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Titolo	Reductionism and the development of knowledge [[electronic resource]] / / edited by Terrance Brown, Leslie Smith
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Descrizione fisica	1 online resource (248 p.)
Collana	The Jean Piaget Symposium series
Altri autori (Persone)	BrownTerrance SmithLeslie <1943->
Disciplina	146
Soggetti	Cognition Knowledge, Theory of Reductionism
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Note generali	Papers originally presented at the 29th Annual Symposium of the Jean Piaget Society.
Nota di bibliografia	Includes bibliographical references and indexes.
Nota di contenuto	Book Cover; Title; Copyright; Contents; Preface; INTRODUCTION; CHAPTER 1 Reductionism and the Circle of the Sciences; PART I WAYS OF UNDERSTANDING; CHAPTER 2 Understanding, Explanation, and Reductionism: Finding a Cure for Cartesian Anxiety; CHAPTER 3 Evolution, Entrenchment, and Innateness; CHAPTER 4 Reductionism in Mathematics; PART II REPRESENTATION; CHAPTER 5 The Biological Emergence of Representation; CHAPTER 6 The Role of Systems of Signs in Reasoning; CHAPTER 7 The Role of Representation in Piagetian Theory: Changes Over Time; CHAPTER 8 Breathing Lessons: Self as Genre and Aesthetic PART III LOOKING TOWARD THE FUTURECHAPTER 9 From Epistemology to Psychology in the Development of Knowledge; Author Index; Subject Index
Sommario/riassunto	Among the many conceits of modern thought is the idea that philosophy, tainted as it is by subjective evaluation, is a shaky guide for human affairs. People, it is argued, are better off if they base their

conduct either on know-how with its pragmatic criterion of truth (i.e., possibility) or on science with its universal criterion of rational necessity. Since Helmholtz, there has been increasing concern in the life sciences about the role of reductionism in the construction of knowledge. Is psychophysics really possible? Are biological phenomena just the deducible results of chemical
