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Nota di contenuto	1 Introduction: Advancing dialogues between critical psychology and cultural-historical theory -- Section I Cultural-Historical and Critical Psychology: Entering a dialogue -- 2 Critical Psychology: Subjects in situated social practices -- 3 Critical psychology as cultural-historical psychology: Political dimensions and limitations of psychological knowledge -- 4 Looking towards a productive dialogue between cultural-historical and critical psychologies -- 5 The primary of critical theory and the relevance of the psychological humanities -- Section II Pathways of renovation: Critiques and innovations within cultural-historical and critical psychology -- 6 Can the concept of activity be considered as a theoretical device for critical psychologies? -- 7 Decolonising childhood, reconceptualising distress: A critical psychological approach to (Deconstructing) child well-being -- 8 Psychology and psychologies 'from the Language End': Critical

reflections -- 9 Problematising pedagogical imports and creating new conditions for children's development: A case from China -- 10 Nationalism and/or developing understanding of society? -- Section III The Emerging Themes -- 11 The two pathways of Vygotsky's Legacy: The critical and non-critical co-existing positions in Vygotsky's thought.

Sommario/riassunto

This book opens up a critical dialogue within and across the theoretical traditions of critical psychology and cultural-historical psychology. It explores and addresses fundamental issues and problems within both traditions, with a view to identifying new avenues for productive discussion and cooperation between these two important movements in contemporary psychology. Accordingly, the book gathers contributions from a range of internationally respected researchers from both fields who have demonstrated a willingness to look critically, and self-critically, at their theoretical allegiances and trajectories. This book provides readers with the opportunity to both appreciate and reflect on fundamental differences of perspective across the 'cultural-historical'/'critical' psychology divide and, thereby, to consider and debate key issues facing the discipline of psychology more generally.