Philosophy And Contemporary Issues

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Contemporary philosophy is the present period in the history of Western philosophy beginning at the early 20th century with the increasing professionalization of the discipline and the rise of analytic and continental philosophy. The phrase "contemporary philosophy" is a piece of technical terminology in philosophy that refers to a specific period in the history of Western philosophy (namely the philosophy of the 20th and 21st centuries). However, the phrase is often confused with modern philosophy.
This Special Issue "Contemporary Natural Philosophy and Philosophies" addresses necessity for the revival of Natural Philosophy and aims at contributing in building the ground for this Phoenix’s rebirth. It is an extended synthesis, bringing new elements into classical discipline of Newton and Leibniz, building the idea of unity of nature and human as its integral part, on various levels of organization, and from different perspectives of sciences, humanities and liberal arts from their cultural contexts, including technology. Bringing together the best classical and contemporary writings in the philosophy of mind and organized by topic, this anthology allows readers to follow the development of thinking in five broad problem areas - the mind/body problem, mental causation, associationism/connectionism, mental imagery, and innate ideas - over 2500 years of philosophy. The writings range from Plato and Descartes to Fodor and the PDP research group, showing how many of the current concerns in the philosophy of mind and cognitive science are firmly rooted in history. Brian Beakley is Assistant Professor in the Philosophy Department at Eastern Illinois University. Peter Ludlow is Assistant Professor in the Philosophy Department at SUNY, Stony Brook.
special issue entitled Philosophy of Education: Contemporary Critical Issues. There, I stated Philosophy can make to education, and philosophy of education. In this lecture he comments that insofar as it is proper to regard philosophy in general and educational philosophy in particular as a source of analytical skills apt for the critical examination of this or that received form of human discourse, the critical analysis of educational.