

Routledge Studies in Twentieth-Century Philosophy


WITTGENSTEIN'S PHILOSOPHY IN 1929

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Studies In The Philosophy Of Wittgenstein

William H. Brenner



Studies In The Philosophy Of Wittgenstein:

Studies in the Philosophy of Wittgenstein Peter Winch, 2013-12-19 This is a collection of essays on the work of philosophy of Wittgenstein where the editor seeks to present his ideas as one or a unity rather than the treatment of the usual early and later works First published in 1969 the essays span the areas of the use and reference of names ontology and identity in Tractatus mathematics human beings Wittgenstein and Strawson on others pain and private language and Wittgenstein s look at Freud *Studies in the Philosophy of Wittgenstein* Peter Winch, 1971 *The Blue and Brown Books* Ludwig Wittgenstein, Peter Docherty, 1991-01-08 These works as the sub title makes clear are unfinished sketches for Philosophical Investigations possibly the most important and influential philosophical work of modern times The Blue Book is a set of notes dictated to Wittgenstein s Cambridge students in 1933 1934 the Brown Book was a draft for what eventually became the growth of the first part of Philosophical Investigations This book reveals the germination and growth of the ideas which found their final expression in Wittgenstein s later work It is indispensable therefore to students of Wittgenstein s thought and to all those who wish to study at first hand the mental processes of a thinker who fundamentally changed the course of modern philosophy **Showing and Doing** Michael A. Peters, Nicholas C. Burbules, Paul Smeyers, 2015-11-17 Three prominent Wittgenstein scholars introduce the broad educational significance of Ludwig Wittgenstein s work to a wider audience of educational researchers and practitioners through provocative innovative and playful readings of his work They vividly demonstrate the influence of his thinking and its centrality to understanding our contemporary condition Wittgenstein fundamentally shaped contemporary theories of language representation cognition and learning The book also traces the pedagogical turn of his thinking during the period from 1920 to 1926 What is most radical about Wittgenstein s later work is that it suggests learning and initiation into practices are fundamental to understanding his philosophy The book not only provides a new and fresh interpretation of Wittgenstein s thought but also explores a new way of thinking about education as a way of revealing the educational dimension of philosophical problems **Tractatus Logico-Philosophicus** Ludwig Wittgenstein, 2025-07-23 Tractatus Logico Philosophicus is a profound investigation into the relationship between language thought and reality formulated from a rigorously logical perspective Ludwig Wittgenstein proposed that the structure of language mirrors the structure of the world establishing the limits of what can be meaningfully said and what must remain in silence Through its numbered propositions he explored logic as the foundation of meaning arguing that philosophy does not create theories but clarifies thoughts delineating the ineffable Since its publication the Tractatus Logico Philosophicus has been recognized as one of the most influential works of twentieth century philosophy especially in the philosophy of language and analytical logic Its unique approach to the relationship between language and the world deeply influenced schools such as logical positivism and paved the way for new philosophical paradigms including Wittgenstein s later reflections The enduring relevance of the work lies in its ability to provoke a radical re evaluation of the limits of thought what can be

logically expressed and the necessary silence before the unsayable By investigating the essence of language and its connection with reality the *Tractatus Logico Philosophicus* invites readers to reconsider philosophy not as theory but as a clarifying activity marking a revolution in the understanding of philosophical problems **The Blue and Brown Books**

Ludwig Josef Johann Wittgenstein, 1994-01-01 **Phenomenological Aspects of Wittgenstein's Philosophy** B.-C.

Park, 2012-12-06 In his writings around 1930 Wittgenstein relates his philosophy in different ways to the idea of phenomenology He indicates that his main philosophical project had earlier been the construction of a purely phenomenological language and even after having given up this project he believed that the world we live in is the world of sense data that is of phenomenological objects However a problem is posed by the fact that he does not appear ever to have given a full explicit account of what he means by his phenomenology phenomenological language or phenomenological problems In this book I have tried to unravel the nature of Wittgenstein's phenomenology and to examine its importance for his entire work in philosophy Phenomenology can be characterized as philosophy whose primary concern is what is immediately given in one's experience This immediately given is not merely impressions inside one's mind but includes also the part of objective reality that impinges upon one's consciousness Thus an aim of phenomenological enterprise is to grasp this objective reality by attending to immediate experience Husserl's phenomenology is in fact a case in point *Philosophy and Education*: Paul Smeyers, J.D. Marshall, 2013-03-14 Many books have been written about Wittgenstein's philosophy but this collection of articles on Wittgenstein and education is the first study in book form in this area There have been several articles in scholarly education journals but the special cachet of this collection is that the contributors come from six countries The collection has been edited by Paul Smeyers and Jim Marshall philosophers of education who live in Belgium and New Zealand respectively Each of the chapters represents an original study of Wittgenstein commissioned by the editors from colleagues they know to have written well on Wittgenstein and the implications of his ideas for education Audience Teachers students and academics in the field of philosophy and education Especially interesting to advanced students in these areas **Wittgenstein, Education and the Problem of Rationality** Michael A. Peters, 2021-01-21 This book

develops an argument for a historicist and non foundationalist notion of rationality based on an interpretation of Wittgenstein of the *Philosophical Investigations* and *On Certainty* The book examines two notions of rationality a universal versus a constitutive conception and their significance for educational theory The former advanced by analytic philosophy of education as a form of conceptual analysis is based on a mistaken reading of Wittgenstein Analytic philosophy of education used a reading of Wittgenstein's philosophy of language to set up and justify an absolute universal and ahistorical notion of rationality By contrast the book examines the underlying influence of the later Wittgenstein on the historicist turn in philosophy of science as a basis for a non foundationalist and constitutive notion of rationality which is both historical and cultural and remains consistent with wider developments in philosophy hermeneutics and social theory This book aims to

understand the philosophical motivation behind this view to examine its intellectual underpinnings and to substitute this universal conception of rationality by reference to a Hegelian interpretation of the later Wittgenstein that emphasizes his status as an anti foundational thinker

A Companion to Wittgenstein on Education Michael A. Peters, Jeff Stickney, 2017-05-03 This book bringing together contributions by forty five authors from fourteen countries represents mostly new material from both emerging and seasoned scholars in the field of philosophy of education Topics range widely both within and across the four parts of the book Wittgenstein s biography and style as an educator and philosopher illustrating the pedagogical dimensions of his early and late philosophy Wittgenstein s thought and methods in relation to other philosophers such as Cavell Dewey Foucault Hegel and the Buddha contrasting investigations of training in relation to initiation into forms of life emotions mathematics and the arts dance poetry film and drama including questions from theory of mind nativism vs initiation into social practices neuroscience primate studies constructivism and relativity and the role of Wittgenstein s philosophy in religious studies and moral philosophy as well as their profound impact on his own life This collection explores Wittgenstein not so much as a philosopher who provides a method for teaching or analyzing educational concepts but rather as one who approaches philosophical questions from a pedagogical point of view Wittgenstein s philosophy is essentially pedagogical he provides pictures drawings analogies similes jokes equations dialogues with himself questions and wrong answers experiments and so on as a means of shifting our thinking or of helping us escape the pictures that hold us captive

Studies in the Philosophy of J. N. Findlay Robert Sonn? Cohen, Richard Milton Martin, Merold Westphal, 1985-01-01 For the first time this volume presents a series of critical and constructive studies in the philosophy of J N Findlay His contributions to both historical and systematic philosophy are examined by outstanding authors in the field many of whom are his former students and colleagues The value of these essays is heightened by Findlay s own contributions two autobiographical chapters detail the evolution of his thought and relationships and in a final section of comments he evaluates and responds to the studies in this collection

Wittgenstein's Philosophical Investigations William H. Brenner, 1999-01-01 An imaginative and exciting exposition of themes from Wittgenstein s Philosophical Investigations this book helps readers find their way around the forest of remarks that make up this classic Chapters on language mind color number God value and philosophy develop a major theme that there are various kinds of language use a variety philosophy needs to look at but tends to overlook

A Praxis of Nothingness in Education Håvard Åsvoll, 2021-12-24 This book puts forward a theory of Nothing and shows how a praxis of Nothing can offer new possibilities for educational research and practice Taking inspiration from Heidegger s and Wittgenstein s philosophy and with regards to phenomenology and language the book indicates how nothing can be a condition for an educational technology The book translates the complex philosophical thinking of Heidegger and Wittgenstein into the realm of education studies drawing on their perspectives to contribute to an understanding of how nothingness comes into being and how this relates to education Arguing that

nothingness addresses new possibilities for understanding and how we perceive the world and our place in it the book theorises different aspects that can be included in a theory of Nothing including indeterminateness embodiment and how the inexpressible can be made expressible The book presents vignettes and examples of educational practice and explores how nothing can show up in educational research theory and practice Outlining a unique conceptualisation of nothingness in education the book will be of great interest to academics researchers and post graduate students in the field of educational philosophy and educational theory

Religion Within the Limits of Language Alone Felicity McCutcheon, 2017-03-02 Religion Within the Limits of Language Alone provides a critical examination of the Wittgensteinian philosophers of religion who claim that the word God cannot be understood as referring to a metaphysical being who may or may not exist McCutcheon traces the arguments offered by these philosophers of religion back to Wittgenstein's own criticisms of speculative metaphysics arguing that in its religious usage the concept of God does not fall under Wittgenstein's anti metaphysical gaze In presenting a detailed account of Wittgenstein's own philosophical method including his criticisms of metaphysics McCutcheon shows that it is possible to accept Wittgenstein's criticisms of metaphysics whilst retaining the metaphysical content of religious language This book offers a fresh understanding of Wittgenstein's philosophical method and a new critique of religious discourse for those studying philosophy and religious studies

A Companion to Wittgenstein's Philosophical Investigations Garth Hallett, 2019 One of the most impressive pieces of scholarship I have ever encountered W E Kennick Amherst College There is nothing in the literature on the Philosophical Investigations comparable to this learned and exhaustive commentary Offering both information and interpretation it is a remarkable book that fills a recognized need for a close study of one of the world's major works of philosophy After a general introduction Father Hallett divides the text of the Investigations into forty one units and then provides an introduction to each section along with detailed comments on individual paragraphs statements and expressions His use of paragraph numbers in the general introduction and in the sectional introductions permits ready reference downward for detailed development or illustration of a general observation or upward from a particular passage to its wider context To clarify the philosophical point of Wittgenstein's remarks Father Hallett makes frequent references to other parts of the Investigations to Wittgenstein's other writings both published and unpublished and to the works which Wittgenstein knew and often had in mind such as those of Frege Russell Moore James Augustine Plato Schlick and Kohler Father Hallett also cites and quotes secondary sources and he includes an appendix relating Wittgenstein to more than 150 authors particularly those of his own generation or earlier whom he read or knew personally and who are mentioned in this commentary Written in straightforward and lucid prose this outstanding book reveals continuities in Wittgenstein's thought over long periods of time It is an indispensable guide for those preparing courses on the Investigations and a useful tool for students taking those courses

Preliminary Studies for the "Philosophical Investigations" Ludwig Wittgenstein, 1965 There could be no better introduction to Wittgenstein's thought

than the Blue Book whose simplicity and forthrightness must make an instant appeal The progressive complications of the Brown Book make a natural bridge to the still more subtle but often confusing exposition of the Investigations

WITTGENSTEINIAN (adj.) Shyam Wuppuluri, Newton da Costa, 2019-11-22 Tell me Wittgenstein once asked a friend why do people always say it was natural for man to assume that the sun went round the earth rather than that the earth was rotating His friend replied Well obviously because it just looks as though the Sun is going round the Earth Wittgenstein replied Well what would it have looked like if it had looked as though the Earth was rotating What would it have looked like if we looked at all sciences from the viewpoint of Wittgenstein's philosophy Wittgenstein is undoubtedly one of the most influential philosophers of the twentieth century His complex body of work has been analysed by numerous scholars from mathematicians and physicists to philosophers linguists and beyond This volume brings together some of his central perspectives as applied to the modern sciences and studies the influence they may have on the thought processes underlying science and on the world view it engenders The contributions stem from leading scholars in philosophy mathematics physics economics psychology and human sciences all of them have written in an accessible style that demands little specialist knowledge whilst clearly portraying and discussing the deep issues at hand *Empirical Philosophical Investigations in Education and Embodied Experience* Joacim Andersson, Jim Garrison, Leif Östman, 2018-04-06 Drawing on John Dewey and the later Ludwig Wittgenstein this book employs philosophy as a conceptual resource to develop new methodological and analytical tools for conducting in situ empirical investigations Chapter one explores the philosophies of Wittgenstein and Dewey Chapter two expounds Deweyan ideas of embodiment the primacy of the aesthetic encounter and aesthetically expressive meaning underdeveloped in Wittgenstein Chapter three introduces the method of practical epistemological analysis PEA and a model of situated epistemic relations SER to investigate the learning of body techniques in dinghy sailing The concluding chapter introduces a model of situated artistic relations SAR to investigate the learning of artistic techniques of self expression in the Swedish sloyd classroom **Last writings on the philosophy of psychology** Ludwig Wittgenstein, 1982 Beyond the Inner and the Outer M. ter Hark, 2012-12-06 Wittgenstein's aphoristic style holds great charm but also a great danger the reader is apt to glean too much from a single fragment and too little from the fragments as a whole In my first confrontations with the Philosophical Investigations I was such a reader and so it turned out were most of the writers on Wittgenstein's later philosophy Wittgenstein's remarkable ability to bring together many facets of his thought in one fragment is fully exploited in the critical literature but hardly any attention is paid to the connection with other fragments let alone to the many hitherto unpublished manuscripts of which the Philosophical Investigations is the final product The result of this fragmentary and ahistorical approach to Wittgenstein's later work is a host of contradictory interpretations What Wittgenstein really wanted to say remains insufficiently clear Opinions are also strongly divided about the value of his work Some authors have been encouraged by his aphorisms and rhetorical questions to dismiss the whole

Cartesian tradition or to halt new movements in linguistics or psychology others exasperated reject his philosophy as anti scientific conceptual conservatism After consulting unpublished notebooks and manuscripts which Wittgenstein wrote between 1929 and 1951 I became a very different reader Wittgenstein turned out to be a kind of Leonardo da Vinci who pursued a form from which every sign of chiseling every attempt at improvement had been effaced

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