

Autobiography Of Alexander Luria A Dialogue With The Making Of Mind

The Autobiography of Alexander Luria

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.

Autobiography of Alexander Luria

Luria looks back on his life and career in psychology, drawing attention to the Soviet scientific establishment and his struggle to formulate a new psychological theory concerning memory, language, and intelligence.

The Making of Mind

This book discusses theories that link functions to specific anatomical brain regions. The best known of these are the Broca and Wernicke regions, and these have become synonyms for the location of productive and receptive language functions respectively. This Broca-Wernicke model has proved to be such a

powerful concept that remains the predominant view in modern clinical practice. What is fascinating, however, is that there is little evidence for this strictly localist view on language functions. Modern neuroscience and numerous clinical observations in individual patients show that language functions are represented in complex and ever-changing neural networks. It is fair to say that the model is wrong, and that Broca's and Wernicke's areas in their classic forms do not exist. This is a fascinating paradox: why do neurologists and neurosurgeons continue to use these iconic language models in everyday decision-making? In this book, the author uses his background as a neurosurgeon and a neuroscientist to provide some answers to this question. The book acquaints clinicians and researchers with the many different aspects of language representation in the brain. It provides a historical overview of functional localisation, as well as insights into the misjudgements that have kept the localist doctrine alive. It creates an awareness of the need to integrate clinical observations and neuroscientific theories if we want to progress further in clinical language research and patient care.

The Broca-Wernicke Doctrine

Explains the multimodal connections of text, image, space, body, sound and speech, in both old and new computer-mediated communication systems.

Making Sense

Numerous functions, cognitive skills, and behaviors are associated with intelligence, yet decades of research has yielded little consensus on its definition. Emerging from often conflicting studies is the provocative idea that intelligence evolved as an adaptation humans needed to keep up with – and survive in – challenging new environments. The Handbook of Intelligence addresses a broad range of issues relating to our cognitive and linguistic past. It is the first full-length volume to place intelligence in an evolutionary/cultural framework, tracing the development of the human mind, exploring differences between humans and other primates, and addressing human thinking and reasoning about its own intelligence and its uses. The works of pioneering thinkers – from Plato to Darwin, Binet to Piaget, Luria to Wechsler – are referenced to illustrate major events in the evolution of theories of intelligence, leading to the current era of multiple intelligences and special education programs. In addition, it examines evolutionary concepts in areas as diverse as creativity, culture, neurocognition, emotional intelligence, and assessment. Featured topics include: The evolution of the human brain from matter to mind

Social competition and the evolution of fluid intelligence Multiple intelligences in the new age of thinking Intelligence as a malleable construct From traditional IQ to second-generation intelligence tests The evolution of intelligence, including implications for educational programming and policy. The Handbook of Intelligence is an essential resource for researchers, graduate students, clinicians, and professionals in developmental psychology; assessment, testing and evaluation; language philosophy; personality and social psychology; sociology; and developmental biology.

Handbook of Intelligence

What makes human consciousness unique? John Parrington draws on early Russian ideas and the latest neuroscience to argue that humans went through a 'mind shift' when we developed language, and words and the shared cultural world they enabled altered our brains, and have shaped them ever since.

Mind Shift

Vygotsky's legacy in education is enduring and prolific, influencing educational research and scholarship in areas as far ranging child development, language and literacy development, bilingual education, and learning disabilities to name but a few. In this accessible, introductory volume, renowned Vygotsky authority Luis C. Moll presents a summary of Vygotskian core concepts, constituting a cultural-historical approach to the study of thinking and development. Moll emphasizes what he considers central tenets of Vygotsky's scholarship --- the sociocultural genesis of human thinking, the consideration of active and dynamic individuals, a developmental approach to studying human thinking, and the power of cultural mediation in understanding and transforming educational practices, broadly considered. After an introduction to Vygotsky's life, the historical context for his work, and his ideas, Moll provides examples from his educational research inspired by Vygotsky's work. With both critical scrutiny of current interpretations of Vygotskian theory and clear deference for the theorist known as \"The Mozart of Psychology,\" Moll stresses the many ways Vygotsky's theory can offer a theory of possibilities for positive pedagogical change.

L.S. Vygotsky and Education

This book is the first history of British animated cartoons, from the earliest

period of cinema in the 1890s up to the late 1920s. In this period cartoonists and performers from earlier traditions of print and stage entertainment came to film to expand their artistic practice, bringing with them a range of techniques and ideas that shaped the development of British animation. These were commercial rather than avant-garde artists, but they nevertheless saw the new medium of cinema as offering the potential to engage with modern concerns of the early 20th century, be it the political and human turmoil of the First World War or new freedoms of the 1920s. Cook's examination and reassessment of these films and their histories reveals their close attention and play with the way audiences saw the world. As such, this book offers new insight into the changing understanding of vision at that time as Britain's place in the world was reshaped in the early 20th century.

Early British Animation

This is a collection of essays by leading neuropsychologists and cognitive neuroscientists to honor Alexander Romanovich Luria and to highlight the enduring impact of his legacy on cognitive neuroscience and clinical neuropsychology. A wide range of topics is covered, from functional neuroimaging in neuropsychology to bedside evaluation techniques. Several generations of neuropsychologists and cognitive neuroscientists are among contributors, including those who closely worked with Luria, their own students, and others influenced in their work by Luria's pioneering insights.

Luria's Legacy in the 21st Century

Focusing on the various aspects of human behaviour, the book introduces the nature and theories of sensation, perception, learning, memory, psychophysics and other areas involved in psychology. It also highlights the importance of cognitive processes such as thinking, reasoning and problem-solving. Besides, the book provides essential knowledge and skills for using statistical tools in organising and computing research data. Designed in an easy-to-understand and illustrative manner, this book is primarily aimed at undergraduate students of psychology. The text will also prove useful to all those students who have been introduced with this subject for the first time.

EXPERIMENTAL PSYCHOLOGY

This important book fills two interrelated gaps in the field of psychology, first by developing a Marxist orientation to psychology and second by explaining how psychological pioneer Lev Vygotsky contributed greatly to this trend. Through outlining core principles in Marxist psychology, the book offers a framework for continuing Vygotsky's Marxist legacy in new areas of the field. This book first documents the neglect in Vygotskyian studies of his deep use of Marxist concepts, and then subsequent chapters overcome this neglect. They explain the use of many Marxist concepts in his theoretical and methodological writings, demonstrating how Vygotsky utilized specific Marxist meanings in his work on consciousness, signs, development, imagination, creativity, secondary language acquisition, and unit of analysis. Chapters also address how Vygotsky dealt with incompatible theories and methodologies, illustrating how Marxist and Vygotskyian psychology can grow from anti-Marxist, anti-Vygotskyian approaches to psychology, such as psychoanalysis. This book marks an original contribution to the field of psychology, offering a new understanding of both Vygotsky's work and cultural and Marxist psychology. Furthermore, it expands the field of Marxism to include psychology. It will be of interest to all students and researchers of cultural, educational, and developmental psychology as well as the history of psychology. It will also appeal to social theorists and Marxist scholars.

Vygotsky and Marx

A critical review of Cultural-Historical Activity Theory, the psychology originating from Lev Vygotsky (1896-1934). Tracing its roots in Goethe, Hegel and Marx, the author builds a concept of activity transcending the division between individual and social domains in human sciences.

An Interdisciplinary Theory of Activity

Andy Blunden's Hegel Marx & Vygotsky, Essays in Social Philosophy uses a series of essays to demonstrate how the cultural psychology of Lev Vygotsky and the Soviet Activity Theorists can be used to renew Hegelian Marxism as an interdisciplinary science.

Hegel, Marx and Vygotsky

“One of the finest, most gripping surveys of the history of Russian science in the twentieth century.” —Douglas Smith, author of *Former People: The Final Days of the Russian Aristocracy* Stalin and the Scientists tells the story of the many gifted scientists who worked in Russia from the years leading up to the revolution through the death of the “Great Scientist” himself, Joseph Stalin. It weaves together the stories of scientists, politicians, and ideologues into an intimate and sometimes horrifying portrait of a state determined to remake the world. They often wreaked great harm. Stalin was himself an amateur botanist, and by falling under the sway of dangerous charlatans like Trofim Lysenko (who denied the existence of genes), and by relying on antiquated ideas of biology, he not only destroyed the lives of hundreds of brilliant scientists, he caused the death of millions through famine. But from atomic physics to management theory, and from radiation biology to neuroscience and psychology, these Soviet experts also made breakthroughs that forever changed agriculture, education, and medicine. A masterful book that deepens our understanding of Russian history, *Stalin and the Scientists* is a great achievement of research and storytelling, and a gripping look at what happens when science falls prey to politics. Longlisted for the Baillie Gifford Prize for Non-Fiction in 2016 A New York Times Book Review “Paperback Row” selection “Ings’s research is impressive and his exposition of the science is lucid . . . Filled with priceless nuggets and a cast of frauds, crackpots and tyrants, this is a lively and interesting book, and utterly relevant today.” —The New York Times Book Review “A must read for understanding how the ideas of scientific knowledge and technology were distorted and subverted for decades across the Soviet Union.” —The Washington Post

Stalin and the Scientists

The book covers the main developments in the social sciences after World War Two. Chapters on economics, human geography, political science, psychology, social anthropology, and sociology will interest anyone wanting short, accessible histories of those disciplines; they will also make it easy for readers to compare disciplines. A final chapter offers a blueprint for writing the history of the social sciences as a whole, drawing attention to the role of interdisciplinary work and to the importance of factors from the Second World War to the sixties and the fall of communism.

The History of the Social Sciences Since 1945

This book provides school leaders and teachers with research-based theories and models on systems thinking and on inclusive education. It offers the 'why', 'what' and 'how' of inclusive teaching and learning with specific references to a range of special needs. It discusses topics such as a sustainable approach to inclusion, differentiation of learning programs and activities, and a range of assessment approaches to support teaching and learning. The book also presents the social aspects of inclusion and encourages teachers and school leaders to focus not only on the academic aspects of education but the social and emotional growth of the student. It highlights the value of parent input and promotes the forming of parent partnership to enhance student learning and wellbeing. Part One of the book gives practical suggestions on how school leaders can apply systems thinking to mobilise the school and school community to contribute to the ideals of Education For All. Part Two discusses a range of disabilities with each chapter covering the medical definitions and characteristics of the condition, the challenges faced by the student, their parents and teachers, and presents evidence-based strategies and classroom management tips to help teachers with their everyday classroom needs. The book helps to heighten school leaders' awareness on how to use systems thinking to mobilise the school community to action. It strengthens teachers' confidence and builds their capacity in providing all students with access to flexible learning choices to help them achieve educational goals and develop a sense of belonging.

Systems Thinking for Supporting Students with Special Needs and Disabilities

Luria presents a compelling portrait of a man's heroic struggle to regain his mental faculties. A soldier named Zasetsky, wounded in the head at the battle of Smolensk in 1943, found himself unable to recall his recent past or speak, read, or write without difficulty. Woven throughout his first-person account are interpolations by Luria himself.

The Man with a Shattered World

Children's learning and understanding of science during their pre-school years has been a neglected topic in the education literature—something this volume aims to redress. Paradigmatic notions of science education, with their focus on biologically governed development and age-specific accession to scientific

concepts, have perpetuated this state of affairs. This book offers a very different perspective, however. It has its roots in the work of cultural-historical activity theorists, who, since Vygotsky, have assumed that any higher cognitive function existed in and as a social relation first. Accepting this precept removes any lower limit we may deem appropriate on children's cognitive engagement with science-related concepts. The authors describe and analyze the ways in which children aged from one to five grapple with scientific concepts, and also suggest ways in which pre-service and in-service teachers can be prepared to teach in ways that support children's development in cultural and historical contexts. In doing so, the book affirms the value of cultural-historical activity theory as an appropriate framework for analyzing preschool children's participation in science learning experiences, and shows that that the theory provides an appropriate framework for understanding learning, as well as for planning and conducting training for pre-school teachers.

Science Education during Early Childhood

Explicating clearly and concisely the full implication of a praxis-oriented language pedagogy, this book argues for an approach to language teaching grounded in a significant scientific theory of human learning—a stance that rejects the consumer approach to theory and the dichotomy between theory and practice that dominates SLA and language teaching. This approach is based on Vygotsky's sociocultural theory, according to which the two activities are inherently connected so that each is necessarily rooted in the other; practice is the research laboratory where the theory is tested. From the perspective of language education, this is what is meant by the 'pedagogical imperative.'

Sociocultural Theory and the Pedagogical Imperative in L2 Education

- Elaborates a new approach to dealing with the relationship between theory and practice—an approach grounded in praxis—the dialectical unity of theory and practice
- Presents an analysis of empirical research illustrating praxis-based principles in real language classrooms
- Brings together cognitive linguistics and sociocultural theory – the former provides the theoretical knowledge of language required of praxis and the latter furnishes the theoretical principles of learning and development also called for in a praxis approach
- Offers recommendations for redesigning teacher education programs

Its timely focus on the theory-practice gap in language education and its original approach to bridging it put this book at the cutting edge of thinking about Vygotskian sociocultural theory in applied linguistics and SLA.

Sociocultural Theory and the Pedagogical Imperative in L2 Education

In recent years an increasing dissatisfaction with methods and thinking in psychology as a science can be observed. The discipline is operating under the tension between the traditional quantitative and the new qualitative methodologies. New approaches emerge in different fields of psychology and education—each of them trying to go beyond limitations of the mainstream. These new approaches, however, tend to be “historically blind” – seemingly novel ideas have actually been common in some period in the history of psychology. Knowledge of historical trends in that context becomes crucial because analysis of historical changes in psychology is informative regarding the potential of “new/old and forgotten” approaches in the study of psyche. Some approaches in psychology disappeared due to inherent limitations of them; the others disappeared due to purely non-scientific reasons. And some new approaches were rejected long ago for well-justified scientific reasons. This book brings together contributions from leading scholars in different fields of psychology – cognitive psychology, developmental psychology, cultural psychology, methodology of psychology. Each of the contributors discusses methodological issues that were more thoroughly understood more than half a century ago than they are now. Overall, the contributions support the idea that in important ways 60 years old psychology was far ahead of the most recent trends in mainstream psychology.

Methodological Thinking in Psychology

From emails relating to adoption over the Internet to discussions in the airline cockpit, the spoken or written texts we produce can have significant social consequences. The area of Mediated Discourse Analysis considers texts in their social and cultural contexts to explore the actions individuals take with texts - and the consequences of those actions. *Discourse in Action*: brings together leading scholars from around the world in the area of Mediated Discourse Analysis reveals ways in which its theory and methodology can be used in research into contemporary social situations explores real situations and draws on real data in each chapter shows how analysis of texts in their social contexts broadens our understanding of the real world. Taken together, the chapters provide a comprehensive overview to the field and present a range of current studies that address some of the most important questions facing students and researchers in linguistics, education, communication studies and other fields.

Discourse in Action

Mapping Applied Linguistics: A Guide for Students and Practitioners provides an innovative and wide-ranging introduction to the full scope of applied linguistics. Incorporating both socio-cultural and cognitive perspectives, the book maps the diverse and constantly expanding range of theories, methods and issues faced by students and practitioners alike. Practically oriented and ideally suited to students new to the subject area, the book provides in-depth coverage of: language teaching and education, literacy and language disorders language variation and world Englishes language policy and planning lexicography and forensic linguistics multilingualism and translation. Including real data and international examples, the book features further reading and exercises in each chapter, fieldwork suggestions and a full glossary of key terms. An interactive Companion Website also provides a wealth of additional resources. This book will be essential reading for students studying applied linguistics, TESOL, general linguistics, and education at the advanced undergraduate or master's degree level. It is also the ideal gateway for practitioners to better understand the wider scope of their work.

Mapping Applied Linguistics

This thoroughly updated third edition provides students with an accessible overview of Vygotsky's work, combining reprints of key journal and text articles with rich editorial commentary. Lev Vygotsky provided the twentieth century with an enticing mix of intellectual traditions within an attempt to provide an account of the social formation of the mind. His legacy is an exciting, but at times challenging fusion of ideas. Retaining a multi-disciplinary theme, Introduction to Vygotsky, 3rd edition begins with a review of current interpretations of Vygotsky's original work. Harry Daniels goes on to consider the development of Vygotsky's work against a backdrop of political turmoil in the developing USSR. Major elements explored within the volume include the use of the 'culture' concept in social development theory, the development of means of describing social life, the concept of mediation, and implications for teaching, learning and assessment This book will be essential reading for Vygotskian students in developmental psychology, education and social sciences, as well as to students on specialised courses on cultural, cross-cultural and socio-cultural psychology, philosophical psychology, philosophy of science, history of psychology and Soviet/Russian history.

Introduction to Vygotsky

Clarifies the purpose of initial (pre-service) teacher education and continuing professional development, and the role of universities and higher education personnel in these processes.

Cultural-Historical Perspectives on Teacher Education and Development

Dr Hay is Honorary Senior Research Fellow at the University of Aberdeen. A zoologist by profession, his research has been guided by the hypothesis that religious or spiritual awareness is biologically natural to the human species and has been selected for in the process of organic evolution because it has survival value. Although naturalistic, this hypothesis is not intended to be reductionist with regard to religion. Nevertheless it does imply that all people, including those who have no religious belief, have a spiritual life. His research has included a number of national and in-depth surveys of reports of religious or spiritual experience in the United Kingdom.

Why Spirituality is Difficult for Westerners

This book consists of previously unpublished manuscripts by Vygotsky found in the first systematic study of Vygotsky's family archive. The notebooks and scientific diaries gathered in this volume represent all periods of Vygotsky's scientific life, beginning with the earliest manuscript, entitled *The tragicomedy of strivings* (1912), and ending with his last note, entitled *Pro domo sua* (1934), written shortly before his death. The notes reveal unknown aspects of the eminent psychologist's personality, show his aspirations and interests, and allow us to gain insights into the development of his thinking and its internal dynamics. Several texts reflect the plans that Vygotsky was unable to realize during his lifetime, such as the creation of a theory of emotions and a theory of consciousness, others reveal Vygotsky's involvement in activities that were previously unknown, and still others provide outlines of papers and lectures. The notes are presented in chronological order, preceded by brief introductions and accompanied by an extensive set of notes. The result is a book that allows us to obtain a much deeper understanding of Vygotsky's innovative ideas.

Vygotsky's Notebooks

L. S. Vygotsky and English in Education and the Language Arts focuses on the hugely significant contributions of L. S. Vygotsky to research, theory, and practice in English and the Language Arts, exploring the relevance of Vygotsky's works for today's teachers and researchers. Drawing on his 30 years of study, Smagorinsky interprets Vygotsky in relation to literacy education, teacher education, special education, and how life outside school has an impact on how people function within them. This insightful and accessible text firstly explores Vygotsky's early life to situate him historically and culturally and goes on to trace his understanding of human psychology as it relates to the social contexts of schools and pupils' lives at home. Vygotsky's pedagogical ideas are then discussed in depth, with specific attention on the role of emotions, the zone of proximal development, expanding textuality beyond writing, and his belief in the primacy of socialization. This book illuminates new areas of understanding, and challenges common perceptions available through limited and selective readings, establishing Vygotsky as a complex developmental psychologist rather than a classroom practitioner. With points for discussion and reflection provided throughout, this text will be invaluable for student teachers, teachers, and academics in the field of English and the Language Arts.

L. S. Vygotsky and English in Education and the Language Arts

Psychology is of interest to academics from many fields, as well as to the thousands of academic and clinical psychologists and general public who can't help but be interested in learning more about why humans think and behave as they do. This award-winning twelve-volume reference covers every aspect of the ever-fascinating discipline of psychology and represents the most current knowledge in the field. This ten-year revision now covers discoveries based in neuroscience, clinical psychology's new interest in evidence-based practice and mindfulness, and new findings in social, developmental, and forensic psychology.

Traumatic Aphasia

This book is an exploration of science in the making. It offers readers the opportunity to critically reflect on the process of development of Vygotsky's research program from the perspective of dialectics, focusing on the dramatic process of building and rebuilding cultural historical theory. Vygotsky's creative

and dramatic journey is no less important than the concrete results of his research. An epistemological and historical investigation of the formulation of cultural historical theory sheds light on the process of knowledge production and reveals hidden dimensions of creativity in science.

Handbook of Psychology, Educational Psychology

With the rise of cognitive science and the revolution in neuroscience, it is now commonplace to assume that the study of a human person—a thinking, feeling, acting subject—is ultimately the study of the human brain. In both Europe and the United States, massive state-funded research is focused on mapping the brain in all its remarkable complexity. The metaphors employed are largely technological: A wiring diagram of synaptic connectivity will lead to a better understanding of human behavior and perhaps insights into the breakdown of human personhood with diseases of the brain such as Alzheimer's. Alongside this technologized discourse of the brain as locus of human subjectivity we find another perspective, one that emphasizes its essential plasticity—in both the developmental sense and as a response to traumas such as strokes, tumors, or gunshot wounds. This collection of essays brings together a diverse range of scholars to investigate how the “neural subject” of the twenty-first century came to be. Taking approaches both historical and theoretical, they probe the possibilities and limits of neuroscientific understandings of human experience. Topics include landmark studies in the history of neuroscience, the relationship between neural and technological “pathologies,” and analyses of contemporary concepts of plasticity and pathology in cognitive neuroscience. Central to the volume is a critical examination of the relationship between pathology and plasticity. Because pathology is often the occasion for neural reorganization and adaptation, it exists not in opposition to the brain's “normal” operation but instead as something intimately connected to our ways of being and understanding.

Rethinking Cultural-Historical Theory

Our memory gives the human species a unique evolutionary advantage. Our stories, ideas, and innovations—in a word, our “culture”—can be recorded and passed on to future generations. Our enduring culture and restless curiosity have enabled us to invent powerful information technologies that give us invaluable perspective on our past and define our future. Today, we stand at the very edge of a vast, uncharted digital landscape, where our collective memory is stored in ephemeral bits and bytes and lives in air-conditioned server rooms.

What sources will historians turn to in 100, let alone 1,000 years to understand our own time if all of our memory lives in digital codes that may no longer be decipherable? In *When We Are No More* Abby Smith Rumsey explores human memory from pre-history to the present to shed light on the grand challenge facing our world--the abundance of information and scarcity of human attention. Tracing the story from cuneiform tablets and papyrus scrolls, to movable type, books, and the birth of the Library of Congress, Rumsey weaves a compelling narrative that explores how humans have dealt with the problem of too much information throughout our history, and indeed how we might begin solve the same problem for our digital future. Serving as a call to consciousness, *When We Are No More* explains why data storage is not memory; why forgetting is the first step towards remembering; and above all, why memory is about the future, not the past. "If we're thinking 1,000 years, 3,000 years ahead in the future, we have to ask ourselves, how do we preserve all the bits that we need in order to correctly interpret the digital objects we create? We are nonchalantly throwing all of our data into what could become an information black hole without realizing it." --Vint Cerf, Chief Evangelist at Google, at a press conference in February, 2015.

Plasticity and Pathology

Recent U.S. literature has both been informed by, and critically engaged with, materialist conceptions of selfhood. Over the past decades, disciplines like neuroscience and evolutionary biology have increasingly recast the human self as a malleable construct produced by physiological processes. In a parallel development, literary authors have created their own conceptions of somatic subjectivity in conjunction or contrast with scientific and medical discourses. *Subjects of Substance* examines the forms, functions, and effects of materialist models of mind in selected memoirs and novels. Authors discussed include Michael W. Clune, Don DeLillo, Kay Redfield Jamison, Siri Hustvedt, Richard Powers, Elyn R. Saks, and David Foster Wallace.

When We Are No More

The Second Edition of the cutting edge work, *The Handbook of Humanistic Psychology*, by Kirk J. Schneider, J. Fraser Pierson and James F. T. Bugental, represents the very latest scholarship in the field of humanistic psychology and psychotherapy. Set against trends inclined toward psychological standardization and medicalization, the handbook offers a rich tapestry of reflection by the leading person-centered scholars of our time. Their range in topics is far-

reaching—from the historical, theoretical and methodological, to the spiritual, psychotherapeutic and multicultural. The new edition of this widely adopted and highly praised work has been thoroughly updated in accordance with the most current knowledge, and includes thirteen new chapters and sections, as well as contributions from twenty-three additional authors to extend the humanistic legacy to the emerging generation of students, scholars, and practitioners.

Subjects of Substance

Rewriting the American Soul focuses on the political implications of psychoanalytic and neurocognitive approaches to trauma in literature, their impact on cultural representations of collective trauma in the United States, and their subversive appropriation in pre- and post-9/11 fiction. Anna Thiemann connects cutting edge trauma theory with the historical context from which it emerged and shows that contemporary novels encourage us to reflect critically on the cultural meanings and political uses of trauma. In doing so, it contributes to a new generation of trauma scholarship that challenges the dominant paradigm in literary and cultural studies. Moreover, the book intervenes in current debates about the relationship between literature and neuroscience insisting that the so-called neuronovel scrutinizes scientific developments and their political ramifications rather than adopting and translating them into aesthetic practices.

The Handbook of Humanistic Psychology

The field of cultural-historical psychology originated in the work of Lev Vygotsky and the Vygotsky Circle in the Soviet Union more than eighty years ago, and has now established a powerful research tradition in Russia and the West. The *Cambridge Handbook of Cultural-Historical Psychology* is the first volume to systematically present cultural-historical psychology as an integrative/holistic developmental science of mind, brain, and culture. Its main focus is the inseparable unity of the historically evolving human mind, brain, and culture, and the ways to understand it. The contributors are major international experts in the field, and include authors of major works on Lev Vygotsky, direct collaborators and associates of Alexander Luria, and renowned neurologist Oliver Sacks. The handbook will be of interest to students and scholars in the fields of psychology, education, humanities and neuroscience.

American Book Publishing Record

What is the nature of human creativity? What are the brain processes behind its mystique? What are the evolutionary roots of creativity? How does culture help shape individual creativity? Creativity: The Human Brain in the Age of Innovation by Elkhonon Goldberg is arguably the first ever book to address these and other questions in a way that is both rigorous and engaging, demystifying human creativity for the general public. The synthesis of neuroscience and the humanities is a unique feature of the book, making it of interest to an unusually broad range of readership. Drawing on a number of cutting-edge discoveries from brain research as well as on his own insights as a neuroscientist and neuropsychologist, Goldberg integrates them with a wide-ranging discussion of history, culture, and evolution to arrive at an original, compelling, and at times provocative understanding of the nature of human creativity. To make his argument, Goldberg discusses the origins of language, the nature of several neurological disorders, animal cognition, virtual reality, and even artificial intelligence. In the process, he takes the reader to different times and places, from antiquity to the future, and from Western Europe to South-East Asia. He makes bold predictions about the future directions of creativity and innovation in society, their multiple biological and cultural roots and expressions, about how they will shape society for generations to come, and even how they will change the ways the human brain develops and ages.

Rewriting the American Soul

The British National Bibliography

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