

Contributors

Igor M. Arieivitch is professor in the Department of Education at the College of Staten Island of the City University of New York. He is a developmental and educational psychologist working within the framework of cultural-historical activity theory. His studies focus on the role of learning in students' cognitive development and on methods of developmental teaching. Among other topics, his recent publications address the concepts of cognitive tools, internalization, and non-automaticity and the function of technology in education.

Sunil Bhatia is an associate professor of human development at Connecticut College. His research examines how globalization and migration have forced us to redefine the meaning of culture, identity, community, acculturation, difference and development in the field of cultural psychology. His book *American Karma: Race, Culture, and Identity in the Indian Diaspora* (New York University Press) was published in July 2007. His articles have appeared in *Human Development, Theory & Psychology, History of Psychology, Culture & Psychology*, and *Mind, Culture, and Activity*.

Michael Cole is distinguished professor of communication, psychology, and human development at the University of San Diego and director of

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Blaine J. Fowers is professor of counseling psychology at the University of Miami and a fellow of the American Psychological Association. His theoretical work reinterprets and enriches our understanding of psychological research and practice with the resources of virtue ethics. In the Constitutive Goals Project, he is studying higher-order goals and investigating the empirical links between these goals and human flourishing. His books include *Virtue and Psychology: Pursuing Excellence in Ordinary Practices* (American Psychological Association), *Beyond the Myth of Marital Happiness* (Jossey-Bass), and *Re-envisioning Psychology: Moral Dimensions of Theory and Practice* (Jossey-Bass).

Mark Freeman, professor of psychology at the College of the Holy Cross in Worcester, MA, is the author of *Rewriting the Self: History, Memory, Narrative* (Routledge), *Finding the Muse: A Sociopsychological Inquiry Into the Conditions of Artistic Creativity* (Cambridge University Press); and numerous articles on memory, self, and autobiographical narrative. He is currently finalizing two additional book projects: the first addresses the phenomenon of hindsight and the second explores the centrality of the Other, both human and nonhuman, in psychological life.

Natalia Gajdamaschko, vice president of the International L. S. Vygotsky Society, teaches in the Faculty of Education, Simon Fraser University, Canada. Trained in Moscow, she has served as a visiting research fellow at the Vinson Institute of Government and at the Torrance Center for Creative Studies at the University of Georgia (US), and was the 1993 recipient of an advanced scholars award by the International Research and Exchange Board (IREX). She has presented papers at numerous international congresses in the fields of educational theory, gifted education, and educational psychology.

Kenneth J. Gergen is a senior research professor at Swarthmore College and director of the Taos Institute. His contributions to dialogues on social

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Rom Harré was for many years the university lecturer in philosophy of science at Oxford University and fellow of Linacre College. Currently he is distinguished professor in the Psychology Department of Georgetown University in Washington DC, and director of the Centre for Philosophy of the Natural and Social Sciences at the London School of Economics. His publications include, among others, *Causal Powers: Theory of Natural Necessity* (with E. H. Madden; Blackwell), *Varieties of Realism: A Rationale for the Natural Sciences* (Blackwell), *Modeling: Gateway to the Unknown* (Elsevier), and *The Explanation of Social Behaviour* (with P. F. Secord; Blackwell).

Hubert J. M. Hermans is emeritus professor of psychology at the University of Nijmegen, Netherlands. In his early work he devised a self-confrontation method for the assessment of one's personal meaning system. Later he developed, together with colleagues, dialogical self theory. He is initiator of a series of international conferences on the dialogical self and is president of the International Society for Dialogical Science (ISDS; www.dialogicalscience.org).

Suzanne R. Kirschner is associate professor of psychology at the College of the Holy Cross in Worcester, MA. She received her doctorate from Harvard University, where she also taught. She is the author of *The Religious and Romantic Origins of Psychoanalysis: Individuation and Integration in Post-Freudian Theory* (Cambridge University Press), as well as numerous articles on the interconnections between psychological theories and socio-cultural forces. She is a fellow of the American Psychological Association and a past president of the American Psychological Association's Division 24 (Theoretical and Philosophical Psychology).

Eva Magnusson is professor of psychology and gender studies at the Umeå University, Sweden. She was recently director of the Center for Gender

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Jeanne Marecek (Ph.D., Yale University) is Kenan Professor of Psychology at Swarthmore College. She is co-editor of the book series *Qualitative Psychology* (New York University Press) and associate editor of *Feminism & Psychology*. Her research concerns the sociocultural context of suicide and self-harm in Sri Lanka. Her work has been supported by the National Science Foundation (NSF), the National Institute of Mental Health (NIMH), and the National Institute of Child Health and Development (NICHD), and she has been a Fulbright scholar and a fellow of the Swedish Collegium for Advanced Studies in the Social Sciences (SCASSS).

Jack Martin is Burnaby Mountain Endowed Professor of Psychology at Simon Fraser University. His research interests are philosophy and history of psychology, social-developmental psychology, and educational psychology, with particular emphasis on the psychology of selfhood and personhood. His most recent books include *Psychology and the Question of Agency* (with Jeff Sugarman and Janice Thompson; SUNY Press) and *The Psychology of Human Possibility and Constraint* (with Jeff Sugarman; SUNY Press).

Frank C. Richardson is professor of educational psychology at the University of Texas, Austin. He has authored, co-authored, or edited several books, including *Stress, Sanity, and Survival* (New American Library), *Re-envisioning Psychology: Moral Dimensions of Theory and Practice* (with Blaine J. Fowers and Charles Guignon; Jossey-Bass), and *Critical Thinking About Psychology: Hidden Assumptions and Plausible Alternatives* (with Brent Slife and Jeffrey Reber; American Psychological Association), and numerous articles and chapters on topics in psychotherapy theory, the philosophy of social science, and psychology and religion. He is a recent past president of Division 24 (Theoretical and Philosophical Psychology) of the American Psychological Association.

João Salgado, Ph.D., is director and professor of the master's program in clinical and health psychology at the Instituto Superior da Maia (ISMAI), Portugal. He is also a psychotherapist and the director of the counseling

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John Shotter is emeritus professor of communication at the University of New Hampshire and also works for the KCC Foundation in London. His long-term interest is in the social conditions conducive to people having a voice in creating the conditions of their own lives. He is the author of several books, including *Social Accountability and Selfhood* (Blackwell), *Conversational Realities: Constructing of Life Through Language* (Sage), and "Getting It": *Witness-Thinking and the Dialogical . . . in Practice* (Hampton Press, in press).

Anna Stetsenko is a professor in the Ph.D. programs in developmental psychology and urban education at the Graduate Center, the City University of New York. Her focus is on developing cultural-historical activity theory, especially in applications for teaching and learning. She has published widely on this topic, drawing on her firsthand involvement with Vygotsky's school at Moscow University (1970s through 1980s) and her later international research and teaching experiences around the globe.

Jeff Sugarman is professor of education at Simon Fraser University. He is co-author (with Jack Martin) of *The Psychology of Human Possibility and Constraint* (SUNY Press) and (with Jack Martin and Janice Thompson) *Psychology and the Question of Agency* (SUNY Press). He is a fellow of the American Psychological Association and the American Educational Research Association. His work is concerned with the psychology of personhood and the application of historical ontology and hermeneutics to psychological study.

