



**Doctorado de Psicología
Universidad Alberto Hurtado**

SUMMER SCHOOL

Psychosocial perspectives on evolving subjective lives: Challenges of studying the crossroads of identity, dialogue and affection.



Psychology is concerned with evolving realities. On the one hand, the social world that constitutes subjective experience from within, could be understood as a changing intersection between

languages, norms, practices, beliefs, affections, among others, inscribed in structural social and economic transformations, that changes continually, accelerated by new devices of social self-reflection and accountability. On the other hand, this evolving social world, in its individuating efforts and forms, is lived, is felt, in contradictory and tensionated ways that are also dynamic. Psychology has been historically engaged in understanding the experience of individuation but not always has it recognized its dynamic, intersectional and dialogical dimensions. So far, social research has tried to account for this complexity from different perspectives or ‘turns’ (linguistic and affective) but faces the challenge to understanding and analyzing it from an intersectional but integrated, view.

The summer school is organized by the **Doctoral Program in Psychology, Universidad Alberto Hurtado**, Chile, and is sponsored by the **International Society for Theoretical Psychology (ISTP)**, with the aim of contributing to advancing in the understanding and analysis of the effort of individuation, and the subjective experience involved in it, in its intersectional and processual dynamics.

The summer school is directed at doctoral students and researchers interested in understanding individuation and identity as a socially grounded, dialogically constituted, politically engaged, and subjectively experienced process of affective becoming. We invite doctoral students and researchers to join a collaborative, formative space of rigorous and critical thinking.

The summer school working methodology includes:

- International researchers’ talks
- International researcher-led workshops
- Student paper presentations
- Commentaries by national researchers on student papers
- Open discussions
- Round table

Participants

The summer school welcomes students who are registered in doctoral programmes in psychology and social sciences who are interested in participating in the discussion either as part of the audience or as a presenter. Applications will be evaluated by the organizing committee of the Summer School, according to their pertinence and overall quality. Participation in the audience of researchers and academics is also welcome.

International researchers

Marie-Cecile Bertau, University of West Georgia, USA
Thomas Teo, York University

National researchers

Alemka Tomicic, Doctorado en Psicología, UDP
Andrés Haye, Escuela de Psicología, PUC
Antonio Stecher, UDP
Beatriz Fernández, Instituto de Estudios Avanzados en Educación

Dates

7–10 January 2020

Location

Universidad Alberto Hurtado, Santiago de Chile

Applications

Those interested in participating either as part of the audience or as a presenter should send the attached form and required antecedents to doctoradopsicologia@uahurtado.cl including in the title of the email: **application to summer school**. Please bear in mind that **only doctoral students can present papers**. Applicants to paper presentations will be asked to send an extended abstract of 1,000–1,500 words.

Deadline

10 December

Organizing committee

Antonia Larrain, Facultad de Psicología, Universidad Alberto Hurtado
Jaime Barrientos, Facultad de Psicología, Universidad Alberto Hurtado
Nicolás Schongut, Facultad de Psicología, Universidad Alberto Hurtado
Álvaro Soto, Facultad de Psicología, Universidad Alberto Hurtado

Language

The summer school will be held mainly in English, so a minimum comprehensive level of English competence will be required. Students will be encouraged to read or present their papers in English, although in the discussion those participants that do not feel comfortable speaking in English (or are unable to) will be encouraged to speak in Spanish. The idea is to collaborate to reach a successful communication. We are interested in communicating with one another and thinking collaboratively, not in excelling at speaking English.

Programme

	<i>Tuesday 7th</i>	<i>Wednesday 8th</i>	<i>Thursday 9th</i>	<i>Friday 10th</i>
9.30–11.00	Talk 1 Subjectivity, resistance and art. Thomas Teo, Canada	Talk 2 Language psychology Marie-Cecile Bertau, USA	Discussion Subjectivity beyond recognition and redistribution: On subhumanism. Thomas Teo, Canada	Talk 3 Productive talk in classrooms: Analyzing teacher-student dialogue Christine Howe, UK
11.00–11.30	Coffee	Coffee	Coffee	Coffee
11.30–13.30	Student's paper Student's paper Commentary: Alemka Tomicic	Student's paper Commentary: Andrés Haye, UC	Student's paper Student's paper Commentary: Antonio Stecher, UDP	Student's paper Commentary: Beatriz Fernández, CIAE

Marie Cecile-Bertau

Dr. Phil. Marie-Cécile Bertau is a language psychologist, she developed a dialogical and socio-cultural theoretical framework resulting in what can be called a 'pragmatic language psychology': the pragmatics of the dialogues belonging to the social and public sphere are closely related to individual psychological processes. Otherness, addressivity and dialogicality are central to this notion of language, that locates language as activity inbetween the subjects. This activity is thus ever situated in and respondent of specific historical, cultural, and social contexts. The intricate relationship of language and self in this dialogical and performative perspective are specifically interesting. Voice is given special attention for it is viewed as key process and pivotal phenomenon, that is both a perceptual and psychological experience.

Dr. Bertau's field of interest spans literacy as political and social practice; the history of alphabetical writing and reading; classical rhetoric and sophistic; metaphors and semantic vagueness; the question of representationalism; the relationship between thinking and speech, and the history of its treatment. Her overarching curiosity is the question of how language works for human life and experience, and how this can be adequately theorized and investigated.

Since 2016, Dr. Bertau works at the University of West Georgia (GA), U.S.A. She is Associate Professor at the Department of Psychology and Director of the PhD Program.

Among the many peer-reviewed articles and book chapters, the following texts can be seen as corner stones to her theoretical work: the article Voice: A pathway to consciousness as "social contact to oneself" (IPBS, 2008); the edited special issue for Theory & Psychology Language and the Self (2014); and the chapter Inner form as a notion migrating from West to East: Acknowledging the Humboldtian tradition in cultural-historical psychology in the Handbook of Cultural-Historical Theory (Yasnitsky et al., 2014). One of Bertau's recent publication addresses a recurrent and core interest: Reconsidering interiorization: Self moving across language spacetimes, (Bertau & Karsten, News Ideas In Psychology, 2018). She is currently on the editorial board of Theory & Psychology.

Christine Howe

Christine is a psychologist by training, whose academic work lies at the intersection of Education, Linguistics and Developmental Psychology. Her main research interests have been children's conceptual knowledge, particularly in the domains of science and mathematics; children's linguistic, communicative, and peer relational skills; and dialogue and learning during peer collaboration and teacher-led instruction. As well as resulting in numerous publications and research grants, Christine's research has attracted considerable media attention and has had significant impact on policy and practice.

Christine has acted as editor of the journals *Social Development*, *Cambridge Journal of Education* and *Psychology Learning and Teaching*, and she has been a member of the Editorial Boards of *British Journal of Educational Psychology*, *Computers and Education*, *First Language*, *Human Development*, and *Learning and Instruction*. In 2006, she was elected Chair of the British Psychological Society's Developmental Section, followed by election to the Academy of the Social Sciences in 2008. Christine served on the ESRC's Training and Development Board between 2004 and 2008. She has been a Nuffield Foundation Research Fellow, and a Visiting Scholar at St John's College Oxford.

Thomas Teo

Thomas Teo is a professor of psychology in the Historical, Theoretical, and Critical Studies of Psychology Program at York University, Toronto, Canada. He has been active in the advancement of theoretical, critical, and historical psychology throughout his professional career. His research has been meta-psychological to provide a more reflexive understanding of the foundations, trajectories, and possibilities of human subjectivity. He is former president of the International Society for Theoretical Psychology, former president of the American Psychological Association's Society of Theoretical and Philosophical Psychology (Division 24), former chair of the History and Philosophy of Psychology Section of the Canadian Psychological Association, former editor of the *Journal of Theoretical and Philosophical Psychology*, and in-coming co-editor of the *Review of General Psychology*. His latest book *Outline of theoretical psychology: Critical investigations* was published in 2018.

