



1940

Plato's Use of the Socratic Method

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The Contribution Of Socratic Method And Platos Theory Of Truth To Plato Scholarship

W. Martin Davies



The Contribution Of Socratic Method And Platos Theory Of Truth To Plato Scholarship:

The Contribution of Socratic Method and Plato's Theory of Truth to Plato Scholarship Rod Jenks, 2001 In Plato's early dialogues Socrates typically draws from his interlocutors definitions of moral terms then demonstrates that these positions or their consequences are inconsistent with the definitions they have offered On numerous occasions in the early dialogues Socrates claims that this method will yield truth This study argues that Plato entertains a theory of truth according to which consistency is sufficient for truth rescuing him from the charge of having confused consistency with truth and solving the puzzle of Socratic ignorance The author also suggests a new theory of Plato's philosophical development Middle and Late Plato did not abandon Socratic philosophy rather he sought to secure its foundations The late Plato returns to Socratic method in the penultimate work of the corpus *Philebus*

Plato on Moral Expertise Rod Jenks, 2008-01-01 In several of his dialogues Plato suggests the possibility of moral expertise Rod Jenks takes up this question of moral expertise as it is addressed in *Laches* *Charmides* *The Republic* and *Theaetetus* Jenks shows that while Plato does believe that expertise is possible the expert he countenances is internal to us all so that we need not fear the moral expert as some kind of moral fascist While we all know the moral truth we also occasionally entertain false moral beliefs For this reason arriving at a systematically interrelated array of consistent beliefs is crucial to our moral health that is discovering moral truth is akin to recovering something from within ourselves Plato on Moral Expertise will be of interest to professional philosophers acquainted with and interested in Plato's work graduate students in philosophy and classics and advanced undergraduates This book will be of interest to professional philosophers acquainted with and interested in Plato's work graduate students in philosophy and classics and advanced undergraduates

Clitophon's Challenge Hugh H. Benson, 2015-05-01 Hugh H Benson explores Plato's answer to Clitophon's challenge the question of how one can acquire the knowledge Socrates argues is essential to human flourishing knowledge we all seem to lack

Normative Theories of the Media Clifford G Christians, 2009-06-16 A contemporary analysis of mass media and modern democracy

[The Review of Metaphysics](#), 2002
[Reconceptualizing Plato's Socrates at the Limit of Education](#) James M. Magrini, 2016-11-25 Bridging the gap between interpretations of Third Way Platonic scholarship and phenomenological ontological scholarship this book argues for a unique ontological hermeneutic interpretation of Plato and Plato's Socrates *Reconceptualizing Plato's Socrates at the Limit of Education* offers a re-reading of Plato and Plato's Socrates in terms of interpreting the practice of education as care for the soul through the conceptual lenses of phenomenology philosophical hermeneutics and ontological inquiry Magrini contrasts his re-reading with the views of Plato and Plato's Socrates that dominate contemporary education which for the most part emerge through the rigid and reductive categorization of Plato as both a realist and idealist in philosophical foundations texts teacher education programs This view also presents what he terms the questionable Socrates as teacher model which grounds such contemporary educational movements as the *Paideia Project* which claims to incorporate through a scripted

curriculum with Socratic lesson plans the so called Socratic Method into the Common Core State Standards Curriculum as a technical skill that can be taught and learned as part of the students critical thinking skills After a careful reading incorporating what might be termed a Third Way of reading Plato and Plato's Socrates following scholars from the Continental tradition Magrini concludes that a so called Socratic education would be nearly impossible to achieve and enact in the current educational milieu of standardization or neo Taylorism Social Efficiency However despite this he argues in the affirmative that there is much educators can and must learn from this non doctrinal re reading and re characterization of Plato and Plato's Socrates *The Modern Schoolman*, 2004 *The Potential Role of Art in Kierkegaard's Description of the Individual* Scott Koterbay, 2004 Kierkegaard scholarship has generally focused on either existential or religious issues interpreting Kierkegaard's understanding of the individual's relationship to itself and to the Christian God As a result of his description of the stages of development of the individual in the process of that relationship such scholarship has consistently ignored the inherent potential to articulate an aesthetic system which would describe art as a means of facilitating the development in a positive direction This book offers the first thorough description of a Kierkegaardian aesthetic which does not demote art to a merely sensuous and negative influence it is an explication of the specific feature of Kierkegaard's description of the individual such as communication repetition and the self within the context of a positive notion of art as well as an analysis of art itself the artist and the fundamental value of art as a profitable means of influencing the individuals While this book is unique for placing art into a central role within Kierkegaard scholarship it also remains critical of such a role maintaining the importance of recognizing the limitations which art has The final [The Philosophy of Sir William Mitchell \(1861-1962\)](#) W. Martin Davies, 2003 The work of Scottish born Sir William Mitchell is examined the Hughes Professor of Philosophy and Vice Chancellor of the University of Adelaide and the major philosopher who lived in South Australia [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 Essays on Heidegger and European Philosophy William Vaughan,2002 This work answers questions such as What elements of the Pauline view of time did the supposed atheist Heidegger bring from his study of the epistles to his work Being and Time And why did Heidegger remain so silent about the Holocaust and his dalliance with National Socialism **Schopenhauer** G. Steven Neeley,2003 Dr Neeley seriously regards Schopenhauer s remarks about the unity harmony and consistencey of his philosophy He may even be said to take Schopenhauer s consistency claims more seriously than any other major interpreter of his thought Dr Neeley who is also a lawyer as well as a professor of philosophy treats Schopenhauer as if he were a client charged with a capital offense for a philosopher i e producing an inconsistent philosophy The charge of inconsistency has been a demon haunting Arthur Schopenhauer s philosophy from the earliest critical reviews of his masterpiece The World As Will and Representation through the present If one were to derive a conclusion regarding Schopenhauer s philosophy based on the dominant themes exemplified in the secondary literature one may well infer that Schopenhauer s philosophy was the product of a brilliant but radically flawed thinker It would seem that Schopenhauer was capable of provocative ideas flashes of isolated insights which inspired some philosophers and many creative artists but that his thought was saturated with irreconcilable paradoxes and contradictions although this all was expressed in a clear and at times **Who Needs a Liberal Arts College?** Alburey Castell,2005 Alburey Castell forged the concepts agency activity and process to stake out the claims of person hood Carrying such concepts as tools into the field of education Castell drove a wedge between the humanities and the sciences As The College of Wooster continues to celebrate national recognition for its role as an outstanding liberal arts institution it is fitting that this edition of Alburey Castell s works has been published to remind us of one of the many fine educators who had a hand in building an institution devoted to the process of lifelong learning President Howard Lowry who served the college from 1944 until his death in 1967 outlined his vision for Wooster in the 1945 publication Adventure in Education Lowry mapped out a curriculum plan that would allow students to embrace science social sciences as well as the humanities Lowry also held firm to the belief that students should be introduced to religion and philosophy He wanted students to receive a substantial grounding in ethics that would prepare them for life beyond the classroom undergraduates for a lifetime s intellectual adventure one that will help them meet new situations as they arise one that will allow them to develop harmoniously and independently College of Wooster Bulletin Dec 1 1945 p 12 Having faculty who were firmly committed to this vision of liberal arts education was the key to Lowry s success By the time Lowry sought out Alburey Castell in 1964 to fill the position of Compton Professor of Philosophy the plan outlined in Adventure in Education was well underway The Independent Study Program had been established in 1948 liberal studies courses were being taught and faculty were encouraged to take research and study leaves so as to embark on their own adventure p 30 **The Socratic Method** Rebecca Bensen Cain,2007-02-26 This book develops a new account of Socratic method based on a psychological model of

Plato's dramatic depiction of Socrates' character and conduct. Socratic method is seen as a blend of three types of philosophical discourse: refutation, truth seeking, and persuasion. Cain focuses on the persuasive features of the method since in her view it is this aspect of Socrates' method that best explains the content and the value of the dialectical arguments. Emphasizing the persuasive aspect of Socratic method helps us uncover the operative standards of dialectical argumentation in fifth-century Athens. Cain considers both the sophistic style of rhetoric and contentious debate in Socrates' time and Aristotle's perspective on the techniques of argument and their purposes. An informal pragmatic analysis of argumentation appropriate to the dialectical context is developed. We see that Socrates uses ambiguity and other strategic fallacies with purposeful play and for moral ends. Taking specific examples of refutations from Plato's dialogues, Cain links the interlocutors' characters and situations with the dialectical argument that Socrates constructs to refute them. The merit of this interpretation is that it gives broad range, depth, and balance to Socrates' argumentative style; it also maintains a keen sensitivity to the interlocutors' emotional reactions, moral values, and attitudes. The book concludes with a discussion of the overall value, purpose, and success of Socratic method and draws upon a Platonic-Socratic conception of the soul and a dialectical type of self-knowledge.

John Stuart Mill's Platonic Heritage Antis Loizides, 2013-03-22 In the early draft of his Autobiography (London, 1873), John Stuart Mill described himself as a pupil of Plato and cast in the mould of his dialectics. However, how Plato's influence came about, to what extent, and with regard to which aspects of Mill's thought, form questions that do not usually preoccupy Mill scholarship. To fill this gap in critical attention, this book draws upon a variety of primary sources to pay particular attention to Mill's concern with reform, method, character, virtue, and happiness through his reading of the ancient Greeks, particularly Plato. At the same time, this book focuses on the intellectual relationship between father and son, studying their responses to the prevalent trends as to the worth of classical studies and of Platonic philosophy in nineteenth-century Britain. Not only does John Stuart Mill's intoxication with ancient Greece manifest itself in all those aspects of his works already mentioned, but what is most important, it also permeates his unvarying aim: the improvement of mankind through the improvement of its individual members.

The British National Bibliography Arthur James Wells, 2002

Controversy in Marketing Theory: For Reason, Realism, Truth and Objectivity Shelby D. Hunt, 2016-09-16 In this book, distinguished theorist and author Shelby D. Hunt analyzes the major controversies in the philosophy debates raging throughout the field of marketing. Using an historical approach, Hunt argues against relativism and for scientific realism as a philosophy for guiding marketing research and theory. He also shows how the pursuit of truth and objectivity in marketing research are both possible and desirable. Specific controversies analyzed in the book include: Does positivism dominate marketing research? Does positivism imply quantitative methods? Is relativism an appropriate foundation for marketing research? Does relativism imply pluralism, tolerance, and openness? Should marketing pursue the goal of objective research? An ideal companion to Hunt's classic text *Foundations of Marketing Theory*, this volume will be equally useful on its own in any

graduate level course on marketing theory *A Translation of Arthur Ahlvers' Zahl und Klang Bei Platon/Number and Sound in Plato* Arthur Ahlvers,2002 Provides considerable help in moving to a more complex and better informed understanding of the links between geometry music and Plato s concern for the beautiful and the good especially in those passages where the author pauses in between passages of close argument and sums up the argument so far or discusses the various other attempts to deal with notoriously obscure parts of Plato s text **Plato's Caves** Rebecca Lemoine,2020 From student protests over the teaching of canonical texts such as Plato s Republic to the use of images of classical Greek statues in white supremacist propaganda the world of the ancient Greeks is deeply implicated in a heated contemporary debate about identity and diversity In Plato s Caves Rebecca LeMoine defends the bold thesis that Plato was a friend of cultural diversity contrary to many contemporary perceptions Through close readings of four Platonic dialogues Republic Menexenus Laws and Phaedrus LeMoine shows that across Plato s dialogues foreigners play a role similar to that of Socrates liberating citizens from intellectual bondage **Platonic Patterns** Holger Thesleff,2009-04-07 Platonic Patterns is a reprint collection of many of Holger Thesleff s studies in Plato spanning from 1967 to 2003 It includes three books four articles and a new introduction by the author which sets the general outline of his interpretation of Plato Whereas much of the scholarship on Plato has tended to operate within the frame of one language and or a single school of thought Thesleff constructively combines several discoveries and theories philosophical philological and historical of various scholars with his own research focusing on how Plato can be understood in his own context The work represents small but significant breakthroughs in research on Plato from an internationally inclusive standpoint Having previously been published mainly in Finland by scholarly societies availability outside the Nordic countries has up until now been minimal Thesleff employs his singular expertise of Greek language and literature to make innovative contributions to the study and interpretation of Plato He thematically stresses the significance of the less overt elements found in Plato s dialogues such as Plato s use of humor and his linguistic expression while taking into account the chronology and or the intended audience

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