



ISCAR NEWS

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The International Society for Cultural & Activity Research is an association, whose purpose is the promotion and development of multidisciplinary theoretical and empirical research on societal, cultural and historical dimensions of human practices. For more information visit: www.iscar.org

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1. "Developmental Psychology, Semiotics and Culture" Conference in Lausanne, 10-12 Dec.

English: The Institute of Psychology of the University of Lausanne (Switzerland) organizes a conference with the title "Developmental Psychology, Semiotics and Culture" next **December 2009, 10-12**. It aims at discussing the role of culture in both its material and ideal or symbolic dimensions and the meaning-making processes related to human development. The material aspects of culture, linked with development, will be given particular attention in the conference: the contributions will focus in particular on the role of objects, their uses and their relations to activity systems, as well as gestures, and expressions of emotions. The role of language in its relation to materiality will also be discussed. These topics are object of current debates and appear very relevant in Psychology and Educational Science in an effort to understand the dynamics of intellectual and emotional development. Twenty-four researchers from around the world (Germany, Brazil, Spain, France, UK, USA and Switzerland) are invited to the University of Lausanne to discuss and contribute to debates around these themes.

The conference is addressed to researchers and students in developmental psychology, science education and social psychology, as well as to preschool and school teachers, and professionals in health contexts, and to any interested person.

Information can be found at: www.unil.ch/psydesc

Or per Email to: psydesc@unil.ch or to Nathalie.MullerMirza@unil.ch

French: Le colloque «Psychologie du développement, sémiotique et culture», organisé par l'Institut de Psychologie de l'Université de Lausanne (Suisse), vise à explorer le statut de la culture et de la construction de la signification dans le développement psychologique humain. La culture sera envisagée dans ses dimensions idéelles, symboliques (comme le langage) et matérielles. Les dimensions matérielles de la culture, en lien avec la pensée, auront une place privilégiée au sein du colloque: les interventions porteront en particulier sur le rôle des objets, leurs usages et systèmes d'activité as-

sociés, ainsi que sur la gestualité, le rapport du corps à l'espace, les postures, l'expression des émotions. Le statut du langage au long du développement ainsi que ses relations avec la matérialité seront également au coeur des discussions. Vingt-quatre chercheur-e-s du monde entier (Allemagne, Brésil, Espagne, France, UK, USA et Suisse) sont conviés à l'Université de Lausanne pour échanger et contribuer aux débats autour de ces thèmes, d'une grande actualité en psychologie et en éducation dès lors qu'il s'agit de comprendre les ressorts du développement intellectuel et affectif. Ce colloque s'adresse aux chercheur-e-s et étudiant-e-s en psychologie du développement, en sciences de l'éducation et en psychologie sociale, ainsi qu'aux professionnel-le-s de l'intervention pédagogique préscolaire et scolaire, et de la santé, et à toute personne intéressée. Informations disponibles sur le site:

www.unil.ch/psydesc

Email: psydesc@unil.ch ou Nathalie.MullerMirza@unil.ch

Keynotes:

- Michel Brossard (Université de Bordeaux 2 Victor Segalen)
- Michael Cole (University of California San Diego, USA)
- Michalis Kontopodis (Humboldt Universität, Department of European Ethnology)
- Rainer Diriwächter (California Lutheran University, USA)
- Jean-Yves Rochex (Université Paris 8)
- Bernard Schneuwly (Université de Genève)
- Chris Sinha (University of Portsmouth, UK)
- Ana Luiza B. Smolka (FE-UNICAMP, Brazil)

2. Full or Assistant professorship in education at the University of Neuchâtel (Switzerland)

The University of Neuchâtel is advertising a full-time full/assistant professorship in education. The candidate will contribute to education research as a member of the Institute of Psychology and Education of the Humanities and Social Sciences Faculty. He or she will work within a socio-cultural perspective, analysing learning and activity settings with a special focus on the articulation of psychological and educational processes.

The candidate will teach BA, MA and graduate courses at the Faculty and in collaboration with the regional Pedagogical University of Applied Sciences (HEP-BEJUNE). Solid experience in empirical research is requested. The position demands 7 hours of weekly teaching for a full professor, 4 hours for an assistant professor, and includes research activities and administrative duties. It is open as of August 1st, 2010.

Candidates with a Ph.D. in hand may send their applications to the president of the search committee, Prof. Tania Zittoun, Institut de psychologie et éducation, Es-

pace Louis-Agassiz 1, 2001 Neuchâtel (Switzerland). Please send an email copy simultaneously to:

tania.zittoun@unine.ch.

The teaching language is French. Non-french speakers are expected to be fluent in French after a period of one year. Applications should include a letter of motivation, a curriculum vitae, a publications list (please do not send any publications at this time), a scientific project (3 pp. maximum) and copies of all university diplomas. Candidates are required to ask 3 experts to send letters of recommendation directly to the president of the search committee. The deadline for applications is **October 31, 2009**.

The University of Neuchâtel is an equal opportunity employer. Further information can be obtained through the Dean's office: Espace Louis-Agassiz 1, CH-2001 Neuchâtel (doyen.lettres@unine.ch) or via the Faculty website : www.unine.ch/lettres.

3. Ethos is now an ISCAR-affiliated Journal

ISCAR is happy to announce a new cooperation with Ethos, the Journal of the Society for Psychological Anthropology:

<http://www.wiley.com/bw/journal.asp?ref=0091-2131&site=1>

Ethos is an interdisciplinary and international quarterly journal devoted to scholarly articles dealing with the interrelationships between the individual and the socio-cultural milieu, between the psychological disciplines and the social disciplines.

The discounted rate established especially for ISCAR members is 25% off the personal subscription rate (US\$88/ £44/ €56 – 25%). To take advantage of this

offer ISCAR members simply need to either phone or email Lynne McCumber, the marketer from Wiley-Blackwell responsible for supporting Ethos. Her phone number is +1 781 388 8394 and her email is lmccumber@wiley.com. In turn members can pay with a credit card (VISA, MasterCard, or American Express). A subscription to *Ethos* includes print copies from the current volume and online access to all issues back to 1997. Additional information about *Ethos*, including a free sample issue, can be found on Wiley InterScience.

The journal publishes work from a wide spectrum of research perspectives. Recent issues, for example, include papers on religion and ritual, medical practice, child development, family relationships, interactional

dynamics, history and subjectivity, feminist approaches, emotion, cognitive modeling and cultural belief systems. Methodologies range from analyses of language and discourse, to ethnographic and historical interpretations, to experimental treatments and cross-cultural comparisons.

Ethos has also a great tradition in publishing ISCAR-related articles. An early article explicitly bringing together cultural-psychological and anthropological theories and research was published in *Ethos* by Dorothy Holland and Jaan Valsiner (1988, 16(3)). A decade later *Ethos* published an interview between the anthropologist Bradd Shore and the famous cultural psychologist Jerome Bruner (Shore 1997, 25(1)) on biographical, methodological, historical, and conceptual issues. More recently *Ethos* published a special issue with the title *Troubling the Boundary Between Psychology and Anthropology*. Here Vygotsky is introduced as one of the

most important early figures of cultural psychology (Bruner 2008, 36(1)) and a series of studies are presented building up the space “in-between” psychological anthropology and cultural psychology. A series of other cultural-psychological articles have appeared in *Ethos* (Birth 2006, 34(2); Mattingly 2008, 36(1); Murakami and Middleton 2006, 34(2); Wertsch 2000, 28(4)) probing issues of mind and subjectivity in cultural settings. One could also refer to the recently published article by Paradise and Rogoff in which the authors examine cultural practices supporting children’s informal learning activities within and between family and community life (Paradise and Rogoff, 2009). The direct URL to all these articles is www.interscience.wiley.com/journal/ethos.

We hope that this cooperation may bring more occasions for members of ISCAR and *Ethos* to work together.

4. 20% discount to ISCAR members for all ICHS-volumes published in English

Thanks to a new cooperation with ISCAR Lehmanns Media offers 20% discount to ISCAR members for all volumes in the Series: International Cultural-Historical Human Sciences published in English. Unfortunately due to legal registrations it is impossible to offer this discount for volumes published in German. ISCAR members can order directly from here:

<https://www.lob.de/iscar>

The following volumes can be purchased:

- Kontopodis (Ed.); Culture and Emerging Educational Challenges, 20.00 Euro

- Miettinen; Dialogue and Creativity, 23.20 Euro
- Roth; Lee; Boyer: The Eternal Return, 23.20 Euro
- Rückriem (Ed.) Lev Semenovic Vygotskij: Briefe-Letters, 30.40 Euro
- Roth; Hwang; Yew: Participation, Learning, and Identity, 22.40 Euro
- Engeström; Putting Activity Theory to Work, 33.20 €
- Engeström; Developmental Work Research, 30.40 €
- Bertau; Aspects of the Dialogical Self, 17.60 Euro

See also below: New Publications

5. New ISCAR-related Publications with Discount for ISCAR members

You are welcome to write recensions for the next Newsletter, please contact the authors or the Newsletter editor in case of interest.

Learning and Expanding with Activity Theory, Edited by Annalisa Sannino, Harry Daniels, Kris D. Gutiérrez, Cambridge University Press

The book is a collection about cultural-historical activity theory as it has been developed and applied by Yrjö Engeström. The work of Engeström is both rooted in the legacy of Vygotsky and Leont’ev and focuses on current research concerns that are related to learning and development in work practices. His publications cross various disciplines and develop intermediate theoretical tools to deal with empirical questions. In this volume, Engeström’s work is used as a springboard to reflect on the question of the use, appropriation, and further development of the classic heritage within activity theory. The book is structured as a discussion among senior scholars, including Y. Engeström himself. The work of the

authors pushes on classical activity theory to address pressing issues and critical contradictions in local practices and larger social systems.

Contact Cambridge UP via mail, telephone or fax to obtain your **20% discount**.

Discount Code: ME9ISCAR

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Discount offer good: Until December 1st, 2009

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New Publications in the Series: International Cultural-Historical Human Sciences, Lehmanns Media,
<http://www.ich-sciences.de/>

Kontopodis, Michalis (Ed.); Culture and Emerging Educational Challenges: A dialogue with Brazil/ Latin America

This book is the result of a long movement of ideas and practices between Brazil and Germany. It brings together different research methodologies (discourse analysis, case studies, cross-cultural comparison, and action and practice-research) and studies innovative theoretical approaches and childhood-related practices that question present power relations and open up new ways of dealing with emerging phenomena in the fields of school and educational policy as well as in home-rearing, therapeutic, and community practices. A series of critical casestudies and examples of radically innovative educational, media and therapeutic practices and

community-based interventions are presented, all of which demonstrate the transformative powers of collective subjectivities in the making of the history of childhood and youth and of society in general. The studies presented in this volume also illustrate the role cultural-historical and qualitative childhood research may play in this "making of history". With an introduction by M. Kontopodis and chapters by: I. Behnken, M. Benites, F. Camerini, M. Damiani, B. Fichtner, F. Liberali, A. Lopes, M. Mascia, I. S. Soares, H. Winkler, and W. Wörster.
Price: 20, 00 Euro (incl. Discount 20%)
Order Form: <https://www.lob.de/iscar>

Herschelmann, Michael: "Boys-Talk": Eine explorative Untersuchung zur narrativ-biographischen (Re) Konstruktion sozialer (selbst-reflexiver) Geschlechtsidentität.

Viele Studien zeigen, dass soziale Konstruktionen „traditioneller Männlichkeit“ als sinnvoll angeeignete Bedeutungen mit Problemen für die Jungen selbst und für andere verbunden sind. Demgegenüber stand in dieser Untersuchung der Prozess im Mittelpunkt, in dem Jungen und männliche Jugendliche eine Persönlichkeit entwickeln, in der sie sich auf Distanz zu traditioneller Männlichkeit begeben. Grundlage ist ein, auf der materialistischen Subjekttheorie und abbild-theoretischen Entwicklungspsychologie Wolfgang Jantzens aufbauendes Modell männlicher Persönlichkeitsentwicklung, das mit narrationspsychologischen Erkenntnissen zur Identitätsentwicklung in der Adoleszenz und psychoanalytischen Annahmen zur Spät-adoleszenz weiterentwickelt wurde. Das Modell beschreibt den Prozess der Entwicklung vom Jungen zum Mann und zeigt, wie sich darin ontogenetisch die Fähigkeit zur Distanzierung von traditioneller Männlichkeit entwickelt. Die empirische Studie

gibt einen Einblick in die biographischen Erfahrungen oder Lebensbedingungen, die zu dieser Geschlechtsidentitätsentwicklung bei männlichen Spätadoleszenten beigetragen haben. Im Mittelpunkt steht das autobiographische Erzählen als gegenständliche Tätigkeit, das als dialektischer Prozess von Aneignung und Vergegenständlichung die Möglichkeit bietet, bewusste Identität zu bilden und sie zugleich von außen wahrzunehmen und rekonstruieren zu können.

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Miettinen, Reijo: Dialogue and Creativity: Activity Theory in the Study of Science, Technology and Innovations

This book is a collection of papers in which cultural-historical activity theory (CHAT) is used to study science, technology and innovations. In the 16 chapters of the book an activity theoretical approach is developed through dialogue with the relevant theoretical approaches of science and technology studies, such as actor network theory, symbolic interactionism and Knorr-Cetinas's theory of objectual cultural practice. The book has three parts. The first one comprises empirical studies on creativity and change in research work and innovations. The cases studied include research groups in analytical chemistry, aerosol physics, biotechnology as well as innovations in medical technology by research-based firms. In making sense of the distributed creation,

CHAT is put in dialogue with the systemic view of psychology of creativity, the systemic approach in history of technology as well as sociological theories of creativity. The second part compares systematically the similarities and differences between Deweyan pragmatism and CHAT, and shows how they can be used in a complementary way in empirical research. The third part evaluates actor network theory, constructivist conceptions of learning as well as the concept of routine largely used in organizational studies from the position of CHAT. In addition the concept 'object of activity' central in activity theory is discussed and elaborated in two chapters.

Price: 23,20 Euro (incl. Discount 20%)

Order Form: <https://www.lob.de/iscar>

New Open Access Sir Frederic Bartlett Archive

A new and updated version of the Frederic Bartlett Archive has been created. Frederic Bartlett was an early cultural psychologist whose work had a wide ranging influence. The new and updated archive has the majority of his papers and books freely available. There are also important related publications, unpublished manu-

scripts, photographs, a bibliography, and an extensive introduction to his work. The Archive was created by Gerard Duveen, Brady Wagoner and Alex Gillespie, funded by the British Academy, and is hosted at the University of Cambridge. The new web address is:

<http://www.ppsis.cam.ac.uk/bartlett>

6. Erratum

Because of other obligations Mariane Hedegaard cannot attend the Annual Vygotsky Conference 2009, as a keynote speaker or contribute to a workshop as previously announced.

ISCAR NEWS is published regularly twice per year as well as on special occasions.

EDITOR: Michalis Kontopodis, Secretary of ISCAR

The **deadline** for submissions for the next issue is December 15, 2009. Submissions in all languages are welcome. News items, conference reports, announcements, calls for papers, short abstracts of recently completed Ph.D. theses etc. should be submitted to: michalis.kontopodis@staff.hu-berlin.de

Copies of previous newsletters are available from: news@iscar.org

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