

THE
PHILOSOPHY
OF
CHILDHOOD



GARETH B. MATTHEWS

Philosophy Of Childhood

**Anca Gheaus, Gideon Calder, Jurgen De
Wispelaere**

Philosophy Of Childhood:

The Philosophy of Childhood Gareth Matthews, 1996-10-01 Adult preconceptions about the mental life of children tend to discourage a child's philosophical bent. By exposing the underpinnings of adult views of childhood, Matthews clears the way for recognizing the philosophy of childhood as a legitimate field of inquiry and conducts us through influential models for understanding what it is to be a child.

The Routledge Handbook of the Philosophy of Childhood and Children Anca Gheaus, Gideon Calder, Jurgen De Wispelaere, 2018-07-20 Childhood looms large in our understanding of human life as a phase through which all adults have passed. Childhood is foundational to the development of selfhood, the formation of interests, values, and skills, and to the lifespan as a whole. Understanding what it is like to be a child and what differences childhood makes are thus essential for any broader understanding of the human condition. *The Routledge Handbook of the Philosophy of Childhood and Children* is an outstanding reference source for the key topics, problems, and debates in this crucial and exciting field and is the first collection of its kind. Comprising over thirty chapters by a team of international contributors, the Handbook is divided into five parts: Being a child; Childhood and moral status; Parents and children; Children in society; Children and the state. Questions covered include: What is a child? Is childhood a uniquely valuable state, and if so, why? Can we generalize about the goods of childhood? What rights do children have, and are they different from adults' rights? What, if anything, gives people a right to parent? What role, if any, ought biology to play in determining who has the right to parent a particular child? What kind of rights can parents legitimately exercise over their children? What roles do relationships with siblings and friends play in the shaping of childhoods? How should we think about sexuality and disability in childhood, and about racialised children? How should society manage the education of children? How are children's lives affected by being taken into social care? *The Routledge Handbook of the Philosophy of Childhood and Children* is essential reading for students and researchers in philosophy of childhood, political philosophy, and ethics, as well as those in related disciplines such as education, psychology, sociology, social policy, law, social work, youth work, neuroscience, and anthropology.

Philosophy, Children, and the Family Albert C. Cafagna, Richard T. Peterson, Craig A. Staudenbaur, 2012-12-06 The United Nations designation of 1979 as the International Year of the Child marked the first global effort undertaken to heighten awareness of the special needs of children. Activities initiated during this special year were designed to promote purposive and collaborative actions for the benefit of children throughout the world. Michigan State University's celebration of the International Year of the Child was held from September 1979 through June 1980. A variety of activities focused attention on the multiplicity of factors affecting the welfare of today's children as well as the children of the future. Many people involved with the university were concerned that benefits to children continue beyond the official time allocated to the celebration. The series *Child Nurturance* is one response to this concern. The first five volumes of *Child Nurturance* reflect directly the activities held on the Michigan State University campus and consist of original contributions from guest speakers.

and invited contributors Subsequent biennial volumes will present original contributions from individuals representing such fields as anthropology biology education human ecology psychology philosophy sociology and medicine We hope the material presented in these volumes will promote greater understanding of children and encourage interdisciplinary inquiry into the individual family societal and cultural variables which influence their welfare and development We would like to express both our thanks and our admiration for who not only typed the camera ready copy for each of Margaret Burritt the volumes but also served as general manager of the entire project

Conceptions of Childhood and Moral Education in Philosophy for Children Dina Mendonça, Florian Franken Figueiredo, 2022-01-11 Philosophy for Children P4C has long been considered as crucial for children's ethical and moral education and a decisive contribution for education for the democratic life The book gathers contributions from experts in the field who reflect on fundamental issues on how childhood and ethics are interrelated within the P4C movement The main interest of this volume is to offer an understanding of how different philosophical conceptions of childhood can be coordinated with different ethical and meta ethical philosophical considerations in P4C addressing topics such as P4C and relativism P4C and Virtue ethics ethics and emotions in P4C philosophical commitments and P4C application and Socratic practice within a pragmatist framework A thought provoking collection about how assumptions of particular philosophical conceptions of childhood modify moral and ethical education and a testimony of the undeniable contribution of P4C for moral education and reconceptualization of childhood *The Routledge International Handbook of Philosophy for Children* Maughn Rollins Gregory, Joanna Haynes, Karin Murris, 2016-12-01 This rich and diverse collection offers a range of perspectives and practices of Philosophy for Children P4C P4C has become a significant educational and philosophical movement with growing impact on schools and educational policy Its community of inquiry pedagogy has been taken up in community adult higher further and informal educational settings around the world The internationally sourced chapters offer research findings as well as insights into debates provoked by bringing children's voices into moral and political arenas and to philosophy and the broader educational issues this raises for example historical perspectives on the field democratic participation and epistemic pedagogical and political relationships philosophy as a subject and philosophy as a practice philosophical teaching across the curriculum embodied enquiry emotions and space knowledge truth and philosophical progress resources and texts for philosophical inquiry ethos and values of P4C practice and research The Routledge International Handbook of Philosophy for Children will spark new discussions and identify emerging questions and themes in this diverse and controversial field It is an accessible engaging and provocative read for all students researchers academics and educators who have an interest in Philosophy for Children its educational philosophy and its pedagogy

Gareth B. Matthews, The Child's Philosopher Maughn Rollins Gregory, Megan Jane Laverty, 2021-08-26 Winner of the 2022 Book Award of the Philosophy of Education Society of Australasia Gareth B Matthews The Child's Philosopher brings together groundbreaking essays by renowned American

philosopher Gareth B Matthews in three fields he helped to initiate philosophy in children's literature philosophy for children and philosophy of childhood In addition contemporary scholars critically assess Matthews pioneering efforts and his legacy Gareth B Matthews 1929-2011 was a specialist in ancient and medieval philosophy who had conversations with young children discovering that they delight in philosophical puzzlement and that their philosophical thinking often enriched his own understanding Those conversations became the impetus for a substantial component of Matthews scholarship from which this book features essays spanning the length of his career Contemporary contributors to the book critically evaluate Matthews scholarship showing where he broke new ground and identifying developments and debates in the fields he helped to initiate They take up pressing challenges including biased idealizations of childhood in children's literature the tensions between teaching philosophy to and doing philosophy with young people the merits of theorizing childhood without theorizing children and how professional philosophy at once desires and resists a return to childhood This second volume in the Philosophy for Children Founders series is an important resource for philosophers educators and anyone interested in children's philosophical thinking developmental psychology what it means to philosophize with children the nature of childhood and how children's literature goes philosophical It will guide and inspire those who share Matthews conviction that the impulse to philosophize begins in early childhood Contributors in addition to Gareth B Matthews Stephanie Burdick Shepherd Cristina Cammarano Claire Cassidy Stanley Cavell Maughn Rollins Gregory Jennifer Glaser Walter Omar Kohan Megan Jane Lavery Jana Mohr Lone Karin Murris Peter Shea Susan M Turner Susannah Sheffer

Philosophy and Childhood: Critical Perspectives and Affirmative Practices W. Kohan, 2014-08-21 Kohan offers a transformative revolutionary and more radical alternative theory and practice of philosophy for children He critiques the current state of philosophy for children and demonstrates alternative ways of thinking and practicing philosophy in childhood education

Philosophy and Childhood: Critical Perspectives and Affirmative Practices W. Kohan, 2014-08-21 Kohan offers a transformative revolutionary and more radical alternative theory and practice of philosophy for children He critiques the current state of philosophy for children and demonstrates alternative ways of thinking and practicing philosophy in childhood education

The Well of Being David Kennedy, 2012-02-01 In this wide ranging work David Kennedy undertakes a philosophically grounded analysis of the history of childhood the history of adulthood and their interrelationship Using themes and perspectives from the history of childhood mythology psychoanalysis art literature philosophy and education the author locates the experience of childhood across all stages of the human life cycle and thereby weighs its transformative potential for human culture He offers a nuanced approach to child study that raises issues about how adults see children and how children see themselves which could lead to a qualitatively different system of teacher preparation a system that views the child as participant rather than object in the structure of social reproduction This sweeping review of conceptions of and approaches to childhood yields a profound vision of what schooling should be like

Childhood, Education and Philosophy

Walter Kohan,2014-10-24 This book explores the idea of a childlike education and offers critical tools to question traditional forms of education and alternative ways to understand and practice the relationship between education and childhood Engaging with the work of Michel Foucault Jacques Rancière Giorgio Agamben and Simón Rodríguez it contributes to the development of a philosophical framework for the pedagogical idea at the core of the book that of a childlike education Divided into two parts the book introduces innovative ideas through philosophical argument and discussion challenging existing understandings of what it means to teach or to form a child and putting into question the idea of education as a process of formation The first part of the book consists of a dialogue with a number of interlocutors in order to develop an original conception of education The second part presents the idea of a childlike education beginning with a discussion of the relationships between childhood and philosophy and followed by a critique of the place of philosophical experience in a childhood of education Instead of asking how philosophy might educate childhood this book raises the question of how childhood might educate philosophy It will be of key value to researchers educators and postgraduate students in the fields of education and the human sciences **The Philosophy of Childhood** Gareth B. Matthews,1996 **Reason's Children** Anthony Krupp,2009-02-01 We still know little of childhood in early modern European thought By reconstructing philosophies of childhood in the works of rationalists not known to have reflected upon children Reason's Children expands our understanding of philosophical reflection on childhood in early modern Europe Central aspects of early modern philosophical systems Descartes's prejudice and method Leibniz's divine justice Wolff's rationality Baumgarten's aesthetic cognition are reexamined in light of the peripheral status of childhood in their works Furthermore Krupp carefully examines the various children of Locke's Essay most of whom have been neglected in histories of childhood Beyond illustrating the blank slate thesis Locke's children play other significant roles as well as not yet persons as deficient speakers and as changelings The absence of Locke's actual statements concerning children from the intellectual history of childhood is a wrong that here finds some redress This erudite and valuable work of scholarship examines concepts of childhood in European thought between 1630-1750 and aims to bring the topic of childhood to the attention of historians of philosophy while also contributing historically and philosophically to the newly burgeoning field of Childhood Studies Philosophy for Children in Transition Nancy Vansieleghem,David Kennedy,2011-11-28 Philosophy for Children in Transition presents a diverse collection of perspectives on the worldwide educational movement of philosophy for children Educators and philosophers establish the relationship between philosophy and the child and clarify the significance of that relationship for teaching and learning today The papers present a diverse range of perspectives problems and tentative prospects concerning the theory and practice of Philosophy for Children today The collection familiarises an actual educational practice that is steadily gaining importance in the field of academic philosophy Opens up discussion on the notion of the relationship between philosophy and the child Philosophy of Childhood Today David Kennedy,2017 Although philosophy of childhood

has always played some part in philosophical discourse its emergence as a field of postmodern theory follows the rise in the late nineteenth century of psychoanalysis for which childhood is a key signifier Then in the mid twentieth century Philippe Aries's seminal *Centuries of Childhood* introduced the master concept of childhood as a social and cultural invention thereby weakening the strong grip of biological metaphors on imagining childhood Today while philosophy of childhood per se is a relatively boundaryless field of inquiry it is one that has clear distinctions from history anthropology sociology and even psychology of childhood This volume of essays which represents the work of a diverse international set of scholars explores the shapes and boundaries of the emergent field and the possibilities for mediating encounters between its multiple sectors including history of philosophy philosophy of education pedagogy literature and film psychoanalysis family studies developmental theory ethics history of subjectivity history of culture and evolutionary theory The result is an engaging introduction to philosophy of childhood for those unfamiliar with this area of scholarship and a timely compendium and resource for those for whom it is a new disciplinary articulation

The Philosophical Child Jana Mohr Lone, 2012-09-16

What does it mean to be good Why do people die What is friendship Children enter the world full of questions and wrestle with deep thoughtful issues even if they do not always wonder them aloud Many parents have the desire to discuss philosophical ideas with their children but are unsure how to do so *The Philosophical Child* offers parents guidance on how to gently approach philosophical questions with children of all ages Jana Mohr Lone argues that for children to mature emotionally they must develop their desire and ability to think abstractly about themselves and their experiences This book suggests easy ways that parents can engage with their children's philosophical questions and help them develop their philosophical selves

Ethics for the Very Young Erik Kenyon, Diane Terorde-Doyle, Sharon Carnahan, 2019-02-08

Can you be brave if you're afraid Why do we know better and do things anyway What makes a family Philosophers have wrestled with such questions for centuries They are also the stuff of playground debates *Ethics for the Very Young* uses the perplexities of young children's lives to spark philosophical dialogue Its lessons scaffold discussion through executive function games Telephone Red Light Green Light dialogic reading of picture books and Reggio Emilia's art based inquiry In the process children develop skills of dialogue and critical thinking through increased selective attention self control cognitive flexibility and perspective taking While the elements of this method are familiar they are here fused into an organic whole grounded in the history of philosophy and defended by current work in developmental psychology Building on Wartenberg's *Big Ideas for Little Kids* the present curriculum uses a series of 23 picture books to frame discussions of character bravery self control friendship the greater good respect and care Its goal is not to teach morals but to help children articulate and develop their own perspectives through dialogue with each other Each lesson presents teachers reflections on how this exploration of life's enduring questions transformed their school's culture

[The SAGE Encyclopedia of Children and Childhood Studies](#) Daniel Thomas Cook, 2020-04-20

The SAGE Encyclopedia of Children and Childhood Studies navigates our understanding of the

historical political social and cultural dimensions of childhood Transdisciplinary and transnational in content and scope the Encyclopedia both reflects and enables the wide range of approaches fields and understandings that have been brought to bear on the ever transforming problem of the child over the last four decades This four volume encyclopedia covers a wide range of themes and topics including Social Constructions of Childhood Children s Rights Politics Representations Geographies Child specific Research Methods Histories of Childhood Transnational Childhoods Sociology Anthropology of Childhood Theories and Theorists Key Concepts This interdisciplinary encyclopedia will be of interest to students and researchers in Childhood Studies Sociology Anthropology Psychology Education Social Welfare Cultural Studies Gender Studies Disability Studies

History, Theory and Practice of Philosophy for Children Saeed Naji,Rosnani Hashim,2017-04-21 This book on Philosophy for Children P4C is a compilation of articles written by its founders and the movement s leaders worldwide It comprises four parts 1 history philosophy and theoretical foundations 2 specialized uses of philosophical dialogues 3 theoretical concerns and 4 the issues and challenges in the implementation of P4C worldwide The book concludes with a notable review of the progress of P4C the obstacles and its international spread to over 60 countries These penetrating insights make the book an incredibly rich resource for anyone interested in or involved with implementing a P4C programme

Philosophy in Children's Literature Peter Costello,2011-12-29 This book allows philosophers literary theorists and education specialists to come together to offer a series of readings on works of children s literature Each of their readings is focused on pairing a particular popular picture book or a chapter book with philosophical texts or themes The book has three sections the first on picturebooks the second on chapter books and the third on two sets of paired readings of two very popular picturebooks By means of its three sections the book sets forth as its goal to show how philosophy can be helpful in reappraising books aimed at children from early childhood on Particularly in the third section the book emphasizes how philosophy can help to multiply the type of interpretative stances that are possible when readers listen again to what they thought they knew so well The kinds of questions this book raises are the following How are children s books already anticipating or articulating philosophical problems and discussions How does children s literature work by means of philosophical puzzles or language games What do children s books reveal about the existential situation the child reader faces In posing and answering these kinds of questions the readings within the book thus intersect with recent developing scholarship in children s literature studies as well as in the psychology and philosophy of childhood

History, Theory and Practice of Philosophy for Children Saeed Naji,Rosnani Hashim,2017-04-21 This book on Philosophy for Children P4C is a compilation of articles written by its founders and the movement s leaders worldwide These articles have been prepared in the dialogue and interview format Part I explains the genesis of the movement its philosophical and theoretical foundations Part II examines the specialized uses of philosophical dialogues in teaching philosophy morality ethics and sciences Part III examines the theoretical concerns such as the aims of the method in regards to the search for truth or

sense of meaning or the debate on the novel or short stories and its characteristics Part IV explains the practices of P4C worldwide and the issue of cultural differences the ways of the community of inquiry and the necessary adaptation to suit local concerns The book concludes with a notable review of the progress of P4C the obstacles and its international spread to over 60 countries These penetrating insights make the book an incredibly rich resource for anyone interested in or involved with implementing a P4C programme

Brave Old Subject Brave New World Teaching Science and Morality Via P4C Showing Children can do Philosophy

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