

Claudia Marsico [ed.]

Socrates and the Socratic Philosophies

Selected Papers from SOCRATICA IV



ACADEMIA



Socratic Studies

Donald M. Borchert



Socratic Studies:

Socratic Studies Gregory Vlastos, 1994 This is the companion volume to Gregory Vlastos highly acclaimed work *Socrates Ironist and Moral Philosopher* Four ground breaking papers which laid the basis for his understanding of Socrates are collected here in revised form they examine Socrates elenctic method of investigative argument his disavowal of knowledge his concern for definition and the complications of his relationship with the Athenian democracy The fifth chapter is a new and provocative discussion of Socrates arguments in the *Protagoras* and *Laches* The epilogue *Socrates and Vietnam* suggests that Socrates was not as Plato claimed the most just man of his time The papers have been prepared for publication by Professor Myles Burnyeat with the minimum of editorial intervention

The Oxford Handbook of Philosophy of Education Harvey Siegel, 2009-11-12 A general introduction to key issues in the philosophy of education The chapters are accessible to readers with no prior exposure to philosophy of education and provide both surveys of the general domain they address and advance the discussion in those domains

Interpreting Plato Socratically J. Angelo Corlett, 2018-04-17 J Angelo Corlett s new book *Interpreting Plato Socratically* continues the critical discussion of the Platonic Question where Corlett s book *Interpreting Plato s Dialogues* concluded New arguments in favor of the Mouthpiece Interpretation of Plato s works are considered and shown to be fallacious as are new objections to some competing approaches to Plato s works The Platonic Question is the problem of how to approach and interpret Plato s writings most of which are dialogues How if at all can Plato s beliefs doctrines theories and such be extracted from dialogues where there is no direct indication from Plato that his own views are even to be found therein Most philosophers of Plato attempt to decipher from Plato s texts seemingly all manner of ideas expressed by Socrates which they then attribute to Plato They seek to ascribe to Plato particular views about justice art love virtue knowledge and the like because they believe Socrates is Plato s mouthpiece through the dialogues But is such an approach justified What are the arguments in favor of such an approach Is there a viable alternative approach to Plato s dialogues In this rigorous account of the dominant approach to Plato s dialogues there is no room left for reasonable doubt about the problematic reasons given for the notion that Plato s dialogues reveal either Plato s or Socrates beliefs doctrines or theories about substantive philosophical matters Corlett s approach to Plato s dialogues is applied to a variety of passages throughout Plato s works on a wide range of topics concerning justice In depth discussions of themes such as legal obligation punishment and compensatory justice are clarified and with some surprising results Plato s works serve as a rich source of philosophical thinking about such matters A central question in today s Platonic studies is whether Socrates or any other protagonist in the dialogues presents views that the author wanted to assert or defend Professor Corlett offers a detailed defense of his view that the role of Socrates is to raise questions rather than to provide the author s answers to them This defense is timely as intellectual historians consider the part played by Academic scholars centuries after Plato in systematizing Platonism J J Mulhern University of Pennsylvania

How History Matters to Philosophy Robert C.

Scharff,2014-02-03 In recent decades widespread rejection of positivism's notorious hostility toward the philosophical tradition has led to renewed debate about the real relationship of philosophy to its history *How History Matters to Philosophy* takes a fresh look at this debate Current discussion usually starts with the question of whether philosophy's past should matter but Scharff argues that the very existence of the debate itself demonstrates that it already does matter After an introductory review of the recent literature he develops his case in two parts In Part One he shows how history actually matters for even Plato's Socrates Descartes and Comte in spite of their apparent promotion of conspicuously ahistorical Platonic Cartesian and Positivist ideals In Part Two Scharff argues that the real issue is not whether history matters rather it is that we already have a history a very distinctive and unavoidable inheritance which paradoxically teaches us that history's mattering is merely optional Through interpretations of Dilthey Nietzsche and Heidegger he describes what thinking in a historically determinate way actually involves and he considers how to avoid the denial of this condition that our own philosophical inheritance still seems to expect of us In a brief conclusion Scharff explains how this book should be read as part of his own effort to acknowledge this condition rather than deny it *Cornell Studies in Classical Philology*, 1991

The Philosophy Of Socrates Thomas C Brickhouse, Nicholas Smith, 2000 This text provides an introduction to Socrates both the charismatic controversial historical figure and the essential Socratic philosophy Written at a beginning level but incorporating recent scholarship *The Philosophy of Socrates* offers numerous translations of pertinent passages As they present these passages Nicholas Smith and Thomas Brickhouse demonstrate why these passages are problematic survey the interpretive and philosophical options and conclude with brief defenses of their own proposed solutions Throughout the authors rely on standard translations to parallel accompanying assigned primary source readers Each chapter concludes with an annotated bibliography of suggested readings *Short Studies in Character* Sophie Willock Bryant, 1894 [Plato's Socrates, Philosophy and Education](#) James M. Magrini, 2017-12-01 This book develops for the readers Plato's Socrates non formalized philosophical practice of learning through questioning in the company of others In doing so the writer confronts Plato's Socrates in the words of John Dewey as the dramatic restless cooperatively inquiring philosopher of the dialogues whose view of education and learning is unique 1 It is focused on actively pursuing a form of philosophical understanding irreducible to truth of a propositional nature which defies transfer from practitioner to pupil 2 It embraces the perennial on the wayness of education and learning in that to interrogate the virtues or the good life through the practice of the dialectic is to continually renew the quest for a deeper understanding of things by returning to reevaluating and modifying the questions originally posed regarding the good life Indeed Socratic philosophy is a life of questioning those aspects of existence that are most question worthy and 3 It accepts that learning is a process guided and structured by dialectic inquiry and is already immanent within and possible only because of the unfolding of the process itself i.e. learning is not a goal that somehow stands outside the dialectic as its end product which indicates erroneously that the method or practice is

disposable For learning occurs only through continued sustained communal dialogue *School Management* Albert Newton Raub,1882 **Socratic Testimonies** Luis E. Navia,2002-06-25 Socratic Testimonies offers a well structured introduction to the study of Socrates by way of exploring some of the main writings about him from Aristophanes Xenophon and Plato In this second edition the translations have been revised and annotated by the author An extensive bibliography of modern works on Socrates is included The selections are accompanied by extensive and detailed annotations that clarify names and terms with which the reader many not be familiar Intended as an introductory text for undergraduate students Socratic Testimonies will help students gain an appreciation of the importance of the philosophical legacy and traditions associated with Socrates

The Socratic Method Today Lee Trepanier,2017-12-14 This exciting new textbook provides a sophisticated examination of the Socratic method for teaching political science students in higher education It shows how the Socratic method is employed in the Platonic dialogs compares its transformative approach to other student centered teaching philosophies and addresses the challenges of adopting the Socratic method in the contemporary classroom The book is divided into three sections that integrate these practical aspects on the Socratic method with the theoretical considerations of Socratic philosophy while also addressing contemporary concerns about teaching and learning in higher education Section One explores how the Socratic method is portrayed by Socrates in Plato s dialogs Section Two compares the Socratic method with modern and contemporary accounts of teaching and learning Section Three examines some of the contemporary challenges of practicing the Socratic method in the university classroom today and how teachers can overcome them Written in a clear and engaging style this timely intervention is essential reading for upper undergraduate students enrolled in courses that specialize in pedagogical techniques political theory Socratic philosophy and law **Dialogic Education and the**

Problematics of Translation in Homer and Greek Tragedy Janet Elaine Parker,2001 This book opens up a new way of reading classical literary texts appropriate both to the needs and competencies of today s university students and also it is argued to the classic texts themselves The texts rich linguistic fabric is constructed out of the play of issues and character of action and of evaluation a play that is quickly lost in translation The solution offered is not the traditional one of ever more intensive language teaching Rather the book argues for the provision of texts glossed with key words to enable students to create engaged critical readings for themselves to read through rather than in translation *University Magazine* ,1873

The Dublin University Magazine ,1873 *Encyclopedia of Philosophy* Donald M. Borchert,2006 This volume covering entries from Shaftesbury Third Earl of to Zubiri Xavier presents articles on Eastern and Western philosophies medical and scientific ethics the Holocaust terrorism censorship biographical entries and much more *DUBLIN UNIVERSITY MAGAZINE, A LITERARY AND POLITICAL JOURNAL, VOL. LXXXI* ,1873 **Proceedings of the Annual Meeting - National Education Association of the United States** National Education Association of the United States,1888 **The Journal of Education** ,1891 **Socrates in the Nineteenth and Twentieth Centuries** Michael B. Trapp,2007 With

contributions by both established and rising scholars Socrates in the Nineteenth and Twentieth Centuries surveys interpretations and uses of this most iconic of all ancient philosophers over the past two centuries principally outside the confines of formal philosophy The representations discussed range from the hugely influential readings of Hegel Kierkegaard and Nietzsche to presentations and exploitations of Socrates in twentieth century American political discourse and Cold War Bulgaria Special attention is given to perceptions inspired in drama music and visual art by the Socrates of Plato's Symposium A companion volume deals with Socrates from Antiquity to the Enlightenment The North American Review
,1888

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