

## SUMMARIES IN ENGLISH

*Peter Busch-Jensen: The (perhaps not entirely) free autonomous subject*

Today ambitions of »more space for individuality« and »free choice« forcefully moves and transforms not just the labour market, but late modern ways of life in general. With point of departure in actual strategies and examples from the late modern cooperate workplace, this article examines some of the ways in which this ambition is implemented, identified and realised. This leads to a subsequent impression of highly problematic and contra dictionary forms of organisation and cooperation. Forms that not only enable new strategies of power and regulation but also force the participants to perform in a landscape full of opaque and strained dilemmas. This problem is then examined from a variety of angles, some historical, some political and/or theoretical. The different trajectories point to the contention that our concepts of and tributes to »more personal freedom« depend on a weakened and non-political appreciation of what freedom and responsibility presuppose. This leads to the following question: is it possible that modern concepts and implementations of »more personal freedom« imply a reel risk to produce the opposite?

*Gorm Harste: Individualization in modern contract society*

The article analyses the ways in which individualization takes place in modern society. On the background of the formation of modern personhood in private and public spheres during the Enlightenment, the article investigates some recent developments and paradoxes in identity formation especially in respect to an empowerment of individuals obliged to enter into social contracts. Today contractualization with individuals get form as a social system whether welfare system, school, or organisation contractualizing with an individual who is obliged to contract with her own future. The article investigates the modalities of such a temporalisation of individual live in terms of social contracts. The article concludes that contractualisation is useful in public life, but is destructive to the lifeworld ("Lebenswelt") if it enters the self-interpretation of modern individuals.

*Peter Busch-Jensen: Tricks and traps of Freedom in the age of neo liberalism*

Today we face the peculiar circumstances that the movements of power, manipulation and suppression, so often contested through concepts of freedom, no longer move against but sometimes through these concepts. This article address this state of affairs from an ambition to examine how it is, we find ourselves in this situation. In search of answers the complex nature and dilemmas of »freedom« is discussed by way of introduction. On this background an interesting affinity between thoughts of enlightenment, modern management theory, neo liberalism and popular forms of critic is identified and examined; first as shared divisions between the political and practical; between the public and private, but later as a shared unchallenged underlying assumption about the autonomous and unconditioned reflexive subject. The article suggests how this basic assumption not only enables and supports a certain political logic, but also reveals a weakness and blind spot in the otherwise anti-dualistic, powerful and insightful critical perspectives of deconstruction and social constructivism. The problem is identified as a failure to address the dialectic nature of reflection, thereby failing also to challenge the immanent dualisms of modern management strategies and neo liberalism. In conclusion the underlying spectre of Marx is suggested and addresses.

*Stefan Hermann & Jens Erik Kristensen: Competence development – psychological inwardness in a can?*

The article aims to demonstrate that the concept of competence as well as strategies to develop competence in various arenas can be seen as converging responses to the sociological processes of globalisation as new conditions of competition and individualisation interpreted with the dynamic, flexible and reflexive self as general subjectivity. It is shown that individualisation in terms of competence development has the character of personalisation translated, standardised and made comparable qua the concept of competencies. Personhood boxed in a can. This tendency makes traditional concepts of critique of power in terms of domination, governing despite individual will etc. obsolete due to the fact that competence denotes and ties to concepts of management/governmentality where power is exercised (not despite) but through individual will and aspirations.

*Jan Kampmann: The Self-observable Child*

The approach to understand children has changed rather dramatically during the last two decades, may that be among parents, in the public media or in the pedagogical and academic discourse. Despite widespread disagreement to what extent this shift reflect a real change in what and how children are, or rather is mirroring a shift in the gaze by which we try to conceptualise and categorise children, there seems to be a general agreement to account for children as individuals having agency and being competent. This article will not make any attempt to assess whether children actually are more or less competent than in previous times. It will primarily try to establish a perspective, where the relationship between the rhetoric constructing children as competent, and the impact of this, in the form of new types of demands and expectations towards the child in their institutionalised every day life, is explored. As part of children's individuation-process there seems to be a new configuration of demands at the fore: the enforced self-governance, requiring the child to care and take care of it self, and to take responsibility for its own creation and self presentation.

*Per F. Laursen: Education and the tabooed progress*

These years a lot of new slogans as 'responsibility for own learning' and 'the flexible school' appear again and again in education. The critical social scientists view this new discourse as an adaptation to the general development of society. Any thought of progress is denied and it is considered problematic that the new power-techniques are more sophisticated and more difficult to uncover than the traditional ones. The article argues that this Foucault-inspired analysis is fundamentally mistaken. The historical development of education must, it is argued, be viewed as progress both morally and 'technical'. This does not mean that the historical development is a result of well-informed rational choices. The heart of the 'new pedagogic' is the endeavor to promote self-discipline in the students by getting them to practice self-discipline already early in school. School in the feudal society used corporal punishment and school in the industrial society used surveillance and institutional control as means to foster discipline. In the school of the knowledge society self-discipline is learned by doing, by practicing selfdiscipline.

*Jytte Bang: Beautiful paintings and frightening pictures*

According to The National organization of Municipalities in Denmark, a future central value for pupils will be 'autonomy'. Pupils have to learn how to govern their own time while learning, and they must be able to exercise self-discipline at the same time. This trend goes with a general trend of individualism, a reduced perspective on subject matter and an increase of evaluation and control of the ongoing processes in school. The article critically analyzes these societal and educational trends and their impact on the learning processes of the pupils.

*Ivy Schousboe: Autonomy as developmental goal for children*

Every society has a developmental programme for children. The programme contains implicit and explicit assumptions of what characters and capacities, the new generation necessarily must acquire. The developmental programme in late modernity implies that fixed developmental paths exist alongside pronounced encouragements to seek new paths and it is increasingly often articulated that society at large and every individual must relate a high degree of changeability and variability. Each person can and must to a large extent create and recreate her own life and make independent choices between various ways and options. It has been pointed out by many that demands of having to choose freely can lead to more freedom and autonomy as well as to more coercion and suppression.

The aim with this article is to participate in examining the Janus-face of freedom and autonomy in a way so that developmental psychological conceptions can contribute in shedding light on how adults through their different ways of handling children also provide different possibilities for developing autonomy. Firstly, basic conceptions of cultural-historical developmental theory are used as starting point for proposing a clearer definition of freedom and autonomy as phenomena. Secondly, these conceptions and conceptions of social integration are used in a discussion of contemporary discourses about what developmental conditions that presumably facilitate children's development of autonomy. On the basis of this discussion it is argued that different forms of pedagogical praxis existing in the Danish day-care system have different implications for children's possibilities for developing autonomy. In conclusion it is stated that the choice of conceptions and metaphors in developmental thinking are consequential for the extent to which developmental psychology can contribute to children's possibilities for developing as autonomous persons.

*Nanna Mik-Meyer: Personal development*

This article explores social workers' efforts to stimulate the personal development of their clients. The article attempts to demonstrate that this aim very often results in major problems for the clients that most often do not describe a need to develop personally themselves. With a basis in a symbolic interactional approach the author shows that in most cases it is a range of external, social factors that cause social workers to focus on the personal development of their clients. A central point of the article is that the (often) problematic interaction between social workers and clients (which the author focuses upon) may be explained (and improved) by highlighting the context of social work. This context is defined – as one of several characteristics – by the unequal relationship in the encounter between clients and social workers.

*Kaspar Villadsen: Social work and subjectivation*

The article takes its point of departure in Michel Foucault's discussions of the operation of power in modern welfare states, and, in particular, his point about the 'tricky adjustment' between two different conceptualizations of the modern citizen. On the one hand, the citizen is being represented as a *universal* category of rights, and on the other, he is represented as a specific object of *pastoral* power – a living creature who needs to be integrated into various forms of social order. Social policy and social work are picked out as exemplary strategies to facilitate this pastoral ambition for earthly salvation in the modern state. The article discusses how three specific historical regimes of social work combine power and knowledge in their attempt to create specific subjectivities, and which costs each of these regimes have. By way of conclusion, it is emphasized that the move from modern welfare planning toward a postmodern form of social work characterised by permanent doubts and critical self-reflection does not result in the abandonment of the pastoral ambition to secure earthly salvation. On the contrary.

*Benny & Lone Karpatschof: Family Group Conferences – good will and stubborn reality*

The paper describes the origin and spreading of Family Group Conferences in children protection cases. Based on the specific historical start in New Zealand the ideological framework and practical goals of this approach are confronted with the reality of social politics and with the empirical findings obtained through evaluations of FGC in many countries. Finally some of the most substantial problems of FGC and basic methodological problems of its evaluation are critically examined.

*Knud Erik Pedersen: The outstanding Other – relational thinking losing context*

In recent years "the close relation" has been brought into new focus. Series of social-political arrangements have introduced personalized, intimate commitment between social worker and client as the solution to diverse problems: contact person, support person and mentorship in the social-, health- and educational sectors. In residential care the function as primary- and contactpedagogue is still holding a central position. The personal/professional relation is thereby a central optic in actual socialpolitical thinking. Its point is obvious but still seems too narrow and easy to me. Loaded with affective expectations but airy in substance. Limitations in reach, internal contradictions and dilemmas are seldom taken into account. The following text looks upon these arrangements as parallel incidents of new patterns of thought, that can be described as "forced autonomy" or "intimate professionalism". As conglomerates of contradictory elements hard to unite. Prescribed selfregulation and solidarity in twosome-ness.

*Yngve Hammerlin: Care, treatment – but even more sophisticated methods for social control and subjugation under a repressive system*

This article is meant as a challenge. It gives a pointed focus on treatment, control and influence aimed at prisoners, and it analyses the developmental tendencies of these activities within the prison administration primarily in Norway, but even in Denmark and Sweden. The answers of the article is yet incomplete. The uncovering, problematizing and questioning perspective has priority. A focus point is the relation between knowledge, power, especially the alliance between knowledge and power in a Foucaultian discourse. In this way an elucidation is made of problematic aspects of

the rehabilitation and normalization ideology as it is shaped and practised by different professional groups, approaches that can be conceived as expression of and means to a sophisticated exertion of power and discipline. Mathiesen's concept of hidden discipline is also used in this analysis.

There are especially two focus points: A prison historical perspective on the view of prisoner, treatment and rehabilitation, and the way the function and position of different groups of professional, like psychologists, educators and psychiatrists in the prison system has been defined, sometimes strengthened, sometimes weakened according to changes in the tasks of controlling and influencing the prisoners. Finally I raise the question whether it is a subject or objects perspective that is characterising the contemporary development. Whether the prisoner can be acting under the condition of autonomy and free choice.

*Nadja U. Prætorius: Life as a State of Emergency. Survival strategies, Alienation and Stress in Interpersonal and Societal Relationships*

Lack of appreciation and acceptance of individuals, as the persons they are, is felt as devastating as physical threats to one's life. In a prolonged situation a chronic state of stress is created. The person is forced to devise survival strategies to adjust to and achieve acceptance from the surroundings and to avoid expulsion. The result is alienation from oneself, the development of a fragile sense of identity, and poor self-esteem. Thus the dependency on external authorities is reinforced.

With postmodern management theory the notion of self-development has been societalized. From being a project of the person: to develop on one's own terms, the concept of development has become subordinated the needs of society. As a consequence the individual is supposed to identify primarily as citizen/staff member.

Data collected in the social and health services and in the clinic shows that serious, work-related stress-conditions are not only the effect of increased workload. The change in the concept of self-development, seemingly legitimizes regimentation and control, and makes it possible to manage, monitor, evaluate, and expose primarily quantifiable expressions of development, learning and goal-achievement, which in effect are intimidating, devastating, and alienating, causing depression and burnout.

*Jon Morgan Stokkeland: Man as self-interpreting being*

By taking Donald Meltzers distinction between signs and symbols as his vantage point, the author suggests that some psychological phenomena can be accounted of by using traditional scientific methods like laboratory experiments, falsification etc., while others can not. He turns to philosophical traditions like phenomenology and hermeneutics as a source to guide us in examining these phenomena, and elaborates on some of Charles Taylors contributions – chief among them his punchline *man as self-interpreting animal* – in order to pinpoint what characterizes this symbolic level of understanding. By returning to Meltzers work on psychic reality and unconscious phantasy, the author examines how phenomena like grace, love, hate, gratitude, envy and others are connected to how we in our psychic reality grapple with *la condition humaine*. The psychotherapeutic situation can be seen as a way to crystallize and make clear to us how we relate to and come to terms with the basic human conditions, and the dream likewise as a help in visualizing our «picture of the world». The dream is further examined as one of the psychological phenomena that must be seen in light of the symbolic level. A critique (and approval) of the rapprochement between the neurosciences and psychoanalysis is provided. A short comparison between some contributions by Taylor and Meltzer points both to similarities and differences, and some pitfalls in a philosophical approach to psychological phenomena are indicated.

*Anders Degn Pedersen: Brain, Consciousness and Zeno's Paradox*

This article presents arguments that the paradigm of Neural Correlates of Consciousness in neuroscience is based on questionable assumptions about the relationship between the organism, its environment and its mental states. It is argued that this paradigm's search for minimal neural substrates sufficient for conscious states is analogous to trying to solve the paradox of Achilles and the turtle on the premise of Zeno. As an alternative to the NCC-paradigm, it is suggested that neuroscience should let empirical investigations be guided by questions about how the brain and specific brain regions are involved in the realization of the whole organism's different activities in the environment. Consciousness is correlated to these full-fledged activities, and not exclusively to activities in minimal neural substrates.

*Lisa Korsbek: Narrativity, recovery and evidence*

Recovery is a conception on its way to be integrated into the international – therefore also Danish – knowledge about schizophrenia and other psychiatric illnesses, although with certain resistance because it implies another way to think and to treat. In some respect it is also connected with populism and rouses a mixture of wonder, fascination and indignation. The focus of this article will be on the conception of recovery. In the first part of the article the historical development and the evidence on the issue will be treated. In fact there are two meta-analysis, although none of them by Cochrane. In the second part of the article the focus is on the mechanisms and strategies in the process of recovery. Especially the Swedish psychologist Alain Topor's point of view will be treated. The point of origin of the article is classic psychoanalysis, but also D.W. Winnicott and his notion of the intermediate area will be involved, and the article will try to illustrate how the conception of recovery once again establishes a link between psychiatry, psychoanalysis and the science of literature. The link is narration.

*Jan Tønnesvang. Integral thinking and psychological research*

The article discusses the value of Ken Wilbers integral framework for the psychological researcher. It argues that psychic phenomena might be understood as (hierarchical organised) holons consisting of an inside and an outside, and as existing in singular manifestations and plural connections with other things in the world. Psychological research based on an integral framework will explicitly seek to avoid inappropriate reductions of such (inside-outside and singular-plural) complexities.