

Soviet Psychology History Theory And Content

If you ally infatuation such a referred Soviet Psychology History Theory And Content book that will have enough money you worth, get the unconditionally best seller from us currently from several preferred authors. If you want to hilarious books, lots of novels, tale, jokes, and more fictions collections are in addition to launched, from best seller to one of the most current released.

You may not be perplexed to enjoy all books collections Soviet Psychology History Theory And Content that we will extremely offer. It is not concerning the costs. Its roughly what you infatuation currently. This Soviet Psychology History Theory And Content, as one of the most involved sellers here will totally be among the best options to review.

Problems of Theoretical Psychology International Society for Theoretical Psychology. Conference 1996

The Frankfurt School Zoltan Tarr 2017-07-12 The Frankfurt School refers to a school of neo-Marxist interdisciplinary social theory particular established at the Institute for Social Research at the University of Frankfurt, Germany in 1923. Tarr's investigation focuses on three key issues. The first is the Frankfurt School's original program of providing a general theory of modern capitalist society. The second is the claim to represent a continuation of the original Marxian theory through the school's Critical Theory. The third is the scientific validity of Critical Theory in light of the generally accepted canons of the natural and social sciences. Tarr proposes that in the last analysis, Critical Theory is simply another existentialist philosophy. As such, it is a specific expression of certain socio-historical conditions and of the situation of a particular social group, the marginal Jewish bourgeois intelligentsia of Central Europe. This European-Jewish contribution became apparent after the great metaphysical impulse of the pre-Socratic and Platonic-Aristotelian philosophies had run their respective courses. Both philosophies represented philosophical schools of ethics, and both wanted to help man take up a defense against the storms of passions and fate. It was from these ancient sources that the Frankfurt School emerged. The Frankfurt School derived its impetus in the twentieth century, in which Tarr claims a shift occurred from the ontological to the subjective realm. This in turn led to deep changes in philosophical theory and practice which led to a more psychologically oriented mode of social thought. This in-depth study covers the entire career of the Frankfurt School's Critical Theory from 1923 to 1974. It does so by applying the same standards of criticism to its primary doctrines as it turned on other theories, but with a keen sense of balance and fairness.

Psychology Library Editions: Child Development Various 2021-11-05 Psychology Library Editions: Child Development (20 Volume set) brings together a diverse number of titles across many areas of developmental psychology, from children's play to language development. The series of previously out-of-print titles, originally published between 1930 and 1993, with the majority from the 70s and 80s, includes contributions from many respected authors in the field and charts the progression of the field over this time.

The Autobiography of Alexander Luria Michael Cole 2014-06-11 Alexander Luria was one of the most influential psychologists of the 20th century. His official autobiography was written as a citizen of the Soviet Union, and while it provides a compelling story of his lifelong devotion to developing a comprehensive theory of the biological and cultural foundations of human nature, it is conspicuous for the absence of information about the social context of his work and his personal struggles to be a decent person in indecent times. The current "dialogic autobiography" brings the vitality of Luria's ideas back to life. Michael Cole and Karl Levitin, both of whom knew Luria well and have written about his life and work, have written a carefully researched introduction and epilogue to the original autobiography. They provide readers, for the first time, with information about the social and personal contexts of Luria's remarkable achievements. Their account is supplemented by a DVD with reminiscences of leading psychologists from around the world who knew and worked with Luria. At last, Luria's life and science are brought together in a single volume. The book will appeal to psychologists, neuropsychologists, and other scientists interested in Luria's life achievements.

Post-Soviet Perspectives on Russian Psychology Carol K. Gilgen 1996 The first extensive look at the evolution of Russian psychology from the perspective of the Post-Soviet era.

Brain and History Luciano Mecacci 1979 Russland / Psychologie / Geschichte.

New Keywords Tony Bennett 2013-05-29 Over 25 years ago, Raymond Williams' Keywords: A Vocabulary of Culture and Society set the standard for how we understand and use the language of culture and society. Now, three luminaries in the field of cultural studies have assembled a volume that builds on and updates Williams' classic, reflecting the transformation in culture and society since its publication. New Keywords: A Revised Vocabulary of Culture and Society is a state-of-the-art reference for students, teachers and culture vultures everywhere. Assembles a stellar team of internationally renowned and interdisciplinary social thinkers and theorists Showcases 142 signed entries – from art, commodity, and fundamentalism to youth, utopia, the virtual, and the West– that capture the practices, institutions, and debates of contemporary society Builds on and updates Raymond Williams's classic Keywords: A Vocabulary of Culture and Society, by reflecting the transformation in culture and society over the last 25 years Includes a bibliographic resource to guide research and cross-referencing The book is supported by a website: www.blackwellpublishing.com/newkeywords.

Islam in Russia Ravil Bukharaev 2014-06-03 A fascinating story of spiritual survival. The cultural and national reawakening that has accompanied the resurgence of Islam in Russia has contributed to the revival and renewal of Islamic thought throughout the Muslim world. The author explores how Islam vis-a-vis Russian Orthodox Christianity shaped national, political and cultural developments in the vast region of European Russia and Siberia. This volume thus presents an analysis of the history, development and future prospects for Islam in Russia based on exhaustive research of the primary and secondary sources as well as the author's own personal experience.

Suggestion and its Role in Social Life V. M. Bekhterev 2017-07-12 Vladimir Mikhailovitch Bekhterev was a pioneering Russian neurologist, psychiatrist, and psychologist. A highly esteemed rival of Ivan Pavlov, his achievements in the areas of personality, clinical psychology, and political and social psychology were recognized and acclaimed throughout the world. However, when his version of reflexological doctrine ran afoul of official Soviet ideology in the 1920s his work was banned and his influence suppressed through the dispersal of his many colleagues and disciples. Bekhterev himself died in 1927 under mysterious circumstances. This translation of Suggestion and Its Role in Social Life is a significant instance of intellectual and cultural restoration. It marks a starting point of Bekhterev's lifelong endeavor to relate his clinical observations and philosophy of science to problems of the social world. Bekhterev's investigation reviews and explains the many conflicting positions in the social and scientific thought concerning the nature and power of suggestion. He takes pains to differentiate the process from persuasion and hypnosis, and discusses suggestion and autosuggestion in the waking state, examining their effectiveness on feeling, thought, and behavior. He then discusses the destructive consequences of the process—violent crime, suicide, witchcraft, and devil-possession hysteria—in a wide variety of contexts important in the Russia, Europe and North America of the period. Bekhterev presents a structural model of the mind, including both conscious and unconscious realms, and the phenomena of suggestion without awareness; in doing so he anticipated much present-day work on preconscious influence. Suggestion and Its Role in Social Life is a landmark study in collective psychological research that may lead to revisions in histories of social psychology. It will be read by psychologists, sociologists, and social historians.

Soviet and Western Perspectives in Social Psychology Lloyd H. Strickland 1979

Creating and Recovering Experience Natasha Sankovitch 1998-03-01 The thesis of this book is that repetition is central to Tolstoy's art. The author argues that Tolstoy uses this device—or rather, complex of devices—to represent and examine the processes by which people structure and give meaning to their experience. Repetition is shown to be essential to his style, to his understanding of characters' psychology, to the structure of his work, and to his interaction with readers. In short, it defines much of what is "Tolstoyan" about Tolstoy. Following a discussion of the epistemological and psychological beliefs that shape Tolstoy's use of repetition, the author explores the effects and implications of repeated verbal elements as they function in the discourse of characters and narrators. She develops a concept of "novels of length," which are distinguished from ordinary "long novels" in that length is essential to their themes and purposes. A complex dynamic of memory, forgetting, and reminders (repetition) structures both the characters' evolving identities and the readers' changing apprehension of the text. The author next discusses Tolstoy's use of repetition to shape relationships among characters, and considers the connection between these relationships and thematic development in his novels. She concludes by exploring the intertextual repetitions in Tolstoy's oeuvre, which are seen as part of a process by which allusions among works create a revealing sense of the author's developing career. In examining the link between Tolstoy's repeated verbal elements and his broader concepts of structure and meaning, the book combines close readings of key passages in the novels with an exploration of larger theoretical issues: the dynamics of reading and sense-making, the ethics and aesthetics of memory, and the function of language as a system of cognition and communication. As a result, the book contributes not only to studies of Tolstoy and the genre of the novel but to our understanding of the relations among rhetorical, cognitive, aesthetic, and ethical aspects of great art generally.

Life-Span Developmental Psychology Nancy Datan 2013-09-03 Life-Span Developmental Psychology: Dialectical Perspectives on Experimental Research is a compilation of papers that deals with the dialectical perspective focusing on the developmental process of the individual's interaction with the environment. Part 1 discusses the theoretical issues of psychological theorists such as Piaget and Kaplan. The text includes topics such as the dialectics of time and post-Newtonian metatheory for psychologists. One paper discusses the dialectic method and theory in the work of psychology as social proof structures, particularly when systems of action cause conflict with systems of thought. The text analyzes research versus theory through the Wundt-Titchener Laboratory example. Another paper addresses the status of dialectics in developmental psychology using the approach of theoretical orientation versus the scientific method. Part 2 presents research applications covering topics such as the phenomenological and a behavioral approach to remembering, as well as "remembering" in empiricism. Another paper addresses the dialectical perspectives of discriminative learning and transfer that includes both theory and research done on discriminative performance. This book will prove valuable for psychologists, behavioral therapists and researchers, and students in behavioral psychology.

Routledge Library Editions: Comparative Education Various 2021-06-23 Reissuing works originally published between 1962 and 1995, this collection is made up of volumes that examine insights and data from the practises and situation in one country or area

when considering educational practice elsewhere. Many important educational questions are examined from this international and comparative perspective in these volumes. Countries represented here include Russia, the Caribbean, Latin America, Australia and New Zealand, China, France, Japan, Israel, Italy, Germany, the United Kingdom and the United States. Many of the volumes look at the whole area of comparative education and its methods and theories, while one looks at the Unesco literacy program. Psychologies in Revolution Hannah Proctor 2020-01-13 This book situates the work of the Soviet psychologist and neurologist Alexander Luria (1902-1977) in its historical context and explores the 'romantic' approach to scientific writing developed in his case histories. Luria consistently asserted that human consciousness was formed by cultural and historical experience. He described psychology as the 'science of social history' and his ideas about subjectivity, cognition and mental health have a history of their own. Lines of mutual influence existed between Luria and his colleagues on the other side of the iron curtain, but Psychologies in Revolution also discusses Luria's research in relation to Soviet history – from the October Revolution of 1917 through the collectivisation of agriculture and Stalinist purges of the 1930s to the Second World War and, finally, the relative stability of the Brezhnev era – foregrounding the often marginalised people with whom Luria's clinical work brought him into contact. By historicising science and by focusing on a theoretical approach which itself emphasised the centrality of social and political factors for understanding human subjectivity, the book also seeks to contribute to current debates in the medical humanities.

Russian and Soviet Psychology in the Changing Political Environment Heinz-Dieter Knöll 2021-05-26 This monograph describes psychology in changing political environments in Tsarist Russia in the mid of 19th century, the Soviet Union, and the Russian Federation until the year 2000. Russia and the Soviet Union are of special interest, because of the multitude of political changes. There were not only the so-called October-Revolution in 1917, which initiated the Soviet rule, and the breakdown of the Soviet Union in 1990. But there were also a multitude of changes in Soviet times. In the beginning of the Soviet rule there were many new developments in sciences, which also affected psychology. Since Stalin assumed power, there were many developments and ideological restrictions as well.

Soviet Psychology 1988

Reader's Guide to the History of Science Arne Hessenbruch 2013-12-16 The Reader's Guide to the History of Science looks at the literature of science in some 550 entries on individuals (Einstein), institutions and disciplines (Mathematics), general themes (Romantic Science) and central concepts (Paradigm and Fact). The history of science is construed widely to include the history of medicine and technology as is reflected in the range of disciplines from which the international team of 200 contributors are drawn.

Marxism and the Philosophy of Science: The first hundred years Helena Sheehan 1985

Cognitive Strategy Research M. Pressley 2012-12-06 For some time now, the study of cognitive development has been far and away the most active discipline within developmental psychology. Although there would be much disagreement as to the exact proportion of papers published in developmental journals that could be considered cognitive, 50% seems like a conservative estimate. Hence, a series of scholarly books devoted to work in cognitive development is especially appropriate at this time. The Springer Series in Cognitive Development contains two basic types of books, namely, edited collections of original chapters by several authors, and original volumes written by one author or a small group of authors. The flagship for the Springer Series is a serial publication of the "advances" type, carrying the subtitle Progress in Cognitive Development Research. Each volume in the Progress sequence is strongly thematic, in that it is limited to some well-defined domain of cognitive developmental research (e.g., logical and mathematical development, development of learning). All Progress volumes will be edited collections. Editors of such collections, upon consultation with the Series Editor, may elect to have their books published either as contributions to the Progress sequence or as separate volumes. All books written by one author or a small group of authors are being published as separate volumes within the series.

Psychology in Ukraine Zenovi? Holovinsky? 2008 This book was conceptualized as an effort to provide for a Western reader not familiar with psychology in the East, a broad outline of Ukrainian Psychology within the socio-historical context. Since the 1950s there were few publications in the USA that described psychology in the former Soviet Union (Bauer, 1962; Brozek & Mecacci, 1974; Brozek & Slobin, 1972; Rahman, 1973; Raznor, 1971). Unfortunately, some authors identified psychologists in the Soviet Union as "Russian psychologists." Only two articles (Holowinsky, 1978, 1987 specifically discussed Ukrainian Psychology. Since the 1991 declaration of independence in the Ukraine, psychologists in the Ukraine are attempting to establish scholarly cooperation with the mainstream of Western psychology. As indicated by Professor Charles A. Maher, "this book will be valuable to scholars, researchers, and practitioners, who want to learn about an important but somewhat neglected aspect of the history of tradition of psychology."

Cultural-Historical Approaches to Studying Learning and Development Anne Edwards 2019-04-02 This collection of papers examines key ideas in cultural-historical approaches to children's learning and development and the cultural and institutional conditions in which they occur. The collection is given coherence by a focus on the intellectual contributions made by Professor Mariane Hedegaard to understandings of children's learning through the prism of the interplay of society, institution and person. She has significantly shaped the field through her scholarly consideration of foundational concepts and her creative attention to the fields of activity she studies. The book brings together examples of how these concepts have been employed and developed in a study of learning and development. The collection allows the contributing scholars to reveal their reactions to Hedegaard's contributions in discussions of their own work in the field of children's learning and the conditions in which it occurs.

The Analysis of Psychological Theory Henderikus J. Stam 1987

Alchemists of Human Nature Petteri Pietikainen 2015-10-06 A study of Modernist utopias of the mind. This book examines the psychodynamic writings of Otto Gross, C G Jung, Wilhelm Reich and Erich Fromm. It argues, utopianism became increasingly important to the fundamental ambitions of all four thinkers, and places the 'utopian impulse' with the historical context of the early twentieth century.

The New Soviet Man and Woman Lynne Attwood 1990-10-12 An analysis of Soviet writings on sex and gender, the climate and thought around them, and their implications for the development of male and female personality differences. Aspects covered include the sociological and demographic approaches to sex differences.

Psychology in International Perspective U.P. Gielen 1992-01-01

Comparative Education Brian Holmes 2018-05-08 Originally published in 1981. Presented here is a coherent theory of Comparative Education research, based on the traditions and innovations established by such pioneers as Joseph Lauwerys and Nicholas Hans. From the author's substantive studies emerges a taxonomy for education based on Popper's critical dualism, and a way of analysing problems based on Dewey's reflective thinking and the social change theories of people such as Marx, Ogben and Pareto. Models of formal organisations drawn from Talcott Parsons show how systems analyses can be made in comparative perspective and how the processes of policy formulation, adoption and implementation can be studied. The use of ideal typical normative models illustrates how comparative educationists can penetrate aspects of man's socially created worlds. These techniques are exemplified in succinct models against which debates about education in Western Europe (Plato), the USA (Dewey) and the USSR (Marx, Engels and Lenin) can be analysed. Against the crude use of comparative arguments and transplantation of foreign practices, Dr Holmes suggests that problems should be analysed and the outcomes of hypothetical solutions or policies should be tested under identified national circumstances. The distinctive feature of this book is that it takes account of the debate among social scientists, rejects both induction and ethnomethodology as adequate in themselves and brings together the problem-solving approach favoured by American research workers and the hypothetico-deductive method of enquiry advocated by natural scientists such as Sir Peter Medawar and Sir John Eccles.

The Biologising of Childhood John R. Morss 2017-12-06 Originally published in 1990, this book looks at the history of developmental psychology in order to locate and evaluate the role played by biology in its most influential formulations. First Charles Darwin's own writings on child development are examined. It is shown that Darwin endorsed such ideas as the 'recapitulation' of evolutionary ancestry in the developing child, even though this is inconsistent with his natural selection theory. The first great developmentalists – Hall, Baldwin, Freud – adopted and applied these non-Darwinian evolutionist ideas. The next generation – Vygotsky, Piaget, Werner – applied similar ideas in a variety of ways. Alongside this evolutionism, but interconnected with it, sensationist/empiricist forms of epistemology were directing developmentalists (from Rousseau onwards) to see the child as having to work himself out of sense-bound experience – to develop further and further from the 'here-and-now'. Contemporary developmental theory retains these influences: biological approaches (ethological, psychobiological) remain pre-Darwinian in spirit; lifespan theories remain attached to biology; formal/cognitive approaches remain attached to sensationism. 'Social context' approaches are rather half-hearted, and it is only the social-constructionist orientation which seems to offer a real alternative to biology. Major conclusions are stated in chapter ten, which includes a re-evaluation of Darwin's role.

The Shaping of Modern Psychology L.S. Hearnshaw 2020-02-13 Originally published in 1987, The Shaping of Modern Psychology presents a systematic survey of the development of psychology from the dawn of civilization to the late 1980s. Psychology as we find it today has been shaped by many influences, philosophical, theological, scientific, medical and sociological. It has deep roots in the whole history of human thought, and its significance cannot be properly appreciated without an understanding of the way it has developed. This book covers the history of modern psychology from its animistic beginnings, through the Greek philosophers and the Christian theologians, and developments such as the Scientific Revolution, to the time of first publication. The author drew on many years' teaching experience in the subject and on a lifetime's interest in psychology. The growth of psychology had been particularly impressive during the twentieth century and Professor Hearnshaw also looked to the future of the discipline. He showed that the new vistas opening out in fields such as neuropsychology, information theory and artificial intelligence, for example, were hopeful indications for the future, provided the lessons of the past were not forgotten. With the benefit of hindsight, we now know that he was right!

Psychology Library Editions: History of Psychology Various 2021-08-19 Originally published between 1928 and 1987, the volumes in this set provide an interesting look back at how psychology has developed as a discipline and some of the problems it has encountered along the way. It includes volumes focusing on the history of specific fields such as developmental and experimental psychology, as well as examining the roots of psychological theory as a whole and how it has informed many of the fields of psychology we know today.

How to Find Out in Psychology D. H. Borchardt 2013-10-22 How to Find Out in Psychology: A Guide to the Literature and Methods of Research is a research guidebook in psychology. The book is comprised of 11 chapters that address concerns in psychological research. The text first covers the concept of psychology and its major theories, and then proceeds to tackling bibliographic aids for research in psychology. The next series of chapters details the methodologies in researching and presenting. The last chapters discuss the professional matters in psychology. The book will be of great use to students, researchers, and practitioners of behavioral science.

History of Psychology Wayne Viney 1979 Psychologie / Geschichte / Bibliographie.

Cognitive Psychology and Reading in the USSR J. Downing 1988-01-01 The ideas of Soviet specialists on the psychology and teaching of reading are here made available in English. The volume gives an overview of psychology and education in the U.S.S.R., and presents translations of the work of major Soviet authors, such as Elkonin and Luria. The contributions offer many valuable proposals for teaching literacy which are quite unique outside of the Soviet Union. A concluding chapter provides a commentary,

tracing the links between these specialist contributions and the general cognitive theories of Vygotsky. The result of ten years of research, this book was completed by Professor Downing shortly before he passed away in June 1987.

Soviet Psychology John McLeish 2015-12-22 Originally published in 1975, this title sets out to show us the differences between Soviet and other ways of thinking about nature, man, and society. The basic factor distinguishing Soviet psychology is that it views phenomena from the perspective of a highly articulated body of theoretical assumptions, and rejects the inductive 'eclecticism' of Western psychology. The theoretical framework within which Soviet psychology functions is the product of a distinctive socio-political and cultural development in Russia profoundly shaped by the institutions of autocracy and Orthodox religion, and the economic system of serfdom, and the radical revolt which grew up in opposition to this and advocated materialism, secularism, and atheism. This radical philosophic tradition in Russia, best represented by the writings of Chernishevski, fused with the doctrines of Marxism and the new science of behaviour developed by Sechenov and Pavlov to create the theoretical framework of Soviet psychology. The book also analyses the discussions, controversies, and decrees which are at the root of the contemporary science of behaviour in the Soviet Union, and points to the impressive body of empirical knowledge which has arisen. Soviet Psychology is unique in presenting Soviet psychology from an 'inside' point of view, and in making us appreciate the strongly theoretical stance of Soviet psychology which Professor McLeish claims is unlikely to be much influenced by the new atmosphere of détente.

Historical Perspectives in Industrial and Organizational Psychology Laura Koppes Bryan 2020-12-30 Historical Perspectives in Industrial and Organizational Psychology, Second Edition updates the first edition with the latest creative and scholarly views of I-O psychology to provide a complete, up-to-date understanding of this discipline's history within a contemporary context. This new edition includes updated chapters from the first edition as well as three completely new chapters: a history of LGBTQ+ employees' workplace experiences, the evolution of worker well-being and work-life issues, and a reflection on the importance of context when studying workplaces and whether or not the science and practice of I-O psychology is prepared for the future. Historical Perspectives in Industrial and Organizational Psychology, Second Edition compiles chapters written from the historical perspectives of I-O psychologists, historians, and other experts in their fields, all of whom use historical analyses as the method of inquiry rather than provide summarized overviews of the topics. Chapter authors rely on archival materials, primary and secondary sources, as well as interviews with luminaries and experts. Historical Perspectives in Industrial and Organizational Psychology, Second Edition is essential reading for contemporary and aspiring scholars of I-O psychology and related fields, such as history of psychology, human resource management, organizational behavior, and public administration. Both scientists and practitioners will benefit from reading this text.

The Early Years of Industrial and Organizational Psychology Andrew J. Vinchur 2018-10-31 Provides a comprehensive history of the early years of industrial and organizational psychology from an international perspective. A valuable resource for undergraduate and graduate students, I-O psychologists, practitioners, and historians of science.

Studies in the History of Psychology and the Social Sciences CHEIRON, European Society for the History of the Behavioral and Social Sciences. Meeting 1984

Psychology in Utopia Alex Kozulin 2008-07-01 What function can a science of psychology serve in a utopian society whose ideological foundations already contain a theory of human nature? This is the question that has dominated the history of Soviet psychology - a history that Alex Kozulin decodes in this book. Following an introduction that discusses the problems of deciphering the real content of scientific work produced in an ideological context, the author reviews the work and the fate of the first four generations of Soviet psychologists: those who came of age before the Revolution, during the heady days of the 1920s, in the midst of the Stalin era, and the most recent, contemporary generation. Six case studies provide a better understanding of the ideas and methods of Soviet psychology: the careers of Ivan Pavlov and Vladimir Bekhterev; the roots of non-Pavlovian psychophysiology in the work of Nikolai Bernstein; the ups and downs of the concept of the unconscious; the origins of Lev Vygotsky's epistemological theories; Pavel Blonsky and the development of Soviet educational psychology; and the effects of de-Stalinization in educational psychology and other areas. Alex Kozulin studied medical psychology and psychophysiology at the Moscow Institute of Medicine where he received a medical degree; he received his doctorate at the Moscow Institute of Psychology. Kozulin emigrated in 1979 and has since worked as research associate at Boston University's Center for the Philosophy and History of Science and taught history of psychology at Ben-Gurion University in Israel.

Arts of Transitional India Twentieth Century Vinayak Purohit 1988

Labour Theory of Culture Charles Woolfson 2013-04-15 Despite its importance in understanding the social relations of labour little attention has been paid by Western Marxists to evolutionary theory. Taking as a starting point an unfinished essay by Engels, the author argues that the human species must be seen as discontinuous with its nearest biological ancestors – that a qualitative distinction was brought about by social labour. It is argued that the most likely forms of human organization were co-operative and field studies are discussed which apparently provide evidence for tool use and linguistic ability among the higher primates. The relationship between hand and brain in terms of Marxist psychology is also elaborated.

Directions in Soviet Social Psychology L. H. Strickland 1984 "No, no ... nastroi is closer to ustanovka than to otnoshenie" (E.L., 1983). If we have not learned it before, we are reminded by Soviet scholars that social psychological events must, for meaningful interpretation, be examined in their temporal/social context. To the extent that publication of a book on Soviet social psychology can be looked upon as an event, such an examination must be ventured here. The following paragraphs are designed to help readers discern what they may expect from subsequent chapters, and to forewarn of limitations that may lead to some frustration. In addition, this preface has the purpose of identifying the range of persons involved in the planning and realization of the book; had anyone of them been less enthusiastic or cooperative, the product of many efforts would have been both diminished and delayed. Why an Interest in Soviet Social Psychology? There are a number of sound, scholarly answers to this question. One might at this late date legitimately invoke any of them, ranging from one based on political relevance to others cast in more lofty statements concerning intellectual/academic pursuit; one can learn a lot about a society from examination of its social psychology.