Piaget Philosophy and the Human Sciences.

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Abstract

Originally published in Contemporary Psychology: APA Review of Books, 1981, Vol 26(11), 883–884. Reviews the book, Piaget Philosophy and the Human Sciences by Hugh J. Silverman (Ed.) (1980). In the volume under review, however, the authors have assimilated Piaget's ideas to their own ends, rather than examining the questions raised by Piaget's work. It is the record of a symposium held at State University of New York at Stony Brook in 1977. (PsycINFO Database Record (c) 2006 APA, all rights reserved)
The first stage described by Piaget is the sensorimotor stage, occurring during the first two years of life. At this stage, children "think," with their senses developing consistent schemas about the world and expectations about how their interaction with it will alter it. A child's understanding about the world is being formed as they experiment upon it by touching, tasting, seeing, and hearing what surrounds them. The development of these schemas he called, "adaptation." Assimilation is the interpretation of interaction with the outside world and accommodation is the creation of new schemas and the integration of instances of exception from predictable schemas. At this age, for example, children often drop things simply to see what will happen. Leading scholars place Piaget's theory of the development and nature of knowledge in the context of twentieth-century European thought, and compare his views with those of Freud, Lacan, Heidegger, Foucault, and writers of the Frankfurt school. Piaget, Philosophy, and the Human Sciences surveys Piaget's work from a number of angles. General discussions of the main conceptua