Social & Emotional Development
2008-2009

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This brochure includes titles formerly published by Lawrence Erlbaum Associates (LEA).
In this new volume, leading researchers provide state-of-the-art perspectives on how social interaction influences the development of knowledge. The book integrates approaches from a variety of disciplines including developmental psychology, psychopathology, philosophy, anthropology, sociology, evolutionary biology, and primatology. It reviews the nature and type of interactions that promote development as well as the conceptual frameworks used to explain the relation between individuals and groups.

Social Life and Social Knowledge comprehensively addresses conceptual questions central to understanding human life and development:
- Is the human form of social life reducible to biological processes?
- What psychological abilities constitute the specifically human form of social life?
- What are the processes and contexts within which these abilities develop?
- How should we conceptualize the links between social life and the development of thought, and how do individuals and society contribute to these processes?

The book is intended for philosophers, primatologists, anthropologists, biologists, sociologists, and developmental and educational psychologists interested in social development, social cognition, and developmental psychopathology. It also serves as a resource for sociologists, and developmental and educational psychologists. It reviews the nature and type of interactions that promote development as well as the conceptual frameworks used to explain the relation between individuals and groups.

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January 2008: 6x9: 296pp
Hb: 978-0-8058-6066-9: $75.00

www.psyress.com/jean-piaget-symposia
The book is a rich resource of theory, research and practical common sense. Examination of adolescence through a focus on coping enables topics of real interest and importance to be considered, so what we have in this book is, essentially, a new and creative way to look at adolescence. This is a scholarly work of significance, and the author is to be congratulated on the depth and breadth of her research and scholarship.” - Susan Moore, Swinburne University of Technology

“Dr. Frydenberg has written a comprehensive book that will enable mental health professionals to create assessment-to-interventions links for youth to learn and practice coping.” - Sandra L. Christenson, University of Minnesota

“Provides an exceptionally clear and useful summary of the extensive scholarship on this topic. Its contents will be of interest to a wide range of persons interested in adolescents, including practitioners and scholars.” - Thomas Oakland, University of Florida, and President of the International Foundation for Children’s Education

Adolescent Coping will be of interest to students of psychology, social work, sociology, education and youth and community work, as well as to an audience of parents and adolescents.

Adolescent Coping will be of interest to a wide range of persons interested in adolescents, including practitioners and scholars. This thoroughly revised and updated new edition of Adolescent Coping presents the latest research and applications in the field of coping. It highlights the ways in which coping can be measured and, in particular, details a widely used adolescent coping instrument.

Topics include the different ways in which girls and boys cope, coping in the family, culture and context, and how young people cope, decisional coping, problem solving and social coping, with a particular emphasis on practice. Each topic is considered in light of past and recent research findings and each chapter includes quotations from young people. While topics such as depression, eating disorders, self-harm and grief and loss are addressed, there is a substantial focus on the positive aspects of coping, including an emphasis on resilience and the achievement of happiness. In addition to the wide-ranging research findings that are reported, many of the chapters consider implications and applications of the relevant findings with suggestions for the development of coping skills and coping skills training.

Adolescent Coping will be of interest to students of psychology, social work, sociology, education and youth and community work, as well as to an audience of parents and adolescents.

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Aggression and Adaptation

The Bright Side to Bad Behavior

Patricia H. Hawley, Todd D. Little, University of Kansas, USA; Philip C. Rodkin, University of Illinois at Urbana-Champaign, USA (Eds.)

"Timely, cutting edge, and a badly needed corrective to an extremely important field." - David M. Buss, University of Texas at Austin

"I would require this book for all of my doctoral students who study aggression ... It is a wonderful compendium of leading peer relations and aggression experts." - Dorothy L. Espelage, University of Illinois, Urbana-Champaign

Aggression and Adaptation raises thought-provoking questions about interpersonal functioning within social groups. The reader may find him/herself entertaining thoughts about the nature of goodness as the chapters suggest that aggressive behavior can offer significant avenues for personal growth, goal attainment, and bolstering one's social standing. The volume brings to light alternative points of view to the prevailing orthodoxy reveals areas of research which have been found to emerge, contextualized by a methodology of challenges of constructing such indices. Written in an accessible manner for policy makers, practitioners, and researchers concerned with children's well-being, the book also serves as a supplementary text in public policy and the social sciences.

CONTENTS


August 2007: 6x9: 485pp
Hb: 978-0-8058-4800-0: $125.00
Pb: 978-0-8058-6313-0: $49.95
60-day examination copy available

Aggression and Adaptation


February 2007: 6x9: 312pp
Hb: 978-0-8058-5245-5: $99.95
Pb: 978-0-8058-6234-8: $34.50

Children’s Knowledge, Beliefs and Feelings about Nations and National Groups

Maryn Barrett
University of Surrey, UK

Essays in Developmental Psychology Series

Nations and National Groups Develop. Nation and State. 7. Theoretical Accounts of How Children’s Subjective Identification with their own Feelings about the People who Belong to Different Nations and States Construed as Historical and Cultural Children’s Knowledge, Beliefs and Feelings about State Construed as an Organised Political Community. 4. Children’s Knowledge, Beliefs and Feelings about the Countries Construed as Geographical Territories. 3. Children’s Knowledge, Beliefs and Feelings about Preface. 1. On Children, Nations and National Groups. 2. Undergraduate students taking courses in inter-disciplinary research like this. One really gets a sense here of the diversity and complexity of children’s will certainly serve as the point of departure for many fascinating and are interpreted meticulously. This is a terrific book, which I thoroughly enjoyed and know that I’ll be dipping back into repeatedly. ” - Kevin Durkin, University of Strathclyde, Glasgow

“The field has all too little ambitious cross-cultural and inter-disciplinary research like this. One really gets a sense here of the diversity and complexity of children’s national identifications and inter-nation attitudes. It will certainly serve as the point of departure for many investigations in the future, and researchers and students will find much to their benefit in these pages.” - Rupert Brown, University of Sussex

This book provides a state-of-the-art account of how people’s subjective sense of national identity, and attitudes towards countries and national groups, develop through the course of childhood and adolescence. It offers a comprehensive review of the research which has been conducted into:

• Children’s understanding of nations as geographical territories and as political, historical and cultural communities
• Children’s knowledge, beliefs and feelings about the people who belong to different national groups
• Children’s attitudes towards, and emotional attachment to, their own country and national group.

The authors elaborate on the developmental patterns that have been found to emerge, contextualized by a consideration and evaluation of the theoretical frameworks which can be used to explain these patterns.

Written by the leading international authority in this field, and reporting (in collaboration with his colleagues) the findings from two major transnational research projects, this book will be invaluable to undergraduate students and researchers working in this field. The book will also be of great benefit to undergraduate students taking courses in developmental psychology, the sociology of childhood, and education.

CONTENTS

Preface. 1. On Children, Nations and National Groups. 2. Children’s Knowledge, Beliefs and Feelings about Countries Conceived as Geographical Territories. 3. Children’s Knowledge, Beliefs and Feelings about the State Conceived as an Organised Political Community. 4. Children’s Knowledge, Beliefs and Feelings about Nations and States Conceived as Historical and Cultural Communities. 5. Children’s Knowledge, Beliefs and Feelings about the People Who Belong to Different National and State Groups. 6. The Development of Children’s Subjective Identification with their Own Nation and State. 7. Theoretical Accounts of How Children’s Knowledge, Beliefs and Feelings about Nations and National Groups Develop.
This book traverses terrain usually thought of as distinct and challenges us to think in complex ways about complex issues. It's a provocative read for anyone engaged in debates (and entangled in action) to do with developments of childhood, (inter)national dynamics and representations of these realities."

"This book brings into clear focus how history, geography, culture and politics have shaped the concerns and concepts of developmental psychology and produced powerful, often oppressive, effects for children. Engaging with Burman's detailed and compelling arguments should be mandatory for all students and researchers of children's lives. A book to provoke, debate and inspire other ways to know and be with children." - Glenda MacNaughton, Director of the Centre for Equity and Innovation in Early Childhood, Faculty of Education at the University of Melbourne.

What is childhood and why, and how, did psychology come to be the arbiter of ‘correct’ or ‘normal’ development? How do actual lived childhoods connect with theories about child development?

In this completely revised and updated edition, Deconstructing Developmental Psychology interrogates the assumptions and practices surrounding the psychology of child development, providing a critical evaluation of the role and contribution of developmental psychology within social practice. In the decade since the first edition was published, there have been many major changes. The role accorded childcare experts and the power of the ‘psy complex’ have, if anything, intensified. This book addresses how shifts in advanced capitalism have produced new understandings of children, and a new (and more punitive) range of institutional responses to children. It engages with the paradoxes of childhood in an era when young adults are increasingly economically dependent on their families, and in a political context of heightened insecurity. The new edition includes an updated review of developments in psychological theory (in attachment, evolutionary psychology, theory of mind, cultural-historical approaches), as well as updating and reflecting upon the changed focus on fathers and fathering. It offers new perspectives on the connections between Piaget and Vygotsky and now connects much more closely with discussions from the sociology of childhood and critical educational research. Coverage has been expanded to include more material on child rights debates, and a new chapter addresses practice dilemmas around child protection, which engages even more with the ‘raced’ and gendered effects of current policies involving children.

This engaging and accessible text provides key resources to inform better professional practice in social work, education and health contexts. It offers critical insights into the politics and procedures that have shaped developmental psychological knowledge. It will be essential reading for anyone working with children, or concerned with policies around children and families. It was also be of interest to students at undergraduate and postgraduate levels across a range of professional and practitioner groups, as well as parents and policy makers.

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January 2008: 6x9: 336pp
Hb: 978-0-415-37791-1: $90.00
Pb: 978-0-415-37792-8: $35.00

60-day examination copy available
Vygotsky at Work and Play
Los Holzman
East Side Institute for Group and Short Term Psychotherapy, New York, USA

Vygotsky at Work and Play surveys and examines the influence of Lev Vygotsky on contemporary psychology and highlights the many ways Vygotsky’s cultural theory of human development has led to a rethinking of psychology’s fundamental concepts. Vygotsky has traditionally been presented as a significant historical figure and as a contributor to curriculum and teaching reforms. This book brings readers up to date, showing how Vygotsky’s influence continues among learning theorists and educators and how he has also come to feature prominently in other psychological studies, such as cognitive science, organization and management, psychotherapy and counselling and youth development. He is presented as a key figure in the creation of a new more socially and culturally rooted psychology, a humanistic and hopeful voice for radical transformation in how we educate, help and heal, and a living force in the lives of tens of thousands of ordinary people from around the world. Vygotsky at Work and Play will be essential reading for a wide audience of teachers, students and practitioners interested in the development of new psychological frameworks.

CONTENTS
1. Method(s) and Mixx(s). 2. Vygotsky in Therapy: Creating Zones of Emotional Development. 3. In the Classroom: Learning to Perform and Performing to Learn. 4. Outside of School: Creatively Initiating and Incorporating the Other. 5. At the Workplace: Looking at Ourselves. 6. Changing Relationships.

January 2009: 6x9: 128pp
Hb: 978-0-415-42294-9: $53.95

Family, Self, and Human Development Across Cultures
Theory and Applications, Second Edition
Cigdem Kagitçibasi
Koc University, Turkey

“This is a ‘must read’ book for cross-cultural developmental psychologists and those interested in the way data from the majority world can inform mainstream psychology.” - Harry C. Triandis, in Contemporary Psychology

Reflecting author Cigdem Kagitçibasi’s influential work over the last two decades, this new edition examines human development, the self, and the family in a cultural context. It challenges the existing assumptions in mainstream western psychology about the nature of individuals.

The author proposes a new model – the Autonomous-Related Self – which expands on existing theory by demonstrating how culture influences self development. The development of competence is examined from a contextual perspective, with a view towards global urbanization which is creating increasingly similar lifestyles around the world. The implications of this perspective are discussed extensively, particularly early intervention policy implications related to promoting human competence in immigration and acculturation. Rich in both theory and application, each topic is introduced with a historical antecedent and earlier research before current work is discussed.

This new edition also features:

• A new theoretical perspective that integrates cultural variation with universal human development trajectories in the context of social change, globalization, and immigration
• Two new chapters on ‘Parenting and the Development of the Autonomous-Related Self’ and ‘Immigration and Acculturation’
• A more student-friendly approach with boxed stories, summary and main point reviews, discussion questions, and an extensive bibliography in each chapter
• A comprehensive glossary of all the book’s key terms for a quick reference.

Intended as a graduate or advanced undergraduate level text for courses addressing cross-cultural psychology taught in a variety of departments including developmental, community, family, and educational psychology, this comprehensive volume will also appeal to researchers interested in issues of human development in a socio-cultural context.

CONTENTS
Section 1. Conceptualizing and Assessing Self-Esteem.

Self-Esteem: Issues and Answers brings together these various perspectives in a unique format. The book is divided into five sections. Section 1 focuses on core issues pertaining to the conceptualization and assessment of self-esteem, and when self-esteem is optimal. Section 2 concentrates on the determinants, development, and modifiability of self-esteem. Section 3 examines the evolutionary significance of self-esteem and its role in psychological processes and therapeutic settings. Section 4 explores the social, relational, and cultural significance of self-esteem. Finally, Section 5 considers future directions for self-esteem researchers, practitioners, parents and teachers.

This volume offers a wealth of perspectives from prominent researchers from different areas of psychology. Each expert contributor was asked to focus his or her chapter on a central self-esteem issue. Three or four experts addressed each question. The result is that Self-Esteem: Issues and Answers provides a comprehensive sourcebook of current perspectives on a wide range of central self-esteem issues.

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This comprehensive Handbook addresses five types of advances: 1) new theoretical perspectives, 2) higher-quality empirical studies, 3) more sophisticated research designs and analyses, 4) attention to development across the lifespan, and 5) the growing prominence of interdisciplinary approaches to personality development. It addresses the major personality development theoretical frameworks – the evolutionary, physiological, behavioral genetic, and socio-cultural perspectives. The book also reviews new statistical techniques that allow for the estimation of individual differences in stability and the analysis of change. The latter part of the book focuses on personality development over the lifespan, from infancy to older adulthood. The authors address personality variables such as emotion regulation, temperament, and self-concept across the lifespan. The book concludes with a compelling capstone chapter by Dan McAdams on how personality develops.

CONTENTS


Handbook of Personality Development

Daniel K. Mroczek, Purdue University, USA
Todd D. Little, University of Kansas, USA (Eds.)

There is much to learn in paging through the Handbook, and Mroczek and Little have provided an important service in bringing such a talented group of authors together. - PsychCRITIQUES

There is rising interest in the topic, and ... there is no single volume that addresses it as fully. - Robert R. McCrae. National Institute on Aging

I was particularly impressed by the breadth of coverage. - Eddie Harmon-Jones, University of Wisconsin-Madison

This book offers an innovative perspective on the needs of children for positive knowledge of their family origins. Professionals working with children in relation to divorce, reconstituted families and assisted conception, and writers and researchers in these areas should find it essential reading. - Peter Stratton, University of Leeds

Children and Separation

Kwame Owusu-Bempah
University of Leicester, UK

This is really excellent work which should raise a number of controversial issues and challenge a few ‘comfort zones’. - Sandy Fraser, The Open University

The work provides a new synthesis of research into child development spanning many decades. There is a compelling involvement of the author in the material and a wealth of ideas of practical significance not only to psychologists but also those working in the child care fields. - Dennis Howitt, Loughborough University

This book explores the premise that a proper understanding of the complex inner world of modern day separated children and their psycho-social development requires a shift in focus or emphasis. It presents the notion of socio-genealogical connectedness as a new theoretical framework for studying and promoting these children’s growth and development. This new theory simultaneously challenges and complements existing notions of psycho-social development, including attachment theory and Erikson’s psycho-social theory of personality development. Owusu-Bempah proposes that this sense of socio-genealogical connectedness is an essential factor in children’s adjustment to separation and their emotional and mental health; much like those adopted, separated children suffer a loss of genealogical continuity, and hence, loss of ‘self’. This hypothesis is discussed and ultimately supported through both the author’s own research and a broad selection of theoretical and empirical material from other areas. The book further considers the implications of this notion of socio-genealogical connectedness for childcare policy and practice, as well as directions for future research in this and related fields. Children and Separation is an invaluable resource for academics, students and childcare professionals. The accessible style of the book ensures that it will also be useful to parents and anybody affected by childhood separation.

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Also Available

Socio-Genealogical Connectedness Perspective

Also Available

Essays in Social Psychology Series

Dweck

Also Available

Self-Theories

Their Role in Motivation, Personality, and Development

Dweck

Also Available

Vygotsky's Developmental and Educational Psychology

Langford

Also Available

Developmental Psychology Arenta

Vygotsky's Developmental and Educational Psychology

Introduction to Vygotsky

2nd Edition

Daniels (Ed.)

Also Available

Self-Theories

Their Role in Motivation, Personality, and Development

Dweck

Also Available

Self-Theories

Their Role in Motivation, Personality, and Development

Dweck

Also Available

Also Available

Also Available

Also Available

Also Available

Also Available

Also Available
Child Sexual Abuse

Disclosure, Delay, and Denial
Margaret-Ellen Pipe, Brooklyn College, City University of New York; USA; Michael E. Lamb, Cambridge University, UK; Yael Orbach, National Institute of Child Health and Human Development, Bethesda, USA; Ann-Christin Cederborg, Linköping University, Sweden (Eds.)

“arange like world-renowned for their research and writings on child forensic interviews. They have assembled a group of international experts on disclosure... Readers will learn about the latest research advances as well as how to tackle relevant legal, policy, and professional dilemmas. Anyone who cares about child protection... will find this volume invaluable... This book helps us learn how and when to listen to children.” — Gail S. Goodman, University of California, Davis, and Tina Goodman Brown, Private Practice, from the book’s Foreword

This volume provides the first rigorous assessment of the research relating to the disclosure of childhood sexual abuse, along with the practical and policy implications of the findings. Leading researchers and practitioners from diverse international backgrounds offer critical commentary on these previously unpublished findings gathered from both field and laboratory research. Cross-cultural, clinical, and multi-disciplinary perspectives are provided. The goal is to learn more about why children frequently remain silent about their abuse, deny it, or if they do disclose, do so belatedly and incompletely, often recanting their allegations over time.

The book opens with a close examination of the existing literature on disclosure and the difficulties in conducting such research. It then examines the individual and contextual factors that determine whether, when, and how childhood sexual abuse is disclosed. This portion reviews how the interview techniques have a profound impact on disclosure patterns. Details of how reluctant children are interviewed are included. The third section examines the broader implications of disclosure for the child, family and peers, and for the suspect. Child Sexual Abuse examines how the interview strategies influence when, how, or if children disclose abuse, by examining both domestic and international data and by analyzing detailed interviews with children.

Child Sexual Abuse is for researchers and practitioners from child, forensic, and clinical psychology, social work, and all legal professionals who need to understand this crime.

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April 2007: 6x9: 328pp
Hb: 978-0-8058-5284-4: $89.95
Pb: 978-0-8058-6317-8: $34.95

The Development to Adulthood and Family Relations

An Intergenerational Perspective
Scabini et al
March 2006: 6x9: 168pp
Hb: 978-0-8058-380-4: $71.95
Studies in Adolescent Development Series

Also Available

Children’s Understanding of Society
Barrett & Buchanan-Barrow (Ed.)
January 2005: 6x9: 224pp
Hb: 978-1-84169-298-2: $75.00
Studies in Developmental Psychology Series

The Development of the Self
Bennett & Sani (Eds.)
January 2004: 6x9: 352pp
Hb: 978-1-84169-294-4: $80.00

Immigrant Youth in Cultural Transition
Acculturation, Identity, and Adaptation Across National Contexts
Berry et al. (Eds.)
March 2006: 6x9: 344pp
Hb: 978-0-8058-5156-4: $69.95

Risk and Resilience
Adolescent Mothers and Their Children Grow Up
Bertokóvski et al. (Eds.)
March 2007: 6x9: 312pp
Hb: 978-0-8058-5054-3: $89.95
Pb: 978-0-8058-5055-0: $39.95

The Development of Play
3rd Edition
Cohen
February 2006: 5½x8½: 216pp
Hb: 978-0-415-34701-3: $70.00
Pb: 978-0-415-34702-0: $31.95

Also Available

Immigrant Youth in Europe: Countries
Dagmar Strohmeier, University of Vienna, Austria
Eva Schmitt-Rödermund, University of Jena, Germany (Eds.)

Today, many children and adolescents living in Europe have an immigrant background. For the first time, studies investigating youth belonging to several immigrant groups were collected to form a special issue on their situation. The six papers presented here offer a comprehensive introduction of important constructs, debates, methodological considerations and empirical results in the field of the psychology of immigration. The papers were put together by research groups stemming from six different European countries.

This special issue offers rich information on the processes behind health, well-being, and success in various developmental tasks as well as on precursors for maladaptive outcomes that can be observed in immigrant adolescents.

CONTENTS

March 2008: 6x9: 160pp
Pb: 978-1-84169-845-8: $50.00
A special issue of the European Journal of Developmental Psychology: www.psypress.com/edp

Also Available

The Transition to Adulthood and Family Relations
An Intergenerational Perspective
Scabini et al
March 2006: 6x9: 168pp
Hb: 978-0-84169-380-4: $71.95
Studies in Adolescent Development Series

Also Available

www.developmentalpsychologyarena.com
The Development of Emotional Intelligence

A Case Study

Nadja Rissland, University of Aberdeen, UK
David Cohen, writer, psychologist and film maker, UK

Concepts in Developmental Psychology Series

How do children learn about the expression and meaning of emotions – both happy and sad? This book will answer questions on the foundation of emotional intelligence and examine how children become emotionally literate as they are socialised into their family environment from birth to two years of age. These early stages are vitally important in teaching children to understand themselves and others, as well as how to relate to people, and how to adapt to and cope with their immediate surroundings.

In order to examine the development of emotional intelligence the authors present a case study of the first use and development of “emotion words” from both the baby’s and the parent’s point of view. The data, based on daily tape-recorded “conversations” between a baby daughter and her father, demonstrates how over a two-year period a child learns to express and understand emotions in social interaction. This capacity to reason with emotion will be examined through four areas: perceiving emotion, integrating emotion, understanding emotion and managing emotion.

The Development of Emotional Intelligence adds a new perspective to the theoretical debate on emotions and how they develop. It will be of great interest to psychologists and any professionals dealing with families. It will also be helpful reading for parents.

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January 2009: 8½ x11: 224pp
Hb: 978-0-415-35951-1: $79.00
Pb: 978-0-415-35952-8: $31.00

The Laws of Emotion

Nico H. Frijda
Universiteit van Amsterdam, The Netherlands

“I really like the book. It is, in my opinion, one of the landmark books to be published in the first decade of the new millennium. … Frijda is one of the founding fathers of contemporary emotions research… and is… well versed in philosophy, history, and literature, and this is evident throughout this book. I can think of no book in contemporary psychology that is as rich in its scope and imagination.” - Robert C. Solomon, University of Texas at Austin

The Laws of Emotion is an accessible work that reviews much of the insightful research on emotions conducted over the last ten years. It expands on the theory of emotions introduced in Nico Frijda’s earlier work and addresses a number of unanswered, basic problems on emotion theory. The author’s goal is to better understand the underlying psychological mechanisms of emotion. In this book, Professor Frijda also examines previously neglected topics of emotion such as determinants of emotional intensity, the duration of emotions, and sexual emotions. It touches on both evolutionary and neuroscientific explanations.

The book begins by reviewing a number of principles governing emotion, or “the laws of emotion”. The author then examines the passionate nature of emotions and the motivational processes underlying them, and the nature and causes of pleasure and pain. Professor Frijda then explores the processes that lead to emotional arousal, including cognitive influences and why people care more about certain things than others. Emotional intensity is then discussed, including the often-neglected topic of the course of emotions over time. The book concludes with the author’s insights into complex emotional domains such as sex, revenge, and the need to commemorate past events.

The Laws of Emotion will appeal to social, cognitive, and developmental psychologists, social scientists, philosophers, and neuroscientists, as well as anyone interested in the workings of the mind. It also serves as a text for advanced courses in the psychology of emotions or the neuroscience of emotions.

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August 2006: 6x9: 384pp
Hb: 978-0-8058-2597-0: $99.95
Pb: 978-0-8058-2598-5: $34.50
60-day examination copy available

Psychology of Emotion
Interpersonal, Experiential, and Cognitive Approaches
Paula M. Niedenthal, Université Blaise Pascal, France; Silvia Krauth-Gruner, Université Paris 5 - René Descartes, France

Principles of Social Psychology Series

“Niedenthal and her colleagues have produced an easy-to-read, well-written text that maps much of the scientific terrain of emotion research in a comprehensive and accessible manner. They provide an admirable degree of integration with a multitude of theoretical perspectives, and offer a balanced summary of even the most hotly debated questions, making this book an essential guide for anyone who wants to be educated in the science of emotion.” - Lisa Feldman Barrett, Boston College

This textbook discusses fundamental issues in the definition and measurement of emotion, including: conscious and unconscious processes; the ways in which emotions arise in, and are constrained by, social situations and social processes; the regulation and sharing of emotion and their effects on mental health; and the manner in which culture (including subculture) shapes or moderates some of these processes.

The book also focuses on the component processes of emotion, their functions, and the ways in which these interact with the social environment. Rather than deny either that emotions are biologically determined or that they are culturally created or shaped, both biology and social situation are treated as important forces in the elicitation and the experience of emotion.

Each section of the book is structured around specific approaches or models, and the precise questions that they were constructed to address. The theories and models are also placed in their historical context. Discussion of the different approaches is elaborated by summaries of the extant scientific evidence, as well as examples of specific experiments or studies that were designed to evaluate the question. Timely, engaging real-world examples are used from a variety of international contexts.

The pedagogic features, including concise introductions and summaries, discussion questions, and suggested readings, have been incorporated into the volume, making this an ideal text for a course of Emotion, which can be found as an option within many social psychology and cognitive psychology courses.

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Cognition and Emotion

From Order to Disorder
Second Edition

Mick Power, University of Edinburgh, UK
Tim Dalgleish, Medical Research Council Cognition and Brain Sciences Unit, Cambridge, UK

"Once again, with their unique style, Power and Dalgleish have produced a most readable, comprehensive, and scholarly book on cognition and emotion. The integration of theory and evidence is done extremely well, and enhanced with reference to the authors’ own integrative model of emotion (SPAARS). The authors’ refreshing approach to the understanding of emotions puts this book in the top league of current competitors." - Nazanin Derakshan, Birkbeck, University of London

The relationship between thinking and feeling has puzzled philosophers for centuries, but more recently has become a dominant focus in psychology and in the brain sciences. This second edition of the highly praised Cognition and Emotion examines everything from past philosophical to current psychological perspectives in order to offer a novel understanding of both normal emotional experience and the emotional disorders.

The authors integrate work on normal emotions with work on the emotional disorders. Although there are many influential theories of normal emotions within the cognition and emotion literature, these theories rarely address the issue of disordered emotions. Similarly, there are numerous theories that seek to explain one or more emotional disorders (e.g., depression, post-traumatic stress disorder, and phobias), but which rarely discuss normal emotions.

The present book draws these separate strands together and introduces a theoretical framework that can be applied to both normal and disordered emotions. It also provides a core cognition and emotion textbook through the inclusion of a comprehensive review of the basic literature. The book includes chapters on the historical background and philosophy of emotion, reviews the main theories of normal emotions and of emotional disorders, and includes separate chapters organised around the five basic emotions of fear, sadness, anger, disgust, and happiness.

Cognition and Emotion: From Order to Disorder provides both an advanced textbook for undergraduate and postgraduate students in addition to a novel approach with a range of implications for clinical practice for work with the emotional disorders.

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EDITOR
Howard Steele, New School for Social Research, USA

Attachment & Human Development provides the leading forum for the presentation and discussion of scientific theories about emotional and cognitive development, internal representations and social processes. The journal addresses the growing demand from the domains of psychology, psychiatry, psychotherapy and related disciplines including nursing and social work, for a clear presentation of ideas, methods and research based on attachment theory.

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European Journal of Developmental Psychology

The Journal of the European Society for Developmental Psychology (EJDP)

EDITOR
Willem Koops, Utrecht University, The Netherlands

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European Review of Social Psychology

The Journal of the European Association of Experimental Social Psychology (EAESP)

EDITORS
Wolfgang Stroebe, Utrecht University, The Netherlands
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The European Review of Social Psychology (ERSP) reflects the dynamism of social psychology in Europe and the attention now paid to European ideas and research. It aims to further the international exchange of ideas by providing an outlet for substantial accounts of theoretical and empirical work, whose origins may be, but need not be, European. The emphasis of these contributions is on substantial individual programmes of research and on critical assessment of major areas of research, as well as on topics and initiatives of contemporary interest and originality.

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EDITOR
Alan S. Waterman, The College of New Jersey, USA
Identity is international and multidisciplinary in scope, and this cutting-edge journal provides a forum for identity theorists and researchers around the globe to share their ideas and findings regarding the problems and prospects of human self-definition. The unifying thread of these articles is “identity” in its various manifestations throughout the life course. The operating assumption is that people in many parts of the world are struggling with aspects of their identities and that many of these problems transcend national, political, and cultural boundaries, taking on global proportions.

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Richard N. Aslin, University of Rochester, USA
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William M. Bukowski, Concordia University, Canada; Brett Laursen, Florida Atlantic University, USA; Kenneth H. Rubin, University of Maryland, USA (Eds.)

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Self and Identity
The Journal of the International Society of Self and Identity (ISSI)

EDITOR ELECT
Mark Alicke, Ohio University, USA

Work on self and identity has a special place in the study of human nature, as self-concerns are arguably at the center of individuals’ striving for well-being and for making sense of one’s life. Life goals develop and are influenced by one’s view of what one is like, the way one would ideally like to be (or would like to avoid being), as well as one’s perceptions of what is feasible. Furthermore, conceptions of self and the world affect how one’s progress towards these goals is monitored, evaluated, redirected, re-evaluated, and pursued again. Thus, the “self” as a construct has far-reaching implications for behavior, self-esteem, motivation, experience of emotions and the world more broadly, and hence for interpersonal relationships, society, and culture.

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