

Kant's Philosophy

A Study for Educators

James Scott Johnston

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Kant S Philosophy A Study For Educators:

Kant's Philosophy James Scott Johnston, 2013-04-25 James Scott Johnston's incisive study draws on a holistic reading of Kant one that views him as developing and testing a complete system theoretical practical historical and anthropological with education as a vital component As such the book begins with an extensive overview of Kant's chief theoretical work the Critique of Pure Reason and from that overview distills crucial discussions the role of practical reason the claims of the third antinomy for his moral theory An extended discussion of Kant's moral and political theories and the place of pedagogy in it follow with attention to all of Kant's important moral works as well as his chief religious work Religion within the Bounds of Mere Reason A discussion of culture and character follows chiefly through a discussion of Kant's Critique of the Power of Judgment and Anthropology from a Pragmatic Standpoint together with certain lectures and published essays on history and politics Finally an extensive discussion of Kant's published works on education together with only recently published letters and announcements in English is provided This culminates in Johnston's estimation of what a Kantian education systematically conceived might look like an education that is attentive to theoretical moral cultural historical and pedagogic domains of Kant's thinking

On Education Immanuel Kant, Annette Churton, 2003-01-01 One of the greatest problems of education Kant observes is how to unite submission to the necessary restraint with the child's capability of exercising his free will He explores potential solutions to this dilemma stressing the necessity of treating children as children and not as miniature adults His positive outlook on the effects of education include a conviction that human nature could be continually improved to achieve this end he advocated that pedagogy the science of education be raised to academic status and studied at a university level an innovative notion for the 18th century

Interpreting Kant for Education Sheila Webb, 2023-03-27 INTERPRETING KANT FOR EDUCATION No thinker in the modern world has laid the way for the development of philosophy so influentially as Immanuel Kant and it is hard to think of the philosophy of education without some sense of Kant in the background Yet simplified exegeses and synoptic accounts abound making for a Kantian picture that readily succumbs to caricature Interpreting Kant for Education exposes the errors in this picture Through a spiralling series of arguments Sheila Webb dismantles the sclerotic dualisms of fact and value subject and object and body and mind that have done so much to hamper appreciation of Kant and to harm education This ground breaking work in the philosophy of education allows a reappraisal of Kant it plays its part in the reengagement with Kant in the wider analytic tradition and provides a secure footing for better research and practice in education

Kant and the Cultivation of Virtue Chris W. Surprenant, 2014-06-13 In this book Chris W Surprenant puts forward an original position concerning Kant's practical philosophy and the intersection between his moral and political philosophy Although Kant provides a detailed account of the nature of morality the nature of human virtue and how right manifests itself in civil society he does not explain fully how individuals are able to become virtuous This book aims to resolve this problem by showing how an individual is able to

cultivate virtue the aim of Kant's practical philosophy Through an examination of Kant's accounts of autonomy the state and religion and their effects on the cultivation of virtue Surprenant develops a Kantian framework for moral education and ultimately raises the question of whether or not Kantian virtue is possible in practice The Educational Theory of Immanuel Kant Immanuel Kant,1904 Moral Education in the 21st Century Douglas W. Yacek,Mark E. Jonas,Kevin H. Gary,2023-06-15 Moral education is an enduring concern for societies committed to the value of justice and the wellbeing of children What kind of moral guidance do young people need to navigate the social world today Which theories perspectives values and ideals are best suited for the task This volume offers educators insight into both the challenges and promises of moral education from a variety of ethical perspectives It introduces and analyses several important developments in ethics and moral psychology and discusses how some key moral problems can be addressed in contemporary classrooms In doing so Moral Education in the 21st Century helps readers develop a deeper understanding of the complexities of helping young people grow into moral agents and ethical people As such researchers students and professionals in the fields of moral education moral psychology moral philosophy ethics educational theory and philosophy of education will benefit from this volume **Anthropology, History, and Education** Immanuel Kant,2007-11-29 This 2007 volume contains all of Kant's major writings on human nature **Kant and Education** Klas Roth,Chris Surprenant,2012-04-23 Immanuel Kant's moral philosophy political philosophy and philosophy of judgement have been and continue to be widely discussed among many scholars The impact of his thinking is beyond doubt and his ideas continue to inspire and encourage an on going dialogue among many people in our world today Given the historical and philosophical significance of Kant's moral political and aesthetic theory and the connection he draws between these theories and the appropriate function and methodology of education it is surprising that relatively little has been written on Kant's contribution to education theory Recently however internationally recognized Kant scholars such as Paul Guyer Manfred Kuehn Richard Velkley Robert Louden Susan Shell and others have begun to turn their attention to Kant's writings on education and the role of education in cultivating moral character Kant and Education Interpretations and Commentary has gathered these scholars together with the aim of filling this perceived void in Kant scholarship All of the essays contained within this volume will examine either Kant's ideas on education through an historical analysis of his texts or the importance and relevance of his moral philosophy political philosophy and or aesthetics in contemporary education theory or some combination Kant's Conception of Pedagogy G. Felicitas Munzel,2012-08-31 Although Kant was involved in the education debates of his time it is widely held that in his mature philosophical writings he remained silent on the subject In her groundbreaking Kant's Conception of Pedagogy G Felicitas Munzel finds extant in Kant's writings the so called missing critical treatise on education It appears in the Doctrines of Method with which he concludes each of his major works In it Kant identifies the fundamental principles for the cultivation of reason's judgment when it comes to cognition beauty nature and the exercise of morality while subject to the passions and

inclinations that characterize the human experience From her analysis Munzel extrapolates principles for a cosmopolitan education that parallels the structure of Kant's republican constitution for perpetual peace With the formal principles in place the argument concludes with a query of the material principles that would fulfill the formal conditions required for an education for freedom

Kant on Education (Ueber Pädagogik) Immanuel Kant, 1906 Kant's views on education which influenced the liberal and democratic ideals that guide educational theory today Rather than a systematic study of theories Kant offers a succinct treatise of his thoughts on education including a proposal for raising the science of education to academic status an innovative notion for the 18th century and a landmark in modern Western education theory

The Stranger Within Jean Barr, 2008-01-01 Increasing numbers of people now receive a higher education Yet we still do not have that educated public about which the philosopher Alasdair MacIntyre wrote two decades ago The stranger within On the idea of an educated public reflects on this situation regarding the future shape of the university as a kind of public sphere in exile and a site of social and cultural interpenetration At its centre is a revaluation of the Scottish tradition of democratic intellectualism highlighted by George Davie in his book The democratic intellect 1961 Davie charts the gradual extinction in the Scottish universities of a type of higher education which encouraged breadth of study public engagement and through the compulsory study of philosophy a concern with theory and ideas The stranger within On the idea of an educated public seeks to reframe this Scottish tradition and its associated ideal of an educated public in light of recent debates concerning cultural difference the nation imperialism and globalisation It investigates how the radical social purpose inherent in the democratic intellect tradition might be re-vitalised to become a feature of higher education and of a more broadly based popular education worldwide The book is underpinned by philosophical social and cultural studies and it draws specifically on radical adult education practices related to social movements and to liberating knowledge from below It should be a valuable resource for academics from different disciplines who wish to communicate across disciplines about key issues of the day to managers in higher education who wish to counteract the fragmentation of disciplines and to adult community and lifelong education workers and members of the wider public who seek strategies to counter current educational and lifelong learning orthodoxies

Literature and Philosophical Play in Early Childhood Education Viktor Johansson, 2018-12-07 Literature and Philosophical Play in Early Childhood Education explores the role of philosophy and the humanities as pedagogy in early childhood educational research and practice arguing that research should attend to questions about education and growth that concern social structures individual development and existential aspects of learning It demonstrates how we can think of pedagogy and educational practices in early childhood as artistic poetic and philosophical and exemplifies a humanities based approach by giving literature and artful play a place in shaping the ground of practice and research The book explores a range of alternative approaches to theory in education and the feasibility of a curriculum of moral values for young children and contains a variety of scenes involving children's play and involvement with literature and

fiction It portrays how engaging with children's play can be a philosophical and pedagogical investigation where children's own philosophising is taken seriously where children's thoughts are put on a par with established research and philosophy Moreover the book engages with a range of different forms of literature picture books novels auto fiction poetry and develops these as portrayals that serve as a basis for non theoretical and poetic pedagogical research Literature and Philosophical Play in Early Childhood Education will be of great interest to academics researchers and post graduate students in the fields of philosophy and education It will also appeal to upper level undergraduates school psychologists teachers and therapists

Philosophical Questions in Art Education Dorit Barchana-Lorand, 2025-08-21 This book examines the rationale of incorporating the arts in the school curriculum from a philosophical rather than pedagogical perspective Educational resources are frequently under scrutiny and education policy makers wish to maximize the use of public funds and children's time at school leaving the arts as a lower priority To understand the logic behind this Lorand revisits milestones in the history of the philosophy of art to address core questions in art education namely what are the challenges of teaching the arts And why teach the arts at all Lorand draws on the work of a broad range of philosophers including Dewey Eisner Greene Hume Plato Kant Langer Read and Schiller The book aims to show how attempts to justify art as a tool for societal and individual improvement fail in advocating art education Ultimately she claims that the arts should be taught because children have the right to receive art education That right stems from the unique nature of art

Kant's Human Being Robert B. Loudon, 2011-07-25 In Kant's Human Being Robert B Loudon continues and deepens avenues of research first initiated in his highly acclaimed book Kant's Impure Ethics Drawing on a wide variety of both published and unpublished works spanning all periods of Kant's extensive writing career Loudon here focuses on Kant's under appreciated empirical work on human nature with particular attention to the connections between this body of work and his much discussed ethical theory Kant repeatedly claimed that the question What is the human being is philosophy's most fundamental question one that encompasses all others Loudon analyzes and evaluates Kant's own answer to his question showing how it differs from other accounts of human nature This collection of twelve essays is divided into three parts In Part One Human Virtues Loudon explores the nature and role of virtue in Kant's ethical theory showing how the conception of human nature behind Kant's virtue theory results in a virtue ethics that is decidedly different from more familiar Aristotelian virtue ethics programs In Part Two Ethics and Anthropology he uncovers the dominant moral message in Kant's anthropological investigations drawing new connections between Kant's work on human nature and his ethics Finally in Part Three Extensions of Anthropology Loudon explores specific aspects of Kant's theory of human nature developed outside of his anthropology lectures in his works on religion geography education and aesthetics and shows how these writings substantially amplify his account of human beings Kant's Human Being offers a detailed and multifaceted investigation of the question that Kant held to be the most important of all and will be of interest not only to philosophers but also to all who are concerned with the study of human nature

The Philosophical Review ,1926 **Education in Radical Uncertainty** Stephen Carney,Ulla Ambrosius

Madsen,2021-07-15 Drawing upon the long tradition of recalcitrant thought in Western humanist scholarship this book rethinks education and educational research at a time of intense social transformation By revisiting a range of post foundational ideas and developing their own methodological experiment Stephen Carney and Ulla Ambrosius Madsen reimagine the possibilities for the comparative study of education Exploring the experiences of young people in Denmark South Korea and Zambia this book illustrates how these very different contexts are increasingly connected by common narratives of purpose as well as overheated promises of success Focusing on the writings of Jean Baudrillard the authors examine them in the context of works by other theorists of modernity to explore processes of simulation and disappearance that are shaping life worldwide In the process the authors paint a rich portrait of education and schooling as a site of joy hope pain and ambivalence Encompassing both theoretical and methodological innovation Education in Radical Uncertainty provides inspiration for scholars and students attempting to approach the fields of comparative education education policy and youth studies anew

Kant's Conception of Moral Character G. Felicitas Munzel,1999 Currently fashionable among critics of enlightenment thought is the charge that Kant's ethics fails to provide an adequate account of character and its formation in moral and political life G Felicitas Munzel challenges this reading of Kant's thought claiming not only that Kant has a very rich notion of moral character but also that it is a conception of systematic importance for his thought linking the formal moral with the critical aesthetic anthropological and biological aspects of his philosophy The first book to focus on character formation in Kant's moral philosophy it builds on important recent work on Kant's aesthetics and anthropology and brings these to bear on moral issues Munzel traces Kant's multifaceted definition of character through the broad range of his writings and then explores the structure of character its actual exercise in the world and its cultivation An outstanding work of original textual analysis and interpretation Kant's Conception of Moral Character is a major contribution to Kant studies and moral philosophy in general

A Theory of Catholic Education Sean Whittle,2014-11-20 Presenting a robust and philosophically based account of education from the Catholic point of view Sean Whittle engages with important debates and questions concerning the nature and purpose of Catholic education and schooling The book opens with a review of the criticisms that have emerged about the prevalence of Catholic schools within the state system and indeed about the very notion of there being such a thing as Catholic education The author then goes on to survey official Church teaching on education and the work of key Catholic thinkers Newman and Maritain before moving on to discuss the writings of Karl Rahner a leading twentieth century theologian A Theory of Catholic Education argues that Rahner's approach with his focus on the place of mystery in human experience provides a way forward Ultimately Whittle demonstrates how Catholic theology can offer a unique and much needed theory of education

Educational Review ,1892 **Exploring Emotions, Aesthetics and Wellbeing in Science Education Research** Alberto Bellocchi,Cassie Quigley,Kathrin

Otrell-Cass, 2016-10-19 This book addresses new research directions focusing on the emotional and aesthetic nature of teaching and learning science informing more general insights about wellbeing It considers methodological traditions including those informed by philosophy sociology psychology and education and how they contribute to our understanding of science education In this collection the authors provide accounts of the underlying ontological epistemological methodological perspectives and theoretical assumptions that inform their work and that of others Each chapter provides a perspective on the study of emotion aesthetics or wellbeing using empirical examples or a discussion of existing literature to unpack the theoretical and philosophical traditions inherent in those works This volume offers a diverse range of approaches for anyone interested in researching emotions aesthetics or wellbeing It is ideal for research students who are confronted with a cosmos of research perspectives but also for established researchers in various disciplines with an interest in researching emotions affect aesthetics or wellbeing

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