho-educator, Fanon's account is read as indicating glimpses of both his pedagogical address in motivating socio-political as well as personal change and his therapeutic approach, albeit in need of a feminist re-reading of the gendering of violence, including sexual violence. The paper concludes by suggesting that Fanon's psychoaffective analysis not only indicates how resistance and renewal are simultaneously intrapersonal, interpersonal and socio-political, but that attending to their shifting unstable and relational features works not only to renew and reinvigorate theoretical psychology but also the interventions and perspectives we bring to our psychological activisms.

Friday June 26th. 09:00 - 10:30 Grace Room (The Welcome Centre)



Ian Burkitt

Professor of Social Identity at the University of Bradford

Emotions, Social Relations and Resistance

This talk will elaborate on a relational understanding of emotions, which are conceptualised not as entities within people but as patterns of relations that exist between people and between people, things and events. On this basis I will trace the development of an aesthetic theory of emotions, understood as the embodied meaning making that occurs between people, using the work of thinkers like William James, John Dewey and Mikhail Bakhtin. Finally, I will look at the implications of such a theory for the understanding of resistance, which I argue is currently a generalised term that ignores the emotional and evaluative reasons behind acts of resistance or their absence.

Saturday June 27th. 09:00-10:30 Grace Room (The Welcome Centre)

Social Calendar

THURSDAY JUNE 25th

Welcome Reception

When: 18:00 – 19:30

Where: Alan Berry [**Green on map**]



FRIDAY JUNE 26TH

Plenary Session: Whither Theoretical Psychology: Looking back and to the Future

When: 16:30 - 18:30

Where: Grace Room, The Welcome Centre [**Red on map**]



ISTP History Reception

When: 18:30 -

Where: Techno Centre dining area [**Yellow on map**]

SATURDAY JUNE 27TH

Feminism & Psychology Sponsored
Drinks Reception

When: 18:15

Where: St Mary's Guildhall
[**Purple on map**]

Conference Dinner

When: 19:45

Where: St Mary's Guildhall
[**Purple on map**]



SUNDAY JUNE 28TH

Day Trip to Kenilworth and Warwick Castles

Registration required (you may register [here](#) and see the conference [programme](#) for further details).

This day trip will expose participants to some of the country's most famous historical landmarks, Kenilworth Castle and Warwick castle. Kenilworth Castle's history spans from over 900 years ago constructed from Norman through to Tudor times. Warwick Castle was built after the Norman conquest of England, where William the Conqueror established a motte-and-bailey castle at Warwick in 1068. Both castles are full of an abundance of history surrounded in the beautiful countryside of Warwick and are only a short drive from Coventry.

For more information on Kenilworth Castle [click here](#)

For more information on Warwick Castle [click here](#)



MONDAY JUNE 29TH

ISTP Business Meeting

When & Where: 18:30 - 19:30, Grace Room, The Welcome Centre [**Red on map**]

TUESDAY JUNE 30TH

Plenary Session: Theorizing the Future of Psychology and Theoretical Psychology

When: 14:30 - 16:30

Where: Grace Room, The Welcome Centre [**Red on map**]

ISTP Award Presentations

When: 16:30 - 17:00

Where: Grace Room, The Welcome Centre [**Red on map**]

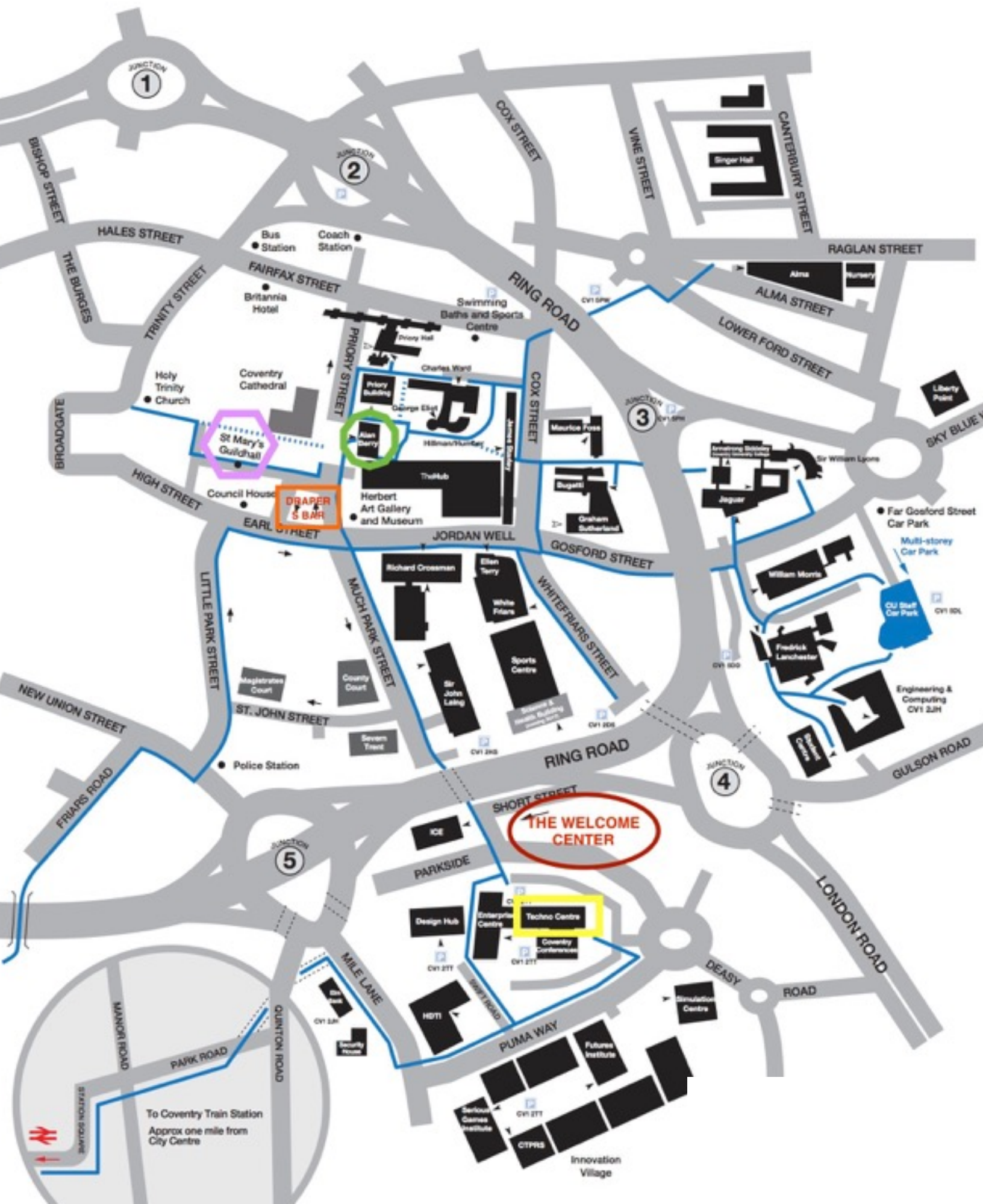


Conference Farewell Event

When: 17:00 - 20:00

Where: Drapers Bar

[**Orange on map**]



ISTP 2015 Coventry Academic Programme Friday 26 June

	Welcome Centre	Grace Room	Inspire Room 1	Inspire Room 2	Serenity Room 1	Serenity Room 2	Elegance Room 1	Elegance Room 2	Amy Room
8.00	Registration								
		8.45 Welcome							
9.00		9.00 Keynote Professor Erica Burman							Preparation and chill out room
10.00									
		10.30 Break							
11.00		Symposium on teaching theoretical psychology	Feminism and psychology	History, philosophy and psychology papers	Sociocultural approaches	Methodology and methods	Philosophy of mind and experience	Nothingness – theorizing the presence of absence	
12.00									
13.00	Lunch	Posters							
14.00		Histories of health psychology	International perspectives on psychology	Teaching Theoretical Psychology Workshop	Psychology's Epistemic Project 1	Philosophy of Science	Pecha Kucha	Philosophy of Mind, Experience and Agency	
15.00									
16.00		16.00 Break							
		16.30 Whither Theoretical Psychology: Looking Back and to the Future							
17.00									
18.00									

ISTP History Reception
18:30 Techno Centre dining area [Yellow on map]

ISTP 2015 Coventry Academic Programme Saturday 27 June

	Welcome Centre	Grace Room	Inspire Room 1	Inspire Room 2	Serenity Room 1	Serenity Room 2	Elegance Room 1	Elegance Room 2	Amy Room
	8.30 - Registration	8.45 Plenary Session							
9.00		9.00 Keynote Professor Ian Burkitt							Preparation and chill out room
10.00									
	10.30 Break								
11.00		New ideas in social constructionism	Embodied memory and beyond	Critical biological and evolutionary psychology	Dialogical self and dialogism 1	Creativity as a sociocultural act	Psychology's Epistemic Project 2	Psychology and the placebo effect	
12.00									
13.00	Lunch								ISTP Executive meeting
14.00		Feminist theory reconstructing psychology: Then and Now 1	Several slippery concepts – past and present 1	Critical accounts of health and mental health	Dialogical self and dialogism 2	Partnership in communication: A process that entails the total field of inter-subjectivity	Psychoanalytic listening to migrants, immigrants and refugees		
15.00									
16.00	16.00 Break								
	16.30	Feminist theory reconstructing psychology: Then and now 2	Several slippery concepts – past and present 2	Critical neuro- and biological psychology	Narratives, discourse and psychology	Psychology and education	The future in/of collective memory: Contributions from sociocultural psychology		
17.00									
18.00		Reception sponsored by Feminism & Psychology in St. Mary's Guildhall							

Conference Dinner
19:45 St Mary's Guildhall [Purple on map]

ISTP 2015 Coventry Academic Programme Monday 29 June

	Welcome Centre	Grace Room	Inspire Room 1	Inspire Room 2	Serenity Room 1	Serenity Room 2	Elegance Room 1	Elegance Room 2	Amy Room
		8.45 Plenary Session							
9.00		A new psychology of science and technology 1	Developing critique together	Psychology, education and power	Living with standards: Performing, adapting and transforming 1	Temporal constructions of reality	Critical accounts of practice	(Re)making sense of Public Value: an invitation	Preparation and chill out room
10.00									
11.00	11.00 Break								
	11.30	A new psychology of science and technology 2	Collective emotions	Power and Psychology	Living with standards: Performing, adapting and transforming 2	Constructivists' frameworks	Everyday lives in daycare and families – persons conducting their lives in conflictual social practices		
12.00									
13.00	Lunch								
14.00		A new psychology of science and technology 3	Thinking imagination	Politics and psychology	Learning from the Societal Margins - (Be)longing, (Dis)engagement, (De)radicalization and Conflictual Struggles	More than life, more than psychology: Future oriented processes	Experiments in figure and ground: using psychology to understand democracy and difference	Disquieting experiences: Managing ambivalences In I-Other-World relationships	
15.00									
16.00	16.00 Break								
	16.30	New ideas in cultural psychology	5 minute challenge	Subjects and subjectivation	Psychology and technology	Theorizing sexuality and gender	Self and selves	Publication workshop	
17.00									
18.00									
	18.30 - completion	ISTP Business meeting							

ISTP 2015 Coventry Academic Programme Tuesday 30 June

	Welcome Centre	Grace Room	Inspire Room 1	Inspire Room 2	Serenity Room 1	Serenity Room 2	Elegance Room 1	Elegance Room 2	Amy Room
		8.45 Plenary Session							
9.00		Joint action: refracting the work of John Shotter	Researching research: Thinking beyond the data-researcher border	Debates on psychoanalysis and politics	Critical accounts of children and childhood	Resistance in the course of living	Affect and emotion		Preparation and chill out room
10.00									
11.00	11.00 Break								
	11.30	Psychosocial research in a transdisciplinary key	Children's inclusion in school investigated as conflictual cooperation	Reframing economic and entrepreneurship theory: a sociogenetic approach	Bridging worldviews in dialogues	Materiality and human development	Affect, mind and consciousness		
12.00									
13.00									
	13.30 Lunch							ISTP Incoming Executive Meeting	
14.00									
	14.30	Theorizing the future of psychology and theoretical psychology							
15.00									
16.00									
	16.30	ISTP Award Presentation							
17.00	Conference Farewell Event Drapers Bar and Restaurant								
18.00									



Important Conference Information

[Please click here for the conference programme](#)

Information and Registration Desk

The registration and information desk will be located in the lobby of the Welcome Centre. If you have already registered, you can pick up your delegate pack, programme booklet and name badge here. If you have not registered and are not presenting, you can register and pay here.

Travel by Car to the Welcome Centre and Car Parking

Car parking is available at the venue. The Welcome Centre is situated close to the Coventry University Technology Centre (follow green/white signs for Tech Park). We recommend that you use the following post code in satellite navigation systems CV1 2HG.

Arrival by train

If you are arriving by train on the morning of Friday June 26 at Coventry Station please email us at istp2015@coventry.ac.uk if you are interested in making use of a shuttle bus. Taxis are available at the station and may cost approximately £5 to travel from Coventry Station to the Welcome Centre (by the Coventry University Tech Park). If you are arriving by train, car or bus on Friday or Saturday morning and would like to come directly to the conference before checking into accommodation, we will have secure space

Taxis

Taxis can be called from the Welcome Centre reception, staff on the desk will be happy to assist should you need one. The Welcome Centre reception is located on the ground floor.

Wi-Fi

Please look for the Wi-Fi code which will be used for the whole conference at the information desk or reception desk.

Twitter

Please follow us on Twitter @istp2015 and tweet using the hashtag #istp2015coventry.

Information for Presenters and Sessions Chairs

Presentations are expected to last 20 minutes with 10 minutes of discussion maximum. Each presentation should therefore begin on the hour or half hour (e.g. 10:00 or 10:30). Session chairs have been assigned to each session or symposium and will be provided with laminated A4 sized signs which indicate that 10 minutes has passed, 5 minutes remain and that the presentation time has elapsed. If you are chairing a session, please ensure that your session keeps to the schedule. If you are not able to chair the session you have been assigned to or have further questions about this, please send an email to: istp2015@coventry.ac.uk

Some symposia may vary from the 20 minute presentation and 10 minute discussion format; if they do this will be explicitly mentioned in the Symposium Abstract.

If you are presenting or running a session at the conference, please could you ensure that your presentation is created on powerpoint and is brought on a memory stick (which is not encrypted) and also please email a copy to: istp2015@coventry.ac.uk Please avoid plugging in your own devices particularly MACs as this can cause delays and disruptions to sessions, as we will have laptops and a projector already set up in each of the rooms. We also do not recommend using PREZI for presentations as this may be slow due to high demand for wireless connectivity during the conference. Most sessions will have a student ambassador supporting to ensuring that timings are going accordingly and will be there at hand if there are any problems. Student ambassadors will be easily identifiable in their white ISTP conference t-shirts.

DISCOURSE, SCIENCE, & PUBLICS

CONFERENCE DAY 2015

This eventful day ... drew professors, University of Guelph Ethics Board members, graduate students and undergraduate students to engage in theoretical discussions around biomedical and psychological research.

By Amanda Jenkins and Rashelle Litchmore – University of Guelph, Ontario Canada

Developed from an idea proposed during a lab meeting, the *Discourse, Science, and Publics Conference Day 2015* evolved from a small collection of students practicing upcoming conference presentations to a full day event that gathered individuals from the University of Guelph and York University in Ontario, Canada.

The Discourse, Science, and Publics Lab (DSP) is a research group led by Dr. Kieran O'Doherty

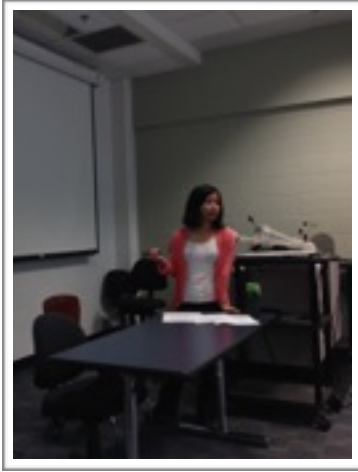
that is based in the Applied Social Program of the Psychology Department at the University of Guelph. DSP is comprised of faculty, post-docs, graduate, and undergraduate students who engage in interdisciplinary research that challenges and encourages students to explore how knowledge is constructed and integrated across various domains. The research conducted in DSP includes but is not restricted to research on women's health, ethical

implications of participation in biomedical research, the microbiome in connection with asthma and cystic fibrosis, and the ethics around biomedical data sharing. *Discourse, Science, and Publics Conference Day 2015*, organized by



Dr. Kieran O'Doherty, Emily Christofides, and Jennie Haw, took place on Thursday June 11th, 2015 at the University of Guelph. Invited conference speakers included members of the DSP lab as well as students and faculty in the Applied Social Psychology Department. This eventful day, starting at 10am with opening remarks by Dr. Kieran O'Doherty, drew professors, University of Guelph Ethics Board members, graduate students and undergraduate students to engage in theoretical discussions around biomedical and psychological research. Four sessions were organized with each presenter allotted 15 to 20 minutes per presentation. The first session of the day was chaired by Jennie Haw, a post-doc in the Applied Social Psychology Program, who moderated three presentations on ethical considerations for studies with children and adults in





The presenters will be discussing their research at the upcoming ISTP conference, June 26th, as well as the International Society of Critical Health Psychology Conference in South Africa, July 12th to 15th.

biomedical research. The first presenter in this session, Claudia Barned, discussed the benefits and burdens of children with inflammatory bowel disease participating in research. This presentation was followed by Emily Chistofides who explored the use of heuristics by children with cystic fibrosis in making decisions to participate in biomedical research. Karli Stroud similarly examined issues around decision making in adult patients with cystic fibrosis in deciding to participate in biomedical studies.

The second session followed, with presenters Dr. Kieran O'Doherty and Sara Crann engaging with topics on the ethical implications of human microbiome research in psychology, and the social psychology of women's vaginal health. Comments and questions from the audience opened up discussions around potential changes to the microbiome during pregnancy and menstruation, and how microbiome research can

provide new understandings of health and illness, and personhood. The third session involved presentations on epistemologies and experiences of participants in psychological research. Presenters included Dr. Jeff Yen and graduate students Rashelle Litchmore and Oriana Vaccarino. Rashelle Litchmore discussed the use of ethnographic methods in collecting data around discourses on identity

and education with Black high school students. Oriana Vaccarino followed this presentation by discussing critical approaches to studying aging with older adults. Dr. Jeff Yen concluded this session with his presentation on the performativity of psychological science, challenging contemporary critiques of the "artificiality" of psychological experiments.

The final session, chaired by Sara Crann, included presentations on the social, psychological, and ethical implications of biomedical research.

Presenters in this session included graduate students Kim Chuong, Amanda Jenkins and post-doc Jennie Haw. Kim Chuong focused on the critical and social implications of biomedical research in relation to health, with a specific focus on biobanking. Ethical issues

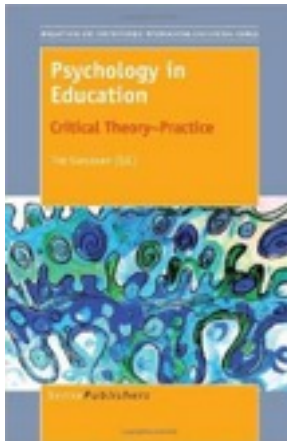
of biomedical research in connection to asthma were discussed by Amanda Jenkins as well as the experiences of stigma surrounding individuals with asthma. The final presentation of the day by Jennie Haw explored the experiences of individuals with asthma in greater depth with a specific focus on access to healthcare services.

Discourse, Science, and Publics Conference Day 2015 proved to be a successful day in connecting psychologists and researchers who share a passion for theoretical, and qualitative research. The presenters will be discussing their research at the upcoming ISTP conference, June 26th, as well as the International Society of Critical Health Psychology Conference in South Africa, July 12th to 15th. The positive response to the conference has also led to the planning of future *Discourse, Science, and Publics*



Conference Days. We hope that future conference days will attract and encourage ongoing connections between psychologists, researchers, and individuals in Guelph and surrounding areas who are interested in theoretical issues in psychology.

Theoretical Psychology & Education



In advance of the upcoming conference in Coventry, a call came for a session on the teaching of theoretical psychology. This call prompted me to think about the notion of pedagogy in ISTP. On the one hand, a didactic mode of communication is pretty common at the ISTP conference and it could be recapitulated in classes. On the other hand, I do not know if many members recapitulate this mode in their undergraduate and graduate classrooms. The reason that I am inclined to presuppose the latter option is the ISTP is a community that takes critique very seriously. In preparing the recent volume of proceedings, my colleague and I noted that ISTP members often take an intrinsically critical stance towards taken-for-granted knowledge (Haye et al., 2015). An ethos of critiquing mainstream psychology includes questioning knowledge as established in technologies of power, which would naturally extend to the classroom and prohibit unreflective myopia and didactic education. Approaching knowledge as a positioned phenomenon entwined with power naturally leads to challenging the idea that education involves

Towards Dysfunctional People: A Review of Corcoran's "Psychology in Education: Critical Theory~Practice"

James Cresswell, Booth University College

didactically depositing information into heads (Matusov, 2009).

In a similar vein, I have noted something like a trade literature under the banner of student- or learner-centered education (LCE; e.g. Barkley, 2009; Doyle, 2008; Hubba & Freed, 1999; Weimer, 2002). LCE is liked by university administrators because it resonates with a current move towards a client-centered model of education (Ginsberg, 2013), but its resonance with neo-liberal consumerism is insufficient reason to dismiss it. LCE manifests a challenge to didactic approaches to education by putting forward the supposition that students' experiences should be meaningfully included in classrooms (Barkley, 2009; Hubba & Freed, 1999). It would seem that dialogicality and reflexivity inherent in an ethos of critique would fit well with LCE and its techniques designed to enhance learning. Tim Corcoran's (2013) edited volume entitled *Psychology in Education: Critical Theory~Practice* (Sense Publishers) offers an articulation of critical pedagogy that resonates with the value of student experience that we see in LCE, but his book reveals a dark side of LCE that members of ISTP would be wise to carefully consider: LCE amounts to mere retention and attention of status quo devoid

of authentic critique of taken-for-granted knowledge.

LCE often addresses how students are not interested in learning because educators present information as dry facts irrelevant to students' lives (e.g. Bain, 2004; Barkley, 2009; Cox, 2009; Novak & Gowin, 1984). Weimer, 2002). This idea resonates with a critical ethos in ISTP because members of ISTP are often concerned with mainstream psychology's dismissal of folk psychologies that manifests in an alienating practice. LCE aims to compel students to *retain* information. For example, Doyle (2008) makes a case for capitalizing on neuropsychology to optimize retention and Weimer (2002), while advocating a loose connection to content, still writes about the importance of "establish[ing] a knowledge base" (p. 51), which presupposes retention. This agenda, however, may not resonate with the depth of critique we see in ISTP and Corcoran's book illustrates why.

Corcoran's book is strong in its challenge to this simplistic notion of knowledge retention. Several chapters resonate with the critical ethos of ISTP by reinforcing the idea that retention as a goal of education does not challenge problematic regimes of knowledge/power. For example a contribution by Vassallo highlights the entanglement of



learning skills and thinking with self-regulation in neoliberal discourse. Vassallo points out how education involves the performance of a particular skill set wherein students are deemed to have a competent knowledge base when they show aptitude to memorizing information. This skill set is often treated as the ability to individually perform a knowledge that amounts to regulating oneself in a neoliberal mode; demonstrating that one “knows” the “right” things. Martin's chapter compliments Vassallo by articulating what this mode is about: psychological individualism that amounts to individual achievement and individual capacities to retain knowledge that serve the status quo. In another chapter, Goodman argues that the importance of the production of knowledge in education leads to a mode that treats students as potential cogs in a machine.

Such examples point out how the contributors to Corcoran's book provide a deeper consideration of the socio-politics of knowledge that demarcates ISTP. Readers are given an entry

into more sophisticated approaches to learning that challenge the presumption of the value of retention in LCE. That is, it problematizes the notion of retention by articulating how knowledge can be used to serve status quo neoliberalism. It reveals that techniques intended to enhance student learning by promoting retention may have a dark side to them. LCE may challenge didactic styles but it does not challenge the more fundamental problems entailed in the socio-politics of knowledge. Instead of merely challenging didactic teaching styles, members of ISTP could look to LCE for techniques that enable students to learn taken-for-granted knowledge.

Where retention is central to LCE, the area presupposes that *attention* undergirds retention (e.g. Bain, 2004; Barkley, 2009). The message is generally that we can get learners to retain information if we can somehow seduce students into paying attention to what pedagogues are saying. This effort shows up in a variety of recommendations such as including multimedia presentations and syllabi designed like magazine covers (see Barkley, 2009). The subtext is that we can enhance students' engagement and motivation if we can get their attention.

What is strikingly valuable about Corcoran's book is that several chapters reflect a critical depth often seen in ISTP and they do so by offering some insight into what attention involves. That is, there is no focused discussion on attention per se, but there are

chapters that present challenging ways to think about it and these challenges align well with the critical ethos of ISTP. What these chapters hold in common is a keen discussion on the socio-politics of subjectivities. Early in the book, for example, a chapter by Claiborne discusses the potential of critical educational psychology. It covers the construction of power relations and the trouble with approaches to education predicated on essentialist understandings of the mind (i.e. subjectivity). What counts as experientially appealing is grounded in socio-political practices and power can be used to force capitulation to the “right” kind of knowledge. What a pedagogue would call appropriate attention would be no more than contrition. Similarly, a chapter by Prilleltensky argues for treating education as strengths-based, preventative, empowering, and community-based. This vision

What is strikingly valuable about Corcoran's book is that several chapters reflect a critical depth often seen in ISTP...

for education does not just pass on status quo knowledge but opens up potential for questions about whose subjectivity makes knowledge appealing. The goal is not to alienate students and what they find appealing, but to provide them with the ability to think from multiple subjectivities. This is a vision for transformative education that informs us about how attention can be a mode of violent seduction to the status quo or it can be authentically grounded in bringing community voices into the classroom. A third example is Corcoran's own

chapter on “heterotopics”. With this notion, he addresses how education is potentially a space where room is made for “other considerations” that includes enactment and re-enactment of contrasting epistemologies and ontologies. Epistemologically and ontologically entwined subjectivities are enacted and negotiated in a heterotopical educational context in a way that puts human being in dialogue as opposed to replacing students' subjectivities with neo-liberal discourses.

If we see education as something other than the didactic transfer of information, then what is it?

All three of these examples illuminate a general theme in Corcoran's book: subjectivities are socio-politically constituted. Considering how subjectivities are socio-politically constituted highlights how attention in education is a matter negotiation of subjectivities. This position resonates with a critical ethos of the sort we see in ISTP and supports a sophisticated approach to the classroom. While interesting ideas and unique teaching techniques are not a problem in themselves, Corcoran's book offers a deeper reflexivity and potentially inoculates teachers against a cheap seduction of students into finding something *cool*. His edited volume includes chapters that reveal and prevent the tacit acceptance of a subtext in LCE: we can dupe students into retaining information if we can titillate their fancy. Corcoran's volume does not address LCE directly, but reading it in parallel with LCE provides a valuable check and balance for ISTP members seeking to move away from didactic styles.

If we see education as something other than the didactic transfer of information, then what is it? This question led me to consider how the techniques promoted in LCE may be fine, but only when accompanied with a deep understanding of the socio-political quality of knowledge and subjectivities. A claim of such LCE writers is that non-didactic information has applied value that helps students succeed in the “real world” (see Cox, 2009; Doyle, 2008). The vocational focus tied to LCE leaves the sense that unchallenged knowledge is a functional adaptation, which would be the perpetuation of the status quo and hegemonic practices that the authors in Corcoran's volume critique. Corcoran's volume left me with the impression that education should involve the cultivation of *dys*-functional people in the sense of resisting subjugation to hegemonic practices. Corcoran's book promotes resistance to recapitulating hegemonic practices and continues a historical thread by aligning with authors like Postman (1971) and Freire (2000) who argue for a model of education that subverts the status quo. It aligns with visions for the activity of an intellectual, such as Said's (1996) that promotes *dys*-functional people in a socio-political and liberating sense. Such a tradition dove tails nicely with the critical ethos in ISTP.

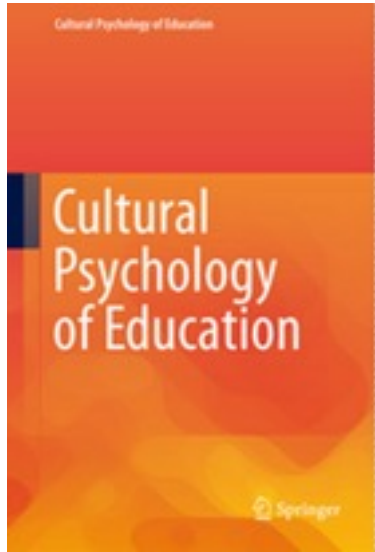
Overall, while Corcoran's volume is very valuable to members of ISTP, the strength of Corcoran's book is that it that it provides an important discussion of the socio-political quality of knowledge and subjectivities. It offers twelve chapters have generative potential in terms of how they can connect and reveal new dimensions of one's own pedagogy. Where LCE is not reflective and could produce ways of seducing students into

hegemony, the contributors to Corcoran's volume challenges the same practices as LCE but it does so with greater depth. It is written at a fairly general level that leaves readers with questions about what to do with LCE if we don't want to throw all of it out. That is, it potentially leaves ISTP members with an important puzzle about how we can employ LCE techniques in a post-critical educational context. It does not seem prudent that the message should be that we dismiss LCE. Corcoran's book provides a valuable counterbalance to the work that can offer ISTP members a deeper understanding of their own practices and a richer expression of LCE.

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Theoretical Psychology & Education



Psychology of Education seems nowadays to have put into the background theoretical investigation to privilege more empirical and applicative concerns. This trend is only partly justified by the challenges that the educational systems are facing worldwide, such as the multiculturalization of the classrooms and the increasing rhythm of innovation. The answer of the discipline has been focused on the small-theorizing and the medicalization of the object of study. By “medicalization”, I mean the focus on the performance, the disempairments and the pathologies of learning, the obsession with quantitative assessment, the comparative and cross-cultural aspects of education processes as a way to introduce a benchmarking approach to school. All these concerns can be perfectly legitimate, but focusing on the outcomes and performances of education has led psychology of education, the discipline that should study the processes of learning and teaching, which are the most typical developmental

Review of the new Springer Book Series “Cultural Psychology of Education” edited by Giuseppina Marsico

phenomena in psychology, to approach its object as if it were a non-developmental one. On the other hand, we seem to have forgotten that some minor characters of psychology, like Vygotsky, Lewin, Piaget and Bruner, to mention but few, understood that the psychology of education is a privileged field of study and development of grand-theories about human psyche. Those scholars intuited the relevance of educational processes to the development of the person, but also that the theories, methodologies and questions that were raised in the study of education could provide a fundamental knowledge to psychology at large. We desperately need today a renovated theorization in psychology of education. Yet, education has not been a major concern of theoretical psychology so far. So, on the one hand we have a psychology of education which is producing few theories to understand a stockpile of empirical data. On the other hand, we have theoretical psychology which is not fully involved in providing a long-range theorization in education. This is why a contribution in the direction of establishing a dialogue between theory and practice in education is strongly needed. Some moves in this direction are provided in 2015 ISTP congress, which is

presenting a look on the psychology of education and the issues of power relationships, a critical view on assessment, risk and inclusion, creativity, subjectivity and development. A further original contribution to fill this gap is made available by the new Springer book series “Cultural Psychology of Education”, edited by Giuseppina Marsico, from the University of Salerno, Italy. Unlike the existing series on Psychology of Education, the new production is aimed at providing both an overview to the current trends in the field, especially outside the Anglo-American context, and a constant introduction of innovative and edge theoretical concepts. The focus of the series is on the liminal phenomena in education (e.g relationships, transitions and negotiations occurring between different contexts, such as school, family, formal and informal education, school and work, etc.). Yet, it is the first series specifically presenting the approach of cultural psychology in education, combining psychology, anthropology, sociology, education sciences and history to understand the relationships between the developing person and the educational contexts and to provide new theories and qualitative methods. The emphasis on developmental processes, contexts, sense-

making, theorizing and borders places this series outside the current horizon of educational psychology. Everything in the book series is meant to provide a counter-hegemonic and refreshing view of the future trends in cultural psychology of education: from the editorial board which includes representatives from the truly global perspectives of the discipline in the five continents; to the innovative theoretical approaches applied to the field, such as the developmental sciences, the dynamic systems theory, the dialogical perspectives on the development of the self within educational contexts, and the role of various symbolic resources in educational

The emphasis on developmental processes, contexts, sense-making, theorizing and borders places this series outside the current horizon of educational psychology.

processes. The new scientific proposal is challenging us to overcome the cross-cultural and hegemonic approach to educational phenomena and to assume a theoretical and methodological stance more oriented to the understanding of what takes place “within” and “between” contexts to grasp the peculiarities and manifold aspects of education as development, to focus on the process rather the outcomes and the potentialities rather than the benchmark. The new philosophy of the book series is exemplified by the first two volumes being published in 2015. The first book is “Educational Contexts and Borders through a Cultural Lens. Looking Inside, Viewing

Outside”, edited by Marsico, Dazzani, Ristum and Bastos. The volume focuses on the relationships between actors, practices and borders in different educational contexts. Scholars and educational experts, including Brazil, Argentina, Italy, Japan, and the United Kingdom provide hints on what happens at the border in different cultural contexts and what the relationship is between the educational setting and the other life contexts or micro-cultures. The second volume published by the end of 2015 is meant to celebrate the 100th birthday of one of the most relevant scholars in contemporary psychology: Jerome S. Bruner. Though his contribution to psychology of education has been massive, his theories and the implications for psychology have been today reduced to an impoverished version of the “cognitive revolution”. Yet Bruner oeuvre has still a lot to say in terms of unexplored possibilities. The book “Bruner beyond 100. Cultivating Possibilities” is collecting contribution from Bruner’s students and colleagues worldwide that will try to use his legacy to look forward to the future of psychology, exactly in the spirit that Bruner himself is still interpreting. Thus, no celebration but a “genuine interest for the emergence of the novelty” and the potentialities that Bruner’s work in cultural psychology can still develop, with concepts such as ambivalence, intersubjectivity,



purpose, possibilities, wonderment. The new book series will provide a challenging contribution to theoretical and methodological development of psychology. That’s why ISTP members are likely to follow this production with interest, both as a source of hints that could renovate the role of educational psychology as an incubator of concepts to be transferred to general psychology, and as a potential arena for testing new theoretical ideas in the complex, manifold, ever-changing world of education.

Springer Book series “Cultural Psychology of Education”: <http://www.springer.com/series/13768?detailsPage=titles>.



Narrating Lives and Living Stories in Contexts of Socio-political Change

International Narrative Symposium to be held at
Wits University, Johannesburg, South Africa
7 – 10 July 2015

Keynote Speakers:

Mandla Langa
Grace Musila
Michelle Fine
Mark Freeman
Ruthellen Josselson
Corinne Squire



The symposium will also launch the research network: **NEST** (Narrative Enquiry for Social Transformation) and we welcome the affiliation of interested researchers.

Contact Jill.Bradbury@wits.ac.za

Oct 9th - 11th, 2015
Cambridge, MA

PSYCHOLOGY & THE OTHER conference

"Life is occupied in both perpetuating itself and in surpassing itself; if all it does is maintain itself, then living is only not dying."

~ Simone de Beauvoir

The purpose of this conference is to enrich conversations at the intersections of philosophy, psychology, and theological/religious studies, particularly emphasizing scholarship around the notion of the "Other."

Plenary Addresses

Judith Butler

UC Berkeley

Janice Gump

*Institute of Contemporary
Psychotherapy and Psychoanalysis*

Richard Kearney

Boston College

Sue Grand

New York University

Susannah Heschel

Dartmouth College

John Panteleimon

Manoussakis

College of the Holy Cross

Register soon - Seating is limited.

All conference information, including registration, pre-conference workshops, lodging, *CEU offerings, and event details, are available on the conference website.

Up to 20 CEUs available for Social Workers and Psychologists

Conference Sponsors 2015



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Studies of Women, Gender, and Sexuality

For more information please visit psychologyandtheother.com



Power, Interest and Psychology: developing David Smail's ideas

Thursday 12th November 2015 - Friday 13th November 2015 at Novotel Birmingham Centre

This interdisciplinary conference will explore the connections between psychology, sociology, epidemiology and related fields, with a particular emphasis upon mental health. The conference will address questions such as: what does 'austerity' have to do with poor mental health? When psychotherapy is offered, just what is occurring, and how does it work? How can practitioners understand and work with the meanings of clinical distress across the age range? And how might psychology contribute to efforts to improve the everyday lives of us all?

High profile speakers from beyond psychology include Professor Richard Wilkinson (author with Kate Pickett of 'The Spirit Level'); Professor Gary Thomas (author, 'Education: a very short introduction'); Dr. Mark Fisher (author, 'Capitalist Realism'); and Dr. Lisa McKenzie (author, 'Getting By: estates, class and culture in austerity Britain').

From within psychology, well-known speakers include Professor Dave Pilgrim (author, 'Understanding Mental Health'); Professor Mary Boyle (author, 'Schizophrenia: a scientific delusion?'); Dr. Lucy Johnstone (author, 'Users and Abusers of Psychiatry') and Dr. Dave Harper (co-author, 'Psychology, Mental Health and Distress').

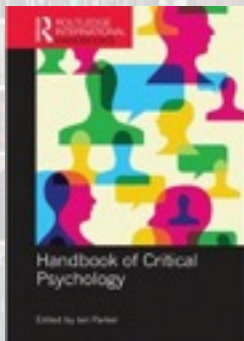
Inspired by the work of David Smail (1938-2014), this conference is much more than a celebration of his achievements. More vitally, it is a demonstration of the continuing relevance both of his ideas and of the traditions upon which they draw.

David Smail's last book, 'Power, Interest and Psychology', was published in 2005. His other books include 'How To Survive Without Psychotherapy' (1996), 'The Origins of Unhappiness' (1993), 'Taking Care' (1987) and 'Illusion and Reality: the meaning of anxiety' (1984). David was appointed head of clinical psychology services in Nottingham in 1969, a post he held until his retirement in 1998. He was also Special Professor in Clinical Psychology at the University of Nottingham.

In addition to his influential books David authored more than 50 journal articles and book chapters. His writings, which were consistently informed by his clinical practice, place distress firmly in its material context and recognise how feelings, thoughts and behaviour are shaped by economic and social circumstances. David proposed that to understand why we are unhappy, rather than insight, we must cultivate 'outsight' into the world around us. This perspective - which encourages personal modesty, appreciation of luck, compassion, and recognition of our common humanity - is today more relevant than ever.

Special rates are available for members of the British Psychological Society and the BPS Division of Clinical Psychology. For more details, and to book a place, please go to: <http://www.kc-jones.co.uk/davidsmail>

HOT OFF THE PRESS!



Handbook of Critical Psychology

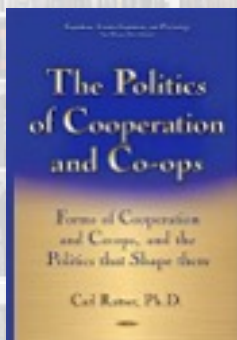
Author: Ian Parker, Ph.D.

Critical psychology has developed over time from different standpoints, and in different cultural contexts, embracing a variety of perspectives. This cutting-edge and comprehensive handbook values and reflects this diversity of approaches to critical psychology today, providing a definitive state-of-the-art account of the field and an opening to the lines of argument that will take it forward in the years to come.

The individual chapters by leading and emerging scholars plot the development of a critical perspective on different elements of the host discipline of psychology. The book begins by systematically addressing each separate specialist area of psychology, before going on to consider how aspects of critical psychology transcend the divisions that mark the discipline.

The final part of the volume explores the variety of cultural and political standpoints that have made critical psychology such a vibrant contested terrain of debate.

The Handbook of Critical Psychology represents a key resource for researchers and practitioners across all relevant disciplines. It will be of particular interest to students and researchers in psychology, psychosocial studies, sociology, social anthropology and cultural studies, and to discourse analysts of different traditions, including those in critical linguistics and political theory.



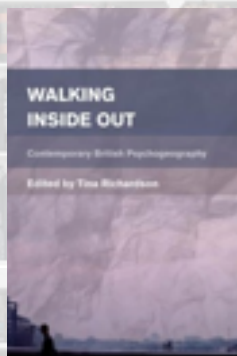
The Politics of Cooperation and Co-ops: Forms of Cooperation and Co-ops, and the Politics that Shape them

Author: Carl Ratner, Ph.D.

This book identifies political currents that underlie the organization and practices of contemporary co-ops. The politics of co-ops and cooperation generate distinctive, important insights into the characteristics of co-ops and the reasons for them. Three currents of cooperative politics are identified: populist politics, market politics, and capitalist politics. Extensive examples of these cooperative politics are presented. They include the leading co-op organizations such as the American National Cooperative Business Association, and the International Cooperative Alliance, all the way down to local co-ops.

The three cooperative politics that dominate the landscape of contemporary co-ops are shown to be problematical. They are all inadequate to guide genuine, complete cooperation. Their weaknesses are manifested in problematical cooperative practices that shall be elucidated.

Because co-op practice is grounded in political theory and practice, weaknesses in cooperative practice must be overcome by implementing a new cooperative politics. I articulate socialist politics of cooperation and co-ops as a valuable candidate for this corrective. This politics will be explained and assessed.



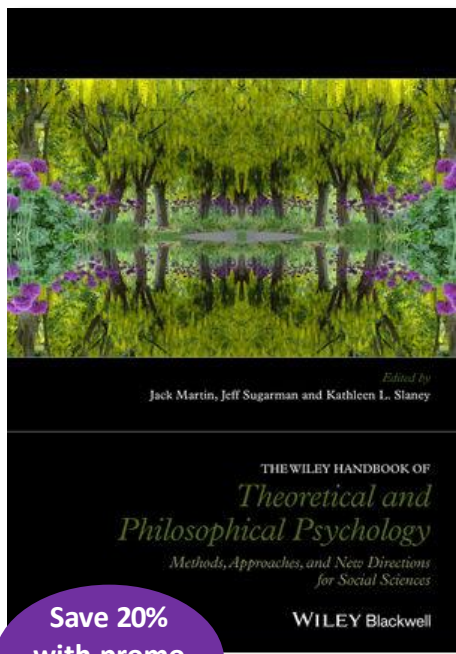
Walking Inside Out: Contemporary British Psychogeography Identity

Editor: Tina Richardson

Walking Inside Out is the first text that attempts to merge the work of literary and artist practitioners with academics to critically explore the state of psychogeography today. The collection explores contemporary psychogeographical practices, shows how a critical form of walking can highlight easily overlooked urban phenomenon, and examines the impact that everyday life in the city has on the individual. Through a variety of case studies, it offers a British perspective of international spaces, from the British metropolis to the post-communist European city. By situating the current strand of psychogeography within its historical, political and creative context along with careful consideration of the challenges it faces Walking Inside Out offers a vision for the future of the discipline.

The Wiley Handbook of Theoretical and Philosophical Psychology

Methods, Approaches, and New Directions for Social Sciences



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- ❖ Features contributions from ten Past Presidents of the *Society of Theoretical and Philosophical Psychology*, along with several Past Presidents of other relevant societies

About the Editors

Jack Martin is Burnaby Mountain Professor of Psychology at Simon Fraser University, Canada. He is a Fellow of the Canadian and American Psychological Associations, and a Past President of the Society for Theoretical and Philosophical Psychology.

Jeff Sugarman is Professor of Education and Psychology at Simon Fraser University, Canada. He is a Fellow of the American Psychological Association and the American Educational Research Association, and a Past President of the Society for Theoretical and Philosophical Psychology.

Kathleen Slaney is Associate Professor in the History, Quantitative, and Theoretical Psychology area of the Department of Psychology at Simon Fraser University, Canada. She was awarded the Sigmund Koch Award for Early Career Contributions to Psychology from the Society for Theoretical and Philosophical Psychology, and is co-editor of *A Wittgensteinian Perspective on the Use of Conceptual Analysis in Psychology* (2013).

Paperback: 978-1-118-74833-6 | \$49.95 | £120 | €150

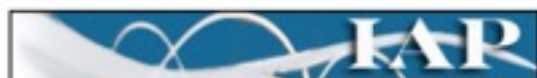
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New Book Information

Temporality: Culture in the Flow of Human Experience

Edited by **Livia Mathias Simão, Danilo Silva Guimarães**, *Institute of Psychology, University of São Paulo* and **Jaan Valsiner**, *Aalborg University*

A volume in *Advances in Cultural Psychology*
Series Editor: **Jaan Valsiner**, *Aalborg University*

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

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



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ISTP Membership Information

We are inviting membership applications for 2015.

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

(SEE MEMBERSHIP FORM on page 26)

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 Desmond Painter (secretary) or 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

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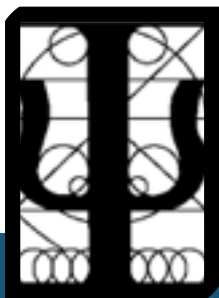
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Note from the Editor

*Basia Ellis, Ph. D. Candidate
University of Calgary, Canada*

Thank you for all your contributions to this issue. I am looking forward to an exciting conference in Coventry!

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. More than this however, to generate dialogue between theoretical psychologists, I encourage more informal contributions, wherein scholars relate their reflections and/or experiences on the practice of theoretical psychology.

Reflective submissions about theoretical psychological practice may help advance the 'homo psychologicus' described by Thomas Teo in his presidential address. Many thanks to Angelina Baydala for sharing her story in this issue!

May the Newsletter continue to serve as a space where psychologists can dialogue about their practices and reveal what it means to be engrossed in the politics of theoretical psychology in various places!

As always, please contact me at bellis@ucalgary.ca if you would like to contribute to the ISTP Newsletter or have any questions about this and/or future issues.

Warmest regards,

Basia Ellis