

Thinking Socratically Chapter 1

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Inheritance and Originality : Wittgenstein, Heidegger, Kierkegaard Jun 24 2019 What might it mean to think of philosophy as being in the condition of modernism -- in which its relation to its own past, and hence its sense of its own future, has become an undismissable problem? If philosophy's hitherto-defining conventions can neither be taken for granted nor rejected, they must be put in question -- which menans re-evaluating the relation between the form and content of philosophical writing, rethinking the demands that such writing must place on its readers, and reconceiving the nature of philosophy itself. Inheritance and Originality argues that the writings of Wittgenstein, Heidegger, and Kierkegaard are best understood as responsive (each in their own way) to such questions, and as driven in consequence to strikingly similar reconceptions of language, reason, and understanding, doubt and scepticism, morality, and the structure of selfhood. Through detailed re-readings of these authors' most influential texts, as attentive to their specificity as to their family resemblances, Stephen Mulhall reorients our sense of the philosophical work each text aims to accomplish, to engender a critical dialogue between them from which the elements of a new conception of philosophy might emerge, and to uncover that conception's indebtedness to certain fundamental theological preoccupations.

Plato's Charmides and the Socratic Ideal of Rationality May 04 2020 In this book, W. Thomas Schmid demonstrates that the Charmides -- a platonic dialogue seldom referenced in contemporary studies -- is a microcosm of Socratic philosophy. He explores the treatment of the Socratic dialectic, the relation between it and the Socratic notion of self-knowledge, the Socratic ideal of rationality and self-restraint, the norm of holistic and moral health, the interpretation of the soul as the rational self, the Socratic attitude toward democracy, and the connections between dialectic autonomy and moral community. Schmid argues that the depiction and account of sophrosune -- human moderation -- in the Charmides adumbrates Plato's vision of the life of critical reason, and of its uneasy relation to political life in the ancient city.

The Socratic Classroom Dec 23 2021 This book provides a framework for a collaborative inquiry-based approach to teaching and learning suitable not only for formal educational settings such as the school classroom but for all educational settings. For teachers, educationalists, philosophers and philosophers of education, The Socratic Classroom presents a theoretical as well as practical exploration of how philosophy may be adopted in education. The Socratic Classroom captures a variety of philosophical approaches to classroom practice that could be broadly described as Socratic in form. There is an exploration of three distinct approaches that make significant contributions to classroom practice: Matthew Lipman's Community of Inquiry, Leonard Nelson's Socratic Dialogue, and David Bohm's Dialogue. All three models influence what is termed in this book as 'Socratic pedagogy'. Socratic pedagogy is multi-dimensional and is underpinned by 'generative, evaluative, and connective thinking'. These terms describe the dispositions inherent in thinking through philosophical inquiry. This book highlights how philosophy as inquiry can contribute to educational theory and practice, while also demonstrating how it can be an effective way to approach teaching and learning. Audience This publication is suited to educators, teacher educators, philosophers of education and philosophers in general. It has a theoretical and practical focus, making it truly interdisciplinary.

[How the Socratic Method Engenders Authentic Educational Experiences](#) Feb 22 2022 **Socratic Moments: How the Socratic Method Engenders Authentic Educational Encounters** explicates how educators learn to implement the Socratic Method in various teaching and learning situations. The author investigates ways teachers leverage this instructional strategy to enhance critical thinking, learning styles, leadership, and social and emotional learning for today's students.

The Socratic Way of Life Jul 30 2022 *The Socratic Way of Life* is the first English-language book-length study of the philosopher Xenophon's masterwork. In it, Thomas L. Pangle shows that Xenophon depicts more authentically than does Plato the true teachings and way of life of the citizen philosopher Socrates, founder of political philosophy. In the first part of the book, Pangle analyzes Xenophon's defense of Socrates against the two charges of injustice upon which he was convicted by democratic Athens: impiety and corruption of the youth. In the second part, Pangle analyzes Xenophon's account of how Socrates's life as a whole was just, in the sense of helping through his teaching a wide range of people. Socrates taught by never ceasing to raise, and to progress in answering, the fundamental and enduring civic questions: what is pious and impious, noble and ignoble, just and unjust, genuine statesmanship and genuine citizenship. Inspired by Hegel's and Nietzsche's assessments of Xenophon as the true voice of Socrates, *The Socratic Way of Life* establishes the Memorabilia as the groundwork of all subsequent political philosophy.

Socratic Moral Psychology Sep 19 2021 Socrates' moral psychology is widely thought to be 'intellectualist' in the sense that, for Socrates, every ethical failure to do what is best is exclusively the result of some cognitive failure to apprehend what is best. Until publication of this book, the view that, for Socrates, emotions and desires have no role to play in causing such failure went unchallenged. This book argues against the orthodox view of Socratic intellectualism and offers in its place a comprehensive alternative account that explains why Socrates believed that emotions, desires and appetites can influence human motivation and lead to error. Thomas C. Brickhouse and Nicholas D. Smith defend the study of Socrates' philosophy and offer an alternative interpretation of Socratic moral psychology. Their novel account of Socrates' conception of virtue and how it is acquired shows that Socratic moral psychology is considerably more sophisticated than scholars have supposed.

In the Socratic Tradition Mar 02 2020 This practical guide for teaching philosophy brings together essays by two dozen distinguished philosophers committed to pedagogy. Addressing primarily practical issues, such as how to motivate students, construct particular courses, and give educational exams, the essays also touch on theoretical issues such as whether moral edification is a proper goal of teaching ethics. An excellent sourcebook for graduate students just learning to teach as well as for professors searching for new strategies and inspiration or called upon to teach courses outside of their specialties.

Socrates and the Socratic Dialogue Jan 30 2020 Socrates and the Socratic Dialogue provides the most complete study of the immediate literary reaction to Socrates, by his contemporaries and the first-generation Socratics, and of the writings from Aristotle to Proclus addressing Socrates and the literary work he inspired.

[Socratic Ignorance and Platonic Knowledge in the Dialogues of Plato](#) Apr 26 2022 Argues that Socrates' fundamental role in the dialogues is to guide us toward self-inquiry and self-knowledge. In this highly original and provocative book, Sara Ahbel-Rappe argues that the Platonic dialogues contain an esoteric Socrates who signifies a profound commitment to self-knowledge and whose appearances in the dialogues are meant to foster the practice of self-inquiry. According to Ahbel-Rappe, the elenchus, or inner examination, and the thesis that virtue is knowledge, are tools for a contemplative practice that teaches us how to investigate the mind and its objects directly. In other words, the Socratic persona of the dialogues represents wisdom, which is distinct from and serves as the larger space in which Platonic knowledge—ethics, epistemology, and metaphysics—is constructed. Ahbel-Rappe offers complete readings of the Apology, Charmides, Alcibiades I, Euthyphro, Lysis, Phaedrus, Theaetetus, and Parmenides, as well as parts of the Republic. Her interpretation challenges two common approaches to the figure of Socrates: the thesis that the dialogues represent an “early” Plato who later disavows his reliance on Socratic wisdom, and the thesis that Socratic ethics can best be expressed by the construct of eudaimonism or egoism. Sara Ahbel-Rappe is Professor of Greek and Latin at the University of Michigan. She is the author of *Socrates: A Guide for the Perplexed* and *Reading Neoplatonism: Non-discursive Thinking in the Texts of Plotinus, Proclus, and Damascius*; translator of *Damascius's Problems and Solutions Concerning First Principles*; and coeditor (with Rachana Kamtekar) of *A Companion to Socrates*.

Early Socratic Dialogues Sep 07 2020 Rich in drama and humour, they include the controversial Ion, a debate on poetic inspiration; Laches, in which Socrates seeks to define bravery; and Euthydemus, which considers the relationship between philosophy and politics. Together, these dialogues provide a definitive portrait of the real Socrates and raise issues still keenly debated by philosophers, forming an incisive overview of Plato's philosophy.

Socratic Circles May 28 2022 Matt Copeland has created a coaching guide for both the teacher new to Socratic seminars and the experienced teacher seeking to optimize the benefits of this powerful strategy. Socratic Circles also shows teachers who are familiar with literature circles the many ways in which these two practices complement and extend each other. Filled with examples to help readers visualize the application of these concepts in practice, Socratic Circles includes transcripts of student dialogue and work samples of preparation and follow-up activities. The helpful appendices offer ready-to-copy handouts and examples, and suggested selections of text that connect to major literary works.

Thinking Socratically Oct 01 2022 **ALERT:** Before you purchase, check with your instructor or review your course syllabus to ensure that you select the correct ISBN. Several versions of Pearson's MyLab & Mastering products exist for each title, including customized versions for individual schools, and registrations are not transferable. In addition, you may need a CourseID, provided by your instructor, to register for and use Pearson's MyLab & Mastering products. Packages Access codes for Pearson's MyLab & Mastering products may not be included when purchasing or renting from companies other than Pearson; check with the seller before completing your purchase. Used or rental books If you rent or purchase a used book with an access code, the access code may have been redeemed previously and you may have to purchase a new access code. Access codes Access codes that are purchased from sellers other than Pearson carry a higher risk of being either the wrong ISBN or a previously redeemed code. Check with the seller prior to purchase. -- **Critical Thinking Skills in Everyday Context** -- The Socrates Model Thinking Socratically is a treatment of critical thinking, rather than an informal logic textbook. It emphasizes a philosophical reflection on real issues from everyday life, in order to teach students the skills of critical thinking in a commonplace context that is easy to understand and certain to be remembered. Teaching and Learning Experience Personalize Learning - MySearchLab delivers proven results in helping students succeed, provides engaging experiences that personalize learning, and comes from a trusted partner with educational expertise and a deep commitment to helping students and instructors achieve their goals. Improve Critical Thinking - Thinking Socratically contextualizes the presentation of critical thinking topics through easy-to-understand information, and shows, rather than just tells, students how to be critical thinkers by encouraging them to follow Socrates as a model. Engage Students -- Thinking Socratically exposes students to a variety of readings listed after expository material, Venn diagrams, chapter-end summaries, etc. -- in order to outline important concepts and learning tools needed for useful reasoning. Support Instructors - Teaching your course just got easier! You can create a Customized Text or use our Instructor's Manual, or PowerPoint Presentation Slides. Plus, Thinking Socratically is organized around topics for ease of assignments, and uses standard terminology to eliminate student confusion. Note: MySearchLab does not come automatically packaged with this text. To purchase MySearchLab, please visit [www.MySearchLab.com](#) or you can purchase a valuepack of the text + MySearchLab (VP ISBN-10: 0205179312, VP ISBN-13: 9780205179312).

Socratic Charis Aug 07 2020 This work offers an evaluation of Plato's portrayal of “Socrates” in relation to models of the ancient Greek “agon”, oral poetic performance, and the practices of “xenia”. The author reinterprets the values of the oral tradition and xenia as non-agonistic, and shows how these values can illuminate the dramatic and philosophical import of Plato's Socrates in ways potentially relevant to current thinking about “demokratia”.

[Socratic Rationalism and Political Philosophy](#) Sep 27 2019 In this new interpretation of Plato's Phaedo, Paul Stern considers the dialogue as an invaluable source for understanding the distinctive character of Socratic rationalism. First, he demonstrates, contrary to the charge of such thinkers as Nietzsche,

Heidegger, and Rorty, that Socrates' rationalism does not rest on the dogmatic presumption of the rationality of nature. Second, he shows that the distinctively Socratic mode of philosophizing is formulated precisely with a view to vindicating the philosophic life in the face of these uncertainties. And finally, he argues that this vindication results in a mode of inquiry that finds its ground in a clear understanding of the problematical but enduring human situation. Stern concludes that Socratic rationalism, aware as it is of the limits of reason, still provides a nondogmatic and nonarbitrary basis for human understanding.

Socratic Citizenship Oct 09 2020 Many critics bemoan the lack of civic engagement in America. Tocqueville's "nation of joiners" seems to have become a nation of alienated individuals, disinclined to fulfill the obligations of citizenship or the responsibilities of self-government. In response, the critics urge community involvement and renewed education in the civic virtues. But what kind of civic engagement do we want, and what sort of citizenship should we encourage? In *Socratic Citizenship*, Dana Villa takes issue with those who would reduce citizenship to community involvement or to political participation for its own sake. He argues that we need to place more value on a form of conscientious, moderately alienated citizenship invented by Socrates, one that is critical in orientation and dissident in practice. Taking Plato's *Apology of Socrates* as his starting point, Villa argues that Socrates was the first to show, in his words and deeds, how moral and intellectual integrity can go hand in hand, and how they can constitute importantly civic--and not just philosophical or moral--virtues. More specifically, Socrates urged that good citizens should value this sort of integrity more highly than such apparent virtues as patriotism, political participation, piety, and unwavering obedience to the law. Yet Socrates' radical redefinition of citizenship has had relatively little influence on Western political thought. Villa considers how the Socratic idea of the thinking citizen is treated by five of the most influential political thinkers of the past two centuries--John Stuart Mill, Friedrich Nietzsche, Max Weber, Hannah Arendt, and Leo Strauss. In doing so, he not only deepens our understanding of these thinkers' work and of modern ideas of citizenship, he also shows how the fragile Socratic idea of citizenship has been lost through a persistent devaluation of independent thought and action in public life. Engaging current debates among political and social theorists, this insightful book shows how we must reconceive the idea of good citizenship if we are to begin to address the shaky fundamentals of civic culture in America today.

Socratic Torah Jan 24 2022 The relationship of the rabbis of Late Antique Palestine to their non-Jewish neighbors, rulers, and interlocutors was complex and often fraught. Jenny R. Labendz investigates the rabbis' self-perception and their self-fashioning within this non-Jewish social and intellectual world, answering a fundamental question: Was the rabbinic participation in Greco-Roman society a begrudging concession or a principled choice? Labendz shows that despite the highly insular and self-referential nature of rabbinic Torah study, some rabbis believed that the involvement of non-Jews in rabbinic intellectual culture enriched the rabbis' own learning and teaching. Labendz identifies a sub-genre of rabbinic texts that she terms "Socratic Torah," in which rabbis engage in productive dialogue with non-Jews about biblical and rabbinic law and narrative. In these texts, rabbinic epistemology expands to include reliance not only upon Scripture and rabbinic tradition, but upon intuitions and life experiences common to Jews and non-Jews. While most scholarly readings of rabbinic dialogues with non-Jews have focused on the polemical, hostile, or anxiety-ridden nature of the interactions, *Socratic Torah* reveals that the presence of non-Jews was at times a welcome opportunity for the rabbis to think and speak differently about Torah. Labendz contextualizes her explication of Socratic Torah within rabbinic literature at large, including other passages and statements about non-Jews as well as general intellectual trends in rabbinic literature, and also within cognate literatures, including Plato's dialogues, Jewish texts of the Second Temple period, and the New Testament. Thus the passages that make up the sub-genre of Socratic Torah serve as the entryway for a much broader understanding of rabbinic literature and rabbinic intellectual culture.

Xenophon's Socratic Education Oct 21 2021 It is well known that Socrates was executed by the city of Athens for not believing in the gods and for corrupting the youth. Despite this, it is not widely known what he really thought, or taught the youth to think, about philosophy, the gods, and political affairs. Of the few authors we rely on for firsthand knowledge of Socrates--Aristophanes, Xenophon, Plato, and Aristotle--only Xenophon, the least read of the four, lays out the whole Socratic education in systematic order. In *Xenophon's Socratic Education*, through a careful reading of Book IV of *Xenophon's Memorabilia*, Dustin Sebell shows how Socrates ascended, with his students in tow, from opinions about morality or politics and religion to knowledge of such things. Besides revealing what it was that Socrates really thought--about everything from self-knowledge to happiness, natural theology to natural law, and rhetoric to dialectic--Sebell demonstrates how Socrates taught promising youths, like Xenophon or Plato, only indirectly: by jokingly teaching unpromising youths in their presence. Sebell ultimately shows how Socrates, the founder of moral and political philosophy, sought and found an answer to the all-important question: should we take our bearings in life from human reason, or revealed religion?

Socratic Studies May 16 2021 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 Socratic Movement Dec 31 2019 14 essays which examine the efforts of Socrates' associates to preserve his speeches for posterity. The papers place particular emphasis on the non-Platonic tradition.

Using the Socratic Method in Counseling Jul 06 2020 Using the Socratic Method in Counseling shows counselors how to use the Socratic method to help clients solve life problems using knowledge they may not realize they have. Coauthored by two experts from the fields of philosophy and counseling, the book presents theory and techniques that give counselors a client-centered and contextually bound method for better addressing issues of ethnicities, genders, cultures. Readers will find that *Using the Socratic Method in Counseling* is a thorough and useful text on a new theoretical orientation grounded in ancient philosophy.

Plato and the Socratic Dialogue Jun 04 2020 This book offers a new interpretation of Plato's early and middle dialogues as the expression of a unified philosophical vision. Whereas the traditional view sees the dialogues as marking successive stages in Plato's philosophical development, we may more legitimately read them as reflecting an artistic plan for the gradual, indirect and partial exposition of Platonic philosophy. The magnificent literary achievement of the dialogues can be fully appreciated only from the viewpoint of a unitarian reading of the philosophical content.

Socrates Mystagogos Mar 14 2021 For Socrates, philosophy is not like Christian conversion from error to truth, but rather it is like the pagan process whereby a young man is initiated into cult mysteries by a more experienced man - the mystagogos - who prepares him and leads him to the sacred precinct. In Greek cult religion, the mystagogos prepared the initiate for the esoteric mysteries revealed by the hierophant. Socrates treats traditional wisdom with scepticism, and this makes him appear ridiculous or dangerous in the eyes of cultural conservatives. Nevertheless, his scepticism is not radical: custom is not something on which we must turn our backs if we are to pursue the truth. Socrates assumes an epistemology and employs a method by which he induces his companions to begin the critical and self-critical process of philosophical inquiry, not ignoring conventional wisdom, but thinking through and reinterpreting it as they make constructive progress towards the truth. He provides conclusive and convincing arguments in support of controversial answers to some of the most important moral questions he poses.

Teach Like Socrates Mar 26 2022 What is the Socratic Method? How can we bring the Socratic Method into the middle school and high school classroom? How does a teacher lead a Socratic discussion and develop the discussion skills of students? Using passages from the works of Plato and Xenophon, *Teach Like Socrates* answers each of these questions, clearly explaining the most famous and the most misunderstood teaching method in the world. Unrivaled as a constructive vehicle for critical thinking and problem solving, the Socratic Method can be brought into the classroom every day for the inductive exploration of ideas and scaffolded problem solving as well as for cooperative discussion. *Teach Like Socrates* includes templates, sample lesson plans, discussion games, and example dialogues from students. With this book, every teacher can master the style that leads students to critical thinking, problem solving, and independent learning. Grades 7-12

Belief and Truth Aug 19 2021 *Belief and Truth: A Skeptic Reading of Plato* explores a Socratic intuition about belief, doxa -- belief is "shameful." In aiming for knowledge, one must aim to get rid of beliefs. Vogt shows how deeply this proposal differs from contemporary views, but that it nevertheless speaks to intuitions we are likely to share with Plato, ancient skeptics, and Stoic epistemologists.

The Socratic Method Nov 21 2021 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.

Enhancing Teaching and Learning With Socratic Educational Strategies: Emerging Research and Opportunities Jan 12 2021 Traditionally understood as an ancient teaching method conceived by the philosopher Socrates, scholars in education have boldly explored the definitions, philosophical underpinnings, assumptions, and uses of Socratic dialogue in various learning situations and educational settings. Despite its ancient origins, the Socratic Method has an impact on contemporary leadership, critical thinking skills, e-learning, adult education, and social-emotional learning. *Enhancing Teaching and Learning With Socratic Educational Strategies: Emerging Research and Opportunities* presents scholarly work, philosophical investigations, educational claims, and the latest empirical research on the process and outcome of the Socratic Method in educational contexts. It delves deeply into the instructional strategy uncovering its practical impact in educational contexts and its philosophical and societal consequences in the modern world. Covering topics such as female voice, maieutic instruction, and teacher preparation, this book is an essential resource for philosophers, educational administration, educators, researchers, pre-service teachers, academicians, and government programs.

Developing Intelligence by the Socratic Method Jul 26 2019

Kierkegaard's Socratic Art Jun 16 2021 And to a new awareness of Kierkegaard's skillful - and ethical - use of "indirect communication," much like a good midwife and very much in the way of the "Socratic/maieutic art."--BOOK JACKET.

The Cambridge Companion to Socrates Nov 02 2022 Essays from a diverse group of experts providing a comprehensive guide to Socrates, the most famous Greek philosopher.

Socratic Seminars in the Block Dec 11 2020 Shows how teachers can plan and implement Socratic Seminars, a strategy that is particularly appropriate for teaching in a block schedule and which leads to active learning.

Socratic Seminars and Literature Circles Feb 10 2021 First Published in 2002. Routledge is an imprint of Taylor & Francis, an informa company.

The Socratic Turn Oct 28 2019 Can we come to know what is good and evil, right and wrong in our age of science? In *The Socratic Turn*, Dustin Sebell looks to Socrates, the founder of political philosophy, for guidance.

Interpreting Plato Socratically Jun 28 2022 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

Socratic Logic Apr 02 2020 This new and revised edition of Peter Kreeft's *Socratic Logic* is updated, adding new exercises and more complete examples, all with Kreeft's characteristic clarity and wit. Since its introduction in the spring of 2004, *Socratic Logic* has proven to be a different type of logic text: (1) This is the only complete system of classical Aristotelian logic in print. The "old logic" is still the natural logic of the four language arts (reading, writing, speaking, and listening). Symbolic, or "mathematical," logic is not for the humanities. (How often have you heard someone argue in symbolic logic?) (2) This book is simple and user-friendly. It is highly interactive, with a plethora of exercises and a light, engaging style. (3) It is practical. It is designed for do-it-yourselfers as well as classrooms. It emphasizes topics in proportion to probable student use: e.g., interpreting ordinary language, not only analyzing but also constructing effective arguments, smoking out hidden assumptions, making "argument maps," and using Socratic method in various circumstances. (4) It is philosophical. Its exercises expose students to many classical quotations, and additional chapters introduce philosophical issues in a Socratic manner and from a commonsense, realistic point of view. It prepares students for reading Great Books rather than Dick and Jane, and models Socrates as the beginner's ideal teacher and philosopher.

Psychotherapist's Guide to Socratic Dialogue Jul 18 2021 This concise volume serves as a ready guide to using Socratic dialogue with psychotherapy clients. In very clear language, this volume takes the reader through a working definition of the Socratic method and its clinical application. Used often in

cognitive-behavioral therapy, this method is useful to all modes of psychotherapy. This guide provides a solid background to understanding Socratic questioning and examines the various types of questions that may be employed, as well as the different levels that may apply. Theory and explication are bolstered by numerous clinical examples. Useful for both beginning and experienced therapists, this book will enhance the therapeutic relationship and contribute effectively to better outcomes.

Milton's Socratic Rationalism Nov 29 2019 Milton's Socratic Rationalism focuses on the influence of Milton's years of private study of classical authors, chiefly Plato, Xenophon and Aristotle, on Paradise Lost. It examines the conversations of Adam and Eve as a mode of discourse closely aligned to practices of Socrates in the dialogues of Plato and eponymous discourses of Xenophon.

The Socratic Method Apr 14 2021 "The Socratic method is one of the timeless inventions of the ancient world. It is a path to wisdom and a way to think more intelligently about questions large or small. It is a technique for teaching others and for talking to yourself. It is an antidote to stupidity, to irrationality, and to social media. It is easy to understand but challenging to master. It is useful for everyone. This book explains the Socratic method in detail: what it is, where it came from, and how to carry it out. The chapters teach the elements of the method step by step with examples from Plato's dialogues. They illustrate how to create Socratic questions of your own. They show how the teachings of Socrates produced the philosophies of Stoicism and Skepticism. The book also explains how the Socratic method can be put to work in the classroom, and it offers Socratic rules of engagement for talking about politics and other hard things. The Socratic Method is a complete guide to the practical use of a great idea"--

The Socratic Individual Nov 09 2020 The author explores the recovery of Socratic philosophy in the political thought of G.W.F. Hegel, Soren Kierkegaard, John Stuart Mill, and Friedrich Nietzsche. Ward identifies the cause of the renewed interest in Socrates in Hegel's call for the absorption of the individual within the modern, liberal state and the concomitant claim that Socratic skepticism should cease because history has reached its end and perfection. Recoiling from Hegel's attempt to chain the individual within the "cave," nineteenth century thinkers push back against his deification of the state. Yet, underlying Kierkegaard, Mill and Nietzsche's turn to Socrates is their acceptance of Hegel's critique of the liberal conception of the rights-bearing individual. Like Hegel, they agree that such an individual is an unworthy competitor to the state. In search of a noble individual to hold up against the state and counter the belief in the "end" of history, Kierkegaard, Mill and Nietzsche bring back and transform Socrates in significant ways. For Kierkegaard the Socratic philosopher in modern times is the person of faith, for Mill the public intellectual whose idiosyncratic identity arises from the freedom of speech, and for Nietzsche the Dionysian artist. Each model the beauty of individuality in our democratic age.

Socratic Methods in the Classroom Aug 31 2022 Since the Renaissance, the Socratic Method has been adapted to teach diverse subjects, including medicine, law, and mathematics. Each discipline selects elements and emphases from the Socratic Method that are appropriate for teaching individuals or groups how to reason judiciously within that subject. By looking at some of the great practitioners of Socratic questioning in the past, Socratic Methods in the Classroom explains how teachers may use questioning, reasoning, and dialogue to encourage critical thinking, problem solving, and independent learning in the secondary classroom. Through a variety of problems, cases, and simulations, teachers will guide students through different variations of the Socratic Method, from question prompts to the case method. Students will learn to reason judiciously, gain an understanding of important issues, and develop the necessary skills to discuss these issues in their communities. Grades 8-12

Socratic ignorance Aug 26 2019 This book is intended to offer an interpretation of an important aspect of Plato's philosophy. The matter to be interpreted will be the Platonic myths and doctrines which bear upon self-knowledge and self-ignorance. It is difficult to say in a word just what sort of thing an interpretation is. Rather than attempting to provide a set of rules or meta-rules supposed to define the ideally perfect interpretation, several distinctions will be suggested. I should like to distinguish the philological scholar from the interpreter by saying that the latter uses what the former produces. The function of the scholarly examination of a text is to make an ancient (or foreign) writing available to the contemporary reader. The scholar solves grammatical, lexical, and historical problems and renders his author readable by the person who lacks this scholarly learning and technique. The function of the interpreter is to make use of such available writings in order to render their content more intelligible and useful to a given audience. Thus, he thinks through this content, explains, and re-expresses it in a form which can be easily related to problems, persons, doctrines, or events of another epoch or of another class of readers. At the minimum, the interpretation of a philosophic writing may be thought to prepare its teaching for application to matters which belong in another time or context. Detailed application of a doctrine is, of course, still another thing.