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David L. Joselit se desempeñó como curador en The Institute of Contemporary Art de Boston desde 1983 a 1989. Luego de obtener su Ph.D en Historia del Arte en la Universidad de Harvard en 1995, se integró al Departamento de Historia del Arte y al Programa de Doctorado en Estudios Visuales de la Universidad de California, Irvine, donde enseñó hasta el año 2003.

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Historians of Latin American philosophy have paid relatively little attention to the development of philosophical analysis in Latin America. There are two reasons for this neglect: First, they have been primarily concerned with the formative period of philosophical development, in particular with the so called "founders" of Latin American philosophy. And second, philosophical analysis did not become a noticeable philosophical trend in Latin America until recent years. True, a number of Latin American philosophers took notice of Moore, Russell, the members of the Vienna Circle and other important figures in the analytic movement quite early. But these were isolated instances that lacked the sustained effort and broad base indispensable to make a serious impact in the development of Latin American philosophy. That has changed now. There are not only good numbers of philosophers who work within the analytic tradition, but also some journals and institutes dedicated to the analytic mode of philosophizing. It is, therefore, most appropriate to publish a collection of articles which would introduce the reader of philosophy to the most representative analytic material produced so far in Latin America. Indeed, it is not only appropriate, but also necessary, since most of the published analytic literature to date is scattered in various journals, sometimes of difficult access. Moreover, not all that has

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been published is representative of the best already produced and of the potential that the movement has in Latin America.

Marco Armiero is Senior Researcher at the Italian National Research Council and Marie Curie Fellow at the Institute of Environmental Sciences and Technologies, Universitat Aut(noma de Barcelona. He has published extensively on-Italian environmental history and edited Views from the South: Environmental Stories from the Mediterranean World. --

With cooperation of Aline Robert, Janine Rogalski, Maha Abboud-Blanchard, Claire Cazes, Monique Chappet-Pariès, Aurélie Chesnais, Christophe Hache, Julie Horoks, Eric Roditi & Nathalie Sayac. This book presents unique insights into a significant area of French research relating the learning and teaching of mathematics in school classrooms and their development. Having previously had only glimpses of this work, I have found the book fascinating in its breadth of theory, its links between epistemological, didactic and cognitive perspectives and its comprehensive treatment of student learning of mathematics, classroom activity, the work of teachers and prospective teacher development. Taking theoretical perspectives as their starting points, the authors of this volume present a rich array of theoretically embedded studies of mathematics teaching and learning in school classrooms. Throughout this book the reader is made aware of many unanswered questions and challenged to consider associated theoretical and methodological issues. For English-speaking communities who have lacked opportunity to access the French literature the book opens up a wealth of new ways of thinking about and addressing unresolved issues in mathematics learning, teaching and teacher education. I recommend it wholeheartedly! (Extract from Barbara Jaworski's preface.)

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The New Rhetoric is founded on the idea that since "argumentation aims at securing the adherence of those to whom it is addressed, it is, in its entirety, relative to the audience to be influenced," says Chaïm Perelman and L. Olbrechts-Tyteca, and they rely, in particular, for their theory of argumentation on the twin concepts of universal and particular audiences: while every argument is directed to a specific individual or group, the orator decides what information and what approaches will achieve the greatest adherence according to an ideal audience. This ideal, Perelman explains, can be embodied, for example, "in God, in all reasonable and competent men, in the man deliberating or in an elite." Like particular audiences, then, the universal audience is never fixed or absolute but depends on the orator, the content and goals of the argument, and the particular audience to whom the argument is addressed. These considerations determine what information constitutes "facts" and "reasonableness" and thus help to determine the universal audience that, in turn, shapes the orator's approach. /// The adherence of an audience is also determined by the orator's use of values, a further key concept of the New Rhetoric. Perelman's treatment of value and his view of epideictic rhetoric sets his approach apart from that of the ancients and of Aristotle in particular. Aristotle's division of rhetoric into three genres—forensic, deliberative, and epideictic—is largely motivated by the judgments required for each: forensic or legal arguments require verdicts on past action, deliberative or political rhetoric seeks judgment on future action, and epideictic or ceremonial rhetoric concerns values associated with praise or blame and seeks no specific decisions. For Aristotle, the epideictic genre was of limited importance in the civic realm since it did not concern facts or policies. Perelman, in contrast, believes not only that epideictic rhetoric warrants more attention, but that the values normally limited to that genre are in fact central to all argumentation. "Epideictic oratory," Perelman argues, "has significant and important argumentation for

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strengthening the disposition toward action by increasing adherence to the values it lauds. These values are central to the persuasiveness of arguments in all rhetorical genres since the orator always attempts to "establish a sense of communion centered around particular values recognized by the audience."

With nearly 300 entries on key concepts, review essays on central issues, and self-profiles by leading scholars, this companion is the most comprehensive and up-to-date single volume reference guide to epistemology. Epistemology from A-Z is comprised of 296 articles on important epistemological concepts that have been extensively revised to bring the volume up-to-date, with many new and re-written entries reflecting developments in the field Includes 20 new self-profiles by leading epistemologists Contains 10 new review essays on central issues of epistemology

"A finely wrought picture of academic life before disciplinary professionalization." -- History of Education Quarterly

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