

Thinking Socratically Chapter 1

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Thinking Socratically Sharon Schwarze 2011-11 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).

Belief and Truth Katja Maria Vogt 2012-09-20 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 Classroom Sarah Davey Chesters 2012-09-13 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.

Law School For Dummies Rebecca Fae Greene 2011-04-27 The straightforward guide to surviving and thriving in law school Every year more than 40,000 students enter law school and at any given moment there are over 125,000 law school students in the United States. Law school's highly pressurized, super-competitive atmosphere often leaves students stressed out and confused, especially in their first year. Balancing life and schoolwork, passing the bar, and landing a job are challenges that students often need help facing. In *Law School For Dummies*, former law school student Rebecca Fae Greene uses straight talk, sound advice, and gentle humor to help students sort through the swamp of coursework and focus on what's important—all while maintaining a life. She also offers rare insight on the law school experience for women, minorities, non-traditional, and non-Ivy League students.

How the Socratic Method Engenders Authentic Educational Experiences Frank Giuseffi 2021-04-15 *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.

Attitudes and Opinions Stuart Oskamp 2005-01-15 Notable advances resulting from new research findings, measurement approaches, widespread uses of the Internet, and increasingly sophisticated approaches to sampling and polling, have stimulated a new generation of attitude scholars. This extensively revised edition captures this excitement, while remaining grounded in scholarly research. *Attitudes and Opinions*, 3/e maintains one of the main goals of the original edition--breadth of coverage. The book thoroughly reviews both implicit and explicit measures of attitudes, the structure and function of attitudes, the nature of public opinion and polling, attitude formation, communication of attitudes and opinions, and the relationship between attitudes and behaviors, as well as theories and research on attitude change. Over 2,000 references support the book's scientific integrity. The authors' second goal is to demonstrate the relevance of the topic to people's lives. Subsequently, the second part of the book examines many of the topics and research findings that are salient in the world today--political and international attitudes (including terrorism), voting behavior, racism and prejudice, sexism and gender roles, and environmental attitudes. This thoroughly revised new edition features: *an entirely new chapter on implicit measures attitudes; *a new chapter on environmental attitudes; *updated opinion poll data throughout the book; *additional material on

*time trends in attitudes about many issues; and *expanded, updated sections on international attitudes reflecting the events of 9/11 and the subsequent invasions of Afghanistan and Iraq. Attitudes and Opinions' broad and interdisciplinary perspective makes this an ideal text in courses on attitudes, public opinion, survey research, or persuasion, taught in a variety of departments including psychology, communication, marketing, sociology, and political science.*

CliffsNotes The Notebook Teacher's Guide Richard P. Wasowski 2009-09-22 A teacher's guide but with a flair! The teacher's guide includes background information on the novel, strategies for teaching the novel, and literary analysis of the novel, including voice, imagery, symbolism, and setting. Also includes a printed interview with Sparks.

Dialogue and Discovery Kenneth Seeskin 1987-01-01 This book examines the Socratic method of elenchus, or refutation. Refutation by its very nature is a conflict, which in the hands of Plato becomes high drama. The continuing conversation in which it occurs is more a test of character than of intellect. Dialogue and Discovery shows that, in his conversations, Socrates seeks to define moral qualities--moral essences--with the goal of improving the soul of the respondent. Ethics underlies epistemology because the discovery of philosophic truth imposes moral demands on the respondent. The recognition that moral qualities such as honesty, humility, and courage are necessary to successful inquiry is the key to the understanding of the Socratic paradox that virtue is knowledge. The dialogues receiving the most emphasis are the Apology, Gorgias, Protagoras, and Meno.

In the Socratic Tradition Tziporah Kasachkoff 1998 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.

Learning Cognitive-Behavior Therapy Jesse H. Wright 2017-05-01 Building on its successful "read-see-do" approach, this second edition of Learning Cognitive-Behavioral Therapy: An Illustrated Guide seamlessly combines 23 all-new videos with informative text and figures, charts, worksheets, checklists, and tables to help readers not only learn the essential skills of CBT but achieve competence in this important evidence-based treatment method. Opening with an overview of core cognitive-behavior therapy (CBT) theories and techniques, leading CBT practitioners then describe and demonstrate how to build effective therapeutic relationships with CBT, conceptualize a case with the CBT model, structure sessions, and resolve common problems encountered in CBT. This updated, second edition of the best-selling and highly popular Learning Cognitive-Behavioral Therapy also features: Ways to employ CBT to reduce suicide risk Guidance on integrating therapies related to CBT -- including dialectical behavior therapy, mindfulness-based cognitive therapy, and well-being therapy -- in the context of personality disorders and chronic or recurrent depression An appendix of curated resources by the expert authors -- recommended readings, computer programs, Web sites, videos, and organizations -- to give readers access to the best resources in building competence in CBT practice The all-new videos feature clinicians demonstrating methods in real-world settings and include new topics such as safety planning and uncovering and changing maladaptive schemas. Proven as one of the best teaching tools for building competence in CBT, this new edition will enrich readers' understanding and practice of CBT.

Socratic Seminars and Literature Circles Marc Moeller 2013-12-13 First Published in 2002. Routledge is an imprint of Taylor & Francis, an informa company.

Socratic Rationalism and Political Philosophy Paul Stern 1997-01-01 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's 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 Dana Villa 2020-09-01 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.

Kierkegaard's 'Concluding Unscientific Postscript' Rick Anthony Furtak 2010-07-29 Søren Kierkegaard's Concluding Unscientific Postscript has provoked a lively variety of divergent interpretations for a century and a half. It has been both celebrated and condemned as the chief inspiration for twentieth-century existential thought, as a subversive parody of philosophical argument, as a critique of mass society, as a forerunner of phenomenology and of postmodern relativism, and as an appeal for a renewal of religious commitment. These 2010 essays written by international Kierkegaard scholars offer a plurality of critical approaches to this fundamental text of existential philosophy. They cover hotly debated topics such as the tension between the Socratic-philosophical and the Christian-religious; the identity and personality of Kierkegaard's pseudonym 'Johannes Climacus'; his conceptions of paradoxical faith and of passionate understanding; his relation to his contemporaries and to some of his more distant predecessors; and, last but not least, his pertinence to our present-day concerns.

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

The Socratic Individual Ann Ward 2020-05-15 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.

Plato and the Socratic Dialogue Charles H. Kahn 1997-01-09 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.

Critical Thinking and Reasoning Daniel Fasko 2020-10-15 10 The Good Thinker's Tool Kit: How to Engage Critical Thinking and Reasoning in Secondary Education -- Amber Strong Makaiau -- 11 Equipping Students for Success in College and Beyond: Placing Critical Thinking Instruction at the Heart of a General Education Program -- Amanda L. Hiner -- 12 Commentary: Critical Thinking - Effusively Touted, But so Rarely Pursued -- M. Neil Browne -- PART 4: Assessment -- 13 Observations from a Long-term Effort to Assess and Improve Critical Thinking -- Ada Haynes and Barry Stein -- 14 Assessing Critical Thinking: Challenges, Opportunities, and Empirical Evidence -- Heather A. Butler -- 15 What the Data Tell Us about Human Reasoning -- Peter A.

Facione, Noreen C. Facione and Carol Ann Gittens -- 16 Commentary: Thinking Critically about Critical-Thinking Assessment -- Donald Hatcher and Kevin Possin -- Epilogue -- Frank Fair and Daniel Fasko, Jr. -- Index.

Moral Expertise and Moral Education Daniel Scott Hagen 2013 What is virtue and can it be taught? These questions preoccupied Socrates and this dissertation offers a Socratic answer to them. In Chapter 1 ("Virtue as Expert Moral Knowledge") I develop and defend a novel interpretation of the Socratic thesis that virtue is a kind of knowledge. I argue that the relevant kind of knowledge of interest to Socrates is expert moral knowledge or moral expertise—a complex epistemic state that integrates practical knowledge, theoretical knowledge, and self-knowledge. This account unifies several seemingly disparate epistemological threads that run through Plato's Socratic dialogues, it helps us resolve other interpretive questions surrounding Socrates and Socratic philosophy, and it is philosophically attractive in its own right. In Chapter 2 ("Socrates the Educator and Socratic Education") I confront a puzzle about Socrates' status as a teacher. It's natural to think of him as one, yet (1) Socrates persistently denies that he is or ever was anyone's teacher, (2) he seems to think knowledge of some sort is necessary for being a teacher while disavowing knowledge himself, and (3) he argues on occasion that virtue—the thing he took to be most important of all—cannot be taught. I use the account from Chapter 1 to resolve this puzzle. I conclude the chapter by considering some of the further benefits of Socratic education and some of the limitations it faces. In Chapter 3 ("Moral Deference and Moral Development") I explore the interaction between expertise and education by examining Socratic policies regarding each. In particular, I consider how Socrates thinks we ought to interact with moral experts, and I consider how he thinks we ought to promote our own moral development (in light of the account of virtue from Chapter 1). I argue that while there appears to be a trade-off between deference and development, Socrates' characteristic method of inquiry, elenchus, offers a way to reconcile the two. I bookend the chapter with a discussion of some recent work in moral epistemology on the puzzle of pure moral deference. The Socratic perspective on deference and development supplies a new diagnosis of this puzzle.

Philosophy of Education in Action David W. Nicholson 2016-01-13 Philosophy of Education in Action is an innovative, inquiry-based introductory text that invites readers to study philosophy of education through the lens of their own observations and experiences. Structured according to a "Wonder Model of Inquiry," each chapter begins by posing a fundamental What if question about curriculum, pedagogy, and the role of the school before investigating the various philosophical perspectives that guide and influence educational practices. Classroom vignettes and examples of actual schools and educational programs help to ground philosophical perspectives in real-world scenarios, while the book's unique inquiry-based approach leads students to both think critically about philosophical questions and apply the concepts to their own teaching. Features of the text include: What if questions that structure each chapter to pique students' curiosity, stimulate creativity, and promote critical thinking. Authentic classroom vignettes that encourage students to analyze what it means to "do" philosophy and to reflect upon their own practices, examine their role in the educational process, and articulate their own philosophical beliefs. A concluding section asking readers to imagine and design their own hypothetical school or classroom as a project-based means of analyzing, synthesizing, and evaluating the different philosophies discussed. Accessible and thought-provoking, Philosophy of Education in Action provides a dynamic learning experience for readers to understand and apply philosophy in educational practice.

CliffsNotes On Nicholas Sparks and Micah Sparts' Three Weeks with My Brother Teacher's Guide Richard P. Wasowski 2011-03-01 Help your students get the most from Nicholas Sparks & Micah Sparks' Three Weeks with My Brother with CliffsNotes—the original study guides. Just as compelling as Sparks' bestselling novels, Three Weeks with My Brother is a nonfiction account by two brothers, who travel to some of the world's most mysterious and inspiring destinations

and ultimately learn valuable lessons about loss, love, and hope. Watch your students fall in love with this touching memoir with the help of the valuable insight and trusted guidance of CliffsNotes. Plus, the classroom activities are designed to be flexible to suit your individual classroom needs and personal teaching style. Inside, you'll get: Introduction to Nicholas Sparks Author background How to use this book List of characters Pre-reading activities Strategies for teaching Sparks' Three Weeks with My Brother Classroom reading activities Vocabulary words Post-reading activities and assignments Assigning and evaluating a thesis And much more Discover other modern-day treasures and classic literature you can introduce in your classroom by visiting CliffsNotes.com.

Critical Writing Gerald Nosich 2021-03-12 "The main goal of this book is to provide students with a set of robust, integrated critical concepts and processes that will allow to them think through a topic and then write about it, and to do so in a way that is built on, and permeated by, substantive critical thinking"--

Mathematics Education Programs that Work 1991

Comic Connections Sandra Eckard 2018-12-28 This book is designed to help teachers from middle school through college find exciting new strategies to help students develop their literacy skills.

The Socratic Method Rebecca Bensen Cain 2007-04-26 Explains how Plato's Socrates uses fallacy, irony, ambiguity and other rhetorical strategies to advance the Greek maxim to 'know thyself', as a means of caring for the soul

Socratic Charis Lisa Atwood Wilkinson 2013 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".

Handbook of Research on Advancing Critical Thinking in Higher Education Wisdom, Sherrie 2015-07-17 The importance of critical thinking has surged as academics in higher education realize that many students, upon entering college, lack the critical thinking skills necessary to succeed. While much has been written regarding the 'lack' of critical thinking, less has been written on the success of methods implemented to develop this fundamental skill. The Handbook of Research on Advancing Critical Thinking in Higher Education explores the effective methods and tools being used to integrate the development of critical thinking skills in both undergraduate and graduate studies. Due to the difficulties associated with teaching critical thinking skills to learners of any age, this publication is a crucial addition to the scholarly reference works available to pre-service and early career teachers, seasoned educational professionals, professors across disciplines, curriculum specialists, and educational administrators.

Transforming Thinking Catherine C. McCall 2013-12-02 Essential reading for anyone who seeks to prepare active citizens for the twenty-first century, this long-awaited book considers Philosophical Inquiry, an empowering teaching method that can lead to significant improvements in confidence and articulacy, and produce positive effects in other school activities and in interactions in the wider world. Readers are guided through the creation of a Community of Philosophical Inquiry (CoPI) in the kindergarten, the classrooms of primary and secondary schools, the community centre and beyond, with practical ideas to make CoPI work. With examples ranging from five year old children to underachieving teenagers, and even senior citizens, the book shows how participation in a CoPI develops: the skills of reasoning, critical and creative thinking concept formation and judgment the virtues of intellectual honesty and bravery. Including chapters on the theory and development of Philosophical Inquiry, the creation of a community, and using CoPI with groups of different ages, this book forms essential reading for teachers, professionals and community workers.

Socratic Selling: How to Ask the Questions That Get the Sale Kevin Daley 1995-08-22 Build a relationship with your customers and close the sale more surely. The Socratic approach respects the power of the customer. The customer has the need, the power, and the decision-making authority. Socratic Selling shows you how to access that power, to cooperate with it, and to make it work for you. Inside you will discover how to: Open a sales dialogue dynamically, so that you and your customer go right to the heart of the matter Guide the dialogue through a discovery of needs and needed decisions Negotiate objections, and close effectively Uncover the motivators that move sales to more predictable closure

Socrates and the Socratic Dialogue Alessandro Stavru 2017-11-27 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 Circles Matt Copeland 2005-01-01 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.

Plato's Socrates on Socrates Anne-Marie Schultz 2020-03-19 In Plato's Socrates on Socrates: Socratic Self-Disclosure and the Public Practice of Philosophy, Anne-Marie Schultz analyzes the philosophical and political implications of Plato's presentation of Socrates' self-disclosive speech in four dialogues: Theaetetus, Symposium, Apology, and Phaedo. Schultz argues that these moments of Socratic self-disclosure show that Plato's presentation of "Socrates the narrator" is much more pervasive than the secondary literature typically acknowledges. Despite the pervasive appearance of a Socrates who describes his own experience throughout the dialogues, Socratic autobiographical self-disclosure has received surprisingly little scholarly attention. Plato's use of narrative, particularly his trope of "Socrates the narrator," is often subsumed into discussions of the dramatic nature of the dialogues more generally rather than studied in its own right. Schultz shows how these carefully crafted narrative remarks add to the richness and profundity of the Platonic texts on multiple levels. To illustrate how these embedded Socratic narratives contribute to the portrait of Socrates as a public philosopher in Plato's dialogues, the author also examines Socratic self-disclosive practices in the works of bell hooks, Kathy Khang, and Ta-Nehisi Coates, and even practices the art of Socratic self-disclosure herself.

Socratic Methods in the Classroom Erick Wilberding 2021-10-08 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 Moral Psychology Thomas C. Brickhouse 2010-05-06 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.

The Foundations of Socratic Ethics Alfonso Gómez-Lobo 1994 In this provocative new work, Alfonso Gomez-Lobo proposes that the earliest Platonic writings, in particular Apology, Crito, and sections of Gorgias, contain an underlying moral philosophy that can be attributed to Socrates with some degree of assurance. His aim is to show that Socratic moral philosophy is a reasonably systematic construction generated by a small number of principles or axioms.

Xenophon's Socratic Education Dustin Sebell 2021-03-19 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?

Kierkegaard on Dialogical Education Anna Strelis Soderquist 2016-07-14 This book examines a dialogical and narrative approach to education as uncovered in the philosophy of Søren Kierkegaard. Anna Strelis Söderquist underscores the tension between autonomy and dependence and emphasizes a unique conception of human freedom highlighting the productive role of vulnerability.

Psychotherapist's Guide to Socratic Dialogue Mohammad Sadegh Montazeri 2022-09-19 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.

Think Smarter Michael Kallet 2014-04-07 Filled with real-world examples and exercises, this practical resource presents more than 25 "tools" to apply critical thinking techniques to everyday business issues that are applicable across industries and functions, from individuals to senior executives.

Kierkegaard and Socrates Jacob Howland 2006-04-24 This volume is a study of the relationship between philosophy and faith in Søren Kierkegaard's *Philosophical Fragments*. It is also the first book to examine the role of Socrates in this body of writings, illuminating the significance of Socrates for Kierkegaard's thought. Jacob Howland argues that in the *Fragments*, philosophy

and faith are closely related passions. A careful examination of the role of Socrates demonstrates that Socratic, philosophical eros opens up a path to faith. At the same time, the work of faith - which holds the self together with that which transcends it - is essentially erotic in the Socratic sense of the term. Chapters on Kierkegaard's Johannes Climacus and on Plato's Apology shed light on the Socratic character of the pseudonymous author of the Fragments and the role of 'the god' in Socrates' pursuit of wisdom. Howland also analyzes the Concluding Unscientific Postscript and Kierkegaard's reflections on Socrates and Christ.

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