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Soggetti	Education - Philosophy Philosophy
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Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index
Nota di contenuto	Introduction -- The practice of philosophy -- The pedagogical character of philosophic practice -- The problem of the beginning -- The new pedagogy of the lecture courses -- Fundamental ontology and metaphysics -- Philosophic pedagogy and spiritual leadership -- Education and politics -- Heidegger's introduction to philosophy -- The task of introduction : Einleitung in die Philosophie -- Philosophy and the essence of man -- Heidegger's students -- The crisis of academic studies -- Towards a living philosophizing -- Attunement and history -- Attunement and philosophy -- The need of needlessness -- Student dasein -- Science as questioning confrontation with beings as a whole -- The sources of philosophic courage -- Philosophic pedagogy and historical community -- The conditions of leadership -- Being the conscience of others -- Thrownness and authenticity -- Resoluteness and tradition -- The historicity of community -- Leadership in what is metaphysics

Abbreviations -- Introduction -- 1. Heidegger's 'Introduction to Philosophy' -- 2. Heidegger's Students -- 3. Student Dasein -- 4. Philosophic Pedagogy and Historical Community -- Epilogue -- Notes -- Index

Sommario/riassunto

Heidegger's Philosophic Pedagogy examines how Martin Heidegger conceives and carries out the task of educating human beings in a life determined by philosophic questioning. Through an exposition of recently published lecture courses that Heidegger delivered in the years 1928-1935, his magnum opus, *Being and Time*, and other key texts, the author shows that the task of education is central to Heidegger's understanding of philosophy. A pedagogical intention is essential to Heidegger's discourse in all its forms: lecture course, treatise and public address. It determines the philosopher's relation to students, readers and the public generally and the task of education is here shown to have a broad scope. This book reveals a continuity between Heidegger's efforts to engender a 'living philosophizing' in students and his conception of the role of philosophy in politics, a role that is defined as a form of 'leadership'. Michael Ehrmantraut's study of the aims, necessity, character, method and limits of Heidegger's philosophic pedagogy thus opens up the political implications of Heidegger's thought as he himself understood them.
