

# Plato Premise Fostering Student Autonomy Nea

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It is your enormously own get older to doing reviewing habit. in the course of guides you could enjoy now is **Plato Premise Fostering Student Autonomy Nea** below.

Plato's Styles and Characters Gabriele Cornelli 2015-11-27 The significance of Plato's literary style to the content of his ideas is perhaps one of the central problems in the study of Plato and Ancient Philosophy as a whole. As Samuel Scolnicov points out in this collection, many other philosophers have employed literary techniques to express their ideas, just as many literary authors have exemplified philosophical ideas in their narratives, but for no other philosopher does the mode of expression play such a vital role in their thought as it does for Plato. And yet, even after two thousand years there is still no consensus about why Plato expresses his ideas in this distinctive style. Selected from the first Latin American Area meeting of the International Plato Society ([www.platosociety.org](http://www.platosociety.org)) in Brazil in 2012, the following collection of essays presents some of the most recent scholarship from around the world on the wide range of issues related to Plato's dialogue form. The essays can be divided into three categories. The first addresses general questions concerning Plato's literary style. The second concerns the relation of his style to other genres and traditions in Ancient Greece. And the third examines Plato's characters and his purpose in using them.

**How Propaganda Works** Jason Stanley 2015 How propaganda undermines democracy and why we need to pay attention Our democracy today is fraught with political campaigns, lobbyists, liberal media, and Fox News commentators, all using language to influence the way we think and reason about public issues. Even so, many of us believe that propaganda and manipulation aren't problems for us—not in the way they were for the totalitarian societies of the mid-twentieth century. In *How Propaganda Works*, Jason Stanley demonstrates that more attention needs to be paid. He examines how propaganda operates subtly, how it undermines democracy—particularly the ideals of democratic deliberation and equality—and how it has damaged democracies of the past. Focusing on the shortcomings of liberal democratic states, Stanley provides a historically grounded introduction to democratic political theory as a window into the misuse of democratic vocabulary for propaganda's selfish purposes. He lays out historical examples, such as the restructuring of the US public school system at the turn of the twentieth century, to explore how the language of democracy is sometimes used to mask an undemocratic reality. Drawing from a range of sources, including feminist theory, critical race theory, epistemology, formal semantics, educational theory, and social and cognitive psychology, he explains how the manipulative and hypocritical declaration of flawed beliefs and ideologies arises from and perpetuates inequalities in society, such as the racial injustices that commonly occur in the United States. *How Propaganda Works* shows that an understanding of propaganda and its mechanisms is essential for the preservation and protection of liberal democracies everywhere.

**Human Rights and Human Well-Being** William J. Talbott 2010-11-01 In the last half of the twentieth century, legalized segregation ended in the southern United States, apartheid ended in South Africa, women in many parts of the world came to be recognized as having equal rights with men, persons with disabilities came to be recognized as having rights to develop and exercise their human capabilities, colonial peoples' rights of self-determination were recognized, and rights of gays and lesbians have begun to be recognized. It is hard not to see these developments as examples of real moral progress. But what is moral progress? In this book, William Talbott offers a surprising answer to that question. He proposes a consequentialist meta-

theoretical principle of moral and legal progress, the "main principle", to explain why these changes are examples of moral and legal progress. On Talbott's account, improvements to our moral or legal practices are changes that, when evaluated as a practice, contribute to equitably promoting well-being. Talbott uses the main principle to explain why almost all the substantive moral norms and principles used in moral or legal reasoning have exceptions and why it is almost inevitable that, no matter how much we improve them, there will always be more exceptions. This explanation enables Talbott to propose a new, non-skeptical understanding of what has been called the "naturalistic fallacy". Talbott uses the main principle to complete the project begun in his 2005 book of identifying the human rights that should be universal—that is, legally guaranteed in all human societies. Talbott identifies a list of fourteen robust, inalienable human rights. Talbott contrasts his consequentialist (though not utilitarian) account with many of the most influential nonconsequentialist accounts of morality and justice in the philosophical literature, including those of Ronald Dworkin, Jurgen Habermas, Martha Nussbaum, Phillip Pettit, John Rawls, T.M. Scanlon, Amartya Sen, Judith Thomson.

*Designing Teacher Evaluation Systems* Thomas Kane 2014-06-03 WHAT IS EFFECTIVE TEACHING? It's not enough to say "I know it when I see it" – not when we're expecting so much more from students and teachers than in the past. To help teachers achieve greater success with their students we need new and better ways to identify and develop effective teaching. The Measures of Effective Teaching (MET) project represents a groundbreaking effort to find out what works in the classroom. With funding by the Bill & Melinda Gates Foundation, the MET project brought together leading academics, education groups, and 3,000 teachers to study teaching and learning from every angle. Its reports on student surveys, observations, and other measures have shaped policy and practice at multiple levels. This book shares the latest lessons from the MET project. With 15 original studies, some of the field's most preeminent experts tap the MET project's unprecedented collection of data to offer new insights on evaluation methods and the current state of teaching in our schools. As feedback and evaluation methods evolve rapidly across the country, *Designing Teacher Evaluation Systems* is a must read and timely resource for those working on this critical task. PRAISE FOR DESIGNING TEACHER EVALUATION SYSTEMS "This book brings together an all-star team to provide true data-driven, policy-relevant guidance for improving teaching and learning. From student achievement to student perceptions, from teacher knowledge to teacher practices, the authors address key issues surrounding the elements of a comprehensive teacher evaluation and improvement system. Highly recommended for anyone seriously interested in reform." —PETE GOLDSCHMIDT, Assistant Secretary, New Mexico Public Education Department "This book is an invaluable resource for district and state leaders who are looking to develop growth and performance systems that capture the complexity of teaching and provide educators with the feedback needed to develop in their profession." —TOM BOASBERG, Superintendent, Denver Public Schools "A rare example of practical questions driving top quality research and a must read for anyone interested in improving the quality of teaching." —ROBERT C. GRANGER, Former President (Ret.), The William T. Grant Foundation "This will be the 'go to' source in years to come for those involved in rethinking how teachers will be evaluated and how evaluation can and should be used to increase teacher effectiveness. The superb panel of contributors

to this book presents work that is incisive, informative, and accessible, providing a real service to the national efforts around teacher evaluation reform." —JOHN H. TYLER, Professor of Education, Brown University

**The Doctrines of the Great Western Educators** Yogendra K. Sharma 2002

*Aristotle's Theory of Language and Meaning* Deborah K. W. Modrak 2001 This is a book about Aristotle's philosophy of language, interpreted in a framework that provides a comprehensive interpretation of Aristotle's metaphysics, philosophy of mind, epistemology and science. The aims of the book are to explicate the description of meaning contained in *De Interpretatione* and to show the relevance of that theory of meaning to much of the rest of Aristotle's philosophy. In the process Deborah Modrak reveals how that theory of meaning has been much maligned.

**The Teacher's Role in the Changing Globalizing World**

Hannele Niemi 2018 The teacher's role is changing rapidly throughout the world. Traditional ways of working as a teacher are being challenged and teachers are faced with new areas of expertise they need to manage as educational professionals. These characteristics, challenges, and changes in the teacher's role have been identified internationally and are both conceptual and practical. Teachers' work now includes much more than teaching in classrooms, but has expanded to designing new learning environments, collaboration and networking with others and mentoring colleagues. This book addresses the importance of considering these issues, researching them, and emphasising the importance of actively influencing and protecting the importance of the teacher role.

*Aspiration* Agnes Callard 2018 Becoming someone is a learning process; and what we learn is the new values around which, if we succeed, our lives will come to turn. Agents transform themselves in the process of, for example, becoming parents, embarking on careers, or acquiring a passion for music or politics. How can such activity be rational, if the reason for engaging in the relevant pursuit is only available to the person one will become? How is it psychologically possible to feel the attraction of a form of concern that is not yet one's own? How can the work done to arrive at the finish line be ascribed to one who doesn't (really) know what one is doing, or why one is doing it? In *Aspiration*, Agnes Callard asserts that these questions belong to the theory of aspiration. Aspirants are motivated by proleptic reasons, acknowledged defective versions of the reasons they expect to eventually grasp. The psychology of such a transformation is marked by intrinsic conflict between their old point of view on value and the one they are trying to acquire. They cannot adjudicate this conflict by deliberating or choosing or deciding—rather, they resolve it by working to see the world in a new way. This work has a teleological structure: by modeling oneself on the person he or she is trying to be, the aspirant brings that person into being. Because it is open to us to engage in an activity of self-creation, we are responsible for having become the kinds of people we are.

**The End of Education** Neil Postman 2011-06-01 In this comprehensive response to the education crisis, the author of *Teaching as a Subversive Activity* returns to the subject that established his reputation as one of our most insightful social critics. Postman presents useful models with which schools can restore a sense of purpose, tolerance, and a respect for learning.

**TALIS Teaching Practices and Pedagogical Innovations**

**Evidence from TALIS** Vieluf Svenja 2012-09-04 This new informative publication clearly identifies and arranges profiles in relation to two connected areas of professional teacher practices: classroom teaching practices and participation in professional learning communities.

*Schools of Thought* Rexford Brown 1993-08-10 As a result of his visits to classrooms across the nation, Brown has compiled an engaging, thought-provoking collection of classroom vignettes which show the ways in which national, state, and local school politics translate into changed classroom practices. "Captures the breadth, depth, and urgency of education reform".--Bill Clinton.

**The Matter of High Words** Robert Chodat 2017 Machine generated contents note: -- Introduction -- Part One: Words and Flesh -- Chapter 1: Minds, Machines, and Giving a Damn --

Chapter 2: That Horeb, That Kansas -- Part Two: We Solemnly Publish and Declare -- Chapter 3: Sociology to the Scientists -- Chapter 4: Puzzles, Pawnshops, and Improvisation -- Chapter 5: The Advanced US Citizenship of David Foster Wallace -- Afterward -- Bibliography

*The Rotarian* 1955-02 Established in 1911, *The Rotarian* is the official magazine of Rotary International and is circulated worldwide. Each issue contains feature articles, columns, and departments about, or of interest to, Rotarians. Seventeen Nobel Prize winners and 19 Pulitzer Prize winners – from Mahatma Gandhi to Kurt Vonnegut Jr. – have written for the magazine. *Design Discourse* David Franke 2010-10-06 *Design Discourse: Composing and Revising Programs in Professional and Technical Writing* addresses the complexities of developing professional and technical writing programs. The essays in the collection offer reflections on efforts to bridge two cultures—what the editors characterize as the “art and science of writing”—often by addressing explicitly the tensions between them. *Design Discourse* offers insights into the high-stakes decisions made by program designers as they seek to “function at the intersection of the practical and the abstract, the human and the technical.”

**Understanding and Shaping Curriculum** Thomas W. Hewitt 2006-02-13 *Understanding and Shaping Curriculum: What We Teach and Why* introduces readers to curriculum as knowledge, curriculum as work, and curriculum as professional practice. Author Thomas W. Hewitt discusses curriculum from theoretical and practical perspectives to not only acquaint readers with the study of curriculum, but also help them to become effective curriculum practitioners.

*Nicomachean Ethics* Aristotle 2012-03-06 Enduringly profound treatise, whose lasting effect on Western philosophy continues to resonate. Aristotle identifies the goal of life as happiness and discusses its attainment through the contemplation of philosophic truth.

*Social Science Research* Anol Bhattacharjee 2012-04-01 This book is designed to introduce doctoral and graduate students to the process of conducting scientific research in the social sciences, business, education, public health, and related disciplines. It is a one-stop, comprehensive, and compact source for foundational concepts in behavioral research, and can serve as a stand-alone text or as a supplement to research readings in any doctoral seminar or research methods class. This book is currently used as a research text at universities on six continents and will shortly be available in nine different languages.

*The Adult Learner* Malcolm S. Knowles 2020-12-21 How do you tailor education to the learning needs of adults? Do they learn differently from children? How does their life experience inform their learning processes? These were the questions at the heart of Malcolm Knowles' pioneering theory of andragogy which transformed education theory in the 1970s. The resulting principles of a self-directed, experiential, problem-centred approach to learning have been hugely influential and are still the basis of the learning practices we use today. Understanding these principles is the cornerstone of increasing motivation and enabling adult learners to achieve. The 9th edition of *The Adult Learner* has been revised to include: Updates to the book to reflect the very latest advancements in the field. The addition of two new chapters on diversity and inclusion in adult learning, and andragogy and the online adult learner. An updated supporting website. This website for the 9th edition of *The Adult Learner* will provide basic instructor aids. For each chapter, there will be a PowerPoint presentation, learning exercises, and added study questions. Revisions throughout to make it more readable and relevant to your practices. If you are a researcher, practitioner, or student in education, an adult learning practitioner, training manager, or involved in human resource development, this is the definitive book in adult learning you should not be without.

*Autonomous Agents* Alfred R. Mele 2001 Alfred Mele examines the concept of self-control on its terms, followed by an examination of its bearing on one's actions, beliefs, and emotions. He considers how, by understanding self-control, man can shed light on autonomous behaviour.

**Learner Autonomy in Language Learning** Sara Cotterall 1999 This book is a collection of papers that explores the notion of learner autonomy and the problem of helping language learners

to manage their learning effectively. The first part of the book deals with issues of definition: what is the cognitive base for autonomous learning behaviour and how is this mediated by social and cultural expectations of a learner's role? The second part reports on experiences of working with learners and with teachers to promote learner autonomy. In working with learners, the focus is on language learning strategies and how strategic learning might be developed through strategy training, materials design, reflection and counselling. In working with teachers, the focus is on bringing about change in traditional perspectives on the roles of learners and teachers within education systems.

**Mindstorms** Seymour A. Papert 2020-10-06 In this revolutionary book, a renowned computer scientist explains the importance of teaching children the basics of computing and how it can prepare them to succeed in the ever-evolving tech world. Computers have completely changed the way we teach children. We have Mindstorms to thank for that. In this book, pioneering computer scientist Seymour Papert uses the invention of LOGO, the first child-friendly programming language, to make the case for the value of teaching children with computers. Papert argues that children are more than capable of mastering computers, and that teaching computational processes like de-bugging in the classroom can change the way we learn everything else. He also shows that schools saturated with technology can actually improve socialization and interaction among students and between students and teachers. Technology changes every day, but the basic ways that computers can help us learn remain. For thousands of teachers and parents who have sought creative ways to help children learn with computers, Mindstorms is their bible.

**Learning Theories** Dale H. Schunk 2013 For Learning Theory/Cognition and Instruction, Advanced Educational Psychology, and Introductory Educational Psychology courses. An essential resource for understanding the main principles, concepts, and research findings of key learning theories - especially as they relate to education-this proven text blends theory, research, and applications throughout, providing its readers with a coherent and unified perspective on learning in educational settings.

**Happiness and Education** Nel Noddings 2003-07-07 Table of contents

Plato's 'Republic': An Introduction Sean McAleer 2020-11-09 It is an excellent book - highly intelligent, interesting and original. Expressing high philosophy in a readable form without trivialising it is a very difficult task and McAleer manages the task admirably. Plato is, yet again, intensely topical in the chaotic and confused world in which we are now living. Philip Allott, Professor Emeritus of International Public Law at Cambridge University This book is a lucid and accessible companion to Plato's Republic, throwing light upon the text's arguments and main themes, placing them in the wider context of the text's structure. In its illumination of the philosophical ideas underpinning the work, it provides readers with an understanding and appreciation of the complexity and literary artistry of Plato's Republic. McAleer not only unpacks the key overarching questions of the text - What is justice? And Is a just life happier than an unjust life? - but also highlights some fascinating, overlooked passages which contribute to our understanding of Plato's philosophical thought. Plato's 'Republic': An Introduction offers a rigorous and thought-provoking analysis of the text, helping readers navigate one of the world's most influential works of philosophy and political theory. With its approachable tone and clear presentation, it constitutes a welcome contribution to the field, and will be an indispensable resource for philosophy students and teachers, as well as general readers new to, or returning to, the text.

**The Adult Learner** Malcolm S. Knowles 2014-12-05 How do you tailor education to the learning needs of adults? Do they learn differently from children? How does their life experience inform their learning processes? These were the questions at the heart of Malcolm Knowles's pioneering theory of andragogy which transformed education theory in the 1970s. The resulting principles of a self-directed, experiential, problem-centered approach to learning have been hugely influential and are still the basis of the learning practices we use today. Understanding these principles is the cornerstone of increasing motivation and

enabling adult learners to achieve. This eighth edition has been thoughtfully updated in terms of structure, content, and style. On top of this, online material and added chapter-level reflection questions make this classic text more accessible than ever. The new edition includes: Two new chapters: Neuroscience and Andragogy, and Information Technology and Learning. Updates throughout the book to reflect the very latest advancements in the field. A companion website with instructor aids for each chapter. If you are a researcher, practitioner or student in education, an adult learning practitioner, training manager, or involved in human resource development, this is the definitive book in adult learning that you should not be without.

**Conducting Educational Design Research** Susan McKenney 2018-09-03 Educational design research blends scientific investigation with the systematic development and implementation of solutions to educational challenges. Empirical inquiry is conducted in real learning settings - not laboratories - to craft effective solutions to the complex challenges facing educational practitioners. At the same time, the research is carefully structured to produce theoretical understanding that can serve the work of others. Conducting Educational Design Research, 2nd Edition has been written to support graduate students as well as experienced researchers who are new to this approach. Part I describes the origins, outcomes, and generic approach. Part II discusses the core processes of the generic approach in detail. Part III recommends how to propose, report, and advance educational design research. In addition to expanded treatment of research goals and practicalities, more examples, and attention to design-based implementation research, this new edition features enhanced guidance. For each of the four core processes, this volume offers: assessment tools detailed, behind-the-scenes descriptions of actual project work examples of how specific theories have been used to enrich the work For decades, policies for educational research worldwide have swung back and forth between demanding rigor above all other concerns, and increasing emphasis on impact. These two qualities, rigor and impact, need not be mutually exclusive. This volume supports readers in grasping and realizing the potential of educational design research. It demonstrates how rigorous and relevant investigation can yield both theoretical understanding and solutions to urgent educational challenges.

Philosophy, a School of Freedom Unesco 2007 Originally published in French as "La Philosophie, une Ecole de la Liberte. Enseignement de la philosophie et apprentissage du philosophe : Etat des lieux et regards pour l'avenir." - This study is dedicated to all those who engaged themselves, with vigour and conviction, in the defence of the teaching of philosophy a fertile guarantor of liberty and autonomy. This publication is also dedicated to the young spirits of today, bound to become the active citizens of tomorrow.

*An Introduction to Plato's 'Republic'* Julia Annas 1985

**Plato's Moral Psychology** Rachana Kamtekar 2017-12-01 Plato's Moral Psychology is concerned with Plato's account of the soul and its impact on our living well or badly, virtuously or viciously. The core of Plato's moral psychology is his account of human motivation, and Rachana Kamtekar argues that throughout the dialogues Plato maintains that human beings have a natural desire for our own good, and that actions and conditions contrary to this desire are involuntary (from which follows the 'Socratic paradox' that wrongdoing is involuntary). Our natural desire for our own good may be manifested in different ways: by our pursuit of what we calculate is best, but also by our pursuit of pleasant or fine things - pursuits which Plato assigns to distinct parts of the soul. Kamtekar develops a very different interpretation of Plato's moral psychology from the mainstream interpretation, according to which Plato first proposes that human beings only do what we believe to be the best of the things we can do ('Socratic intellectualism') and then in the middle dialogues rejects this in favour of the view that the soul is divided into parts with some good-dependent and some good-independent motivations ('the divided soul').

**Reason & Persuasion** John Holbo 2008

**Autonomy Platonism and the Indispensability Argument** Russell Marcus 2015-06-11 Mathematical platonism is the view that mathematical statements are true of real mathematical

objects like numbers, shapes, and sets. One central problem with platonism is that numbers, shapes, sets, and the like are not perceivable by our senses. In contemporary philosophy, the most common defense of platonism uses what is known as the indispensability argument. According to the indispensabilist, we can know about mathematics because mathematics is essential to science. Platonism is among the most persistent philosophical views. Our mathematical beliefs are among our most entrenched. They have survived the demise of millennia of failed scientific theories. Once established, mathematical theories are rarely rejected, and never for reasons of their inapplicability to empirical science. **Autonomy Platonism and the Indispensability Argument** is a defense of an alternative to indispensability platonism. The autonomy platonist believes that mathematics is independent of empirical science: there is purely mathematical evidence for purely mathematical theories which are even more compelling to believe than empirical science. Russell Marcus begins by contrasting autonomy platonism and indispensability platonism. He then argues against a variety of indispensability arguments in the first half of the book. In the latter half, he defends a new approach to a traditional platonistic view, one which includes appeals to a priori but fallible methods of belief acquisition, including mathematical intuition, and a natural adoption of ordinary mathematical methods. In the end, Marcus defends his intuition-based autonomy platonism against charges that the autonomy of mathematics is viciously circular. This book will be useful to researchers, graduate students, and advanced undergraduates with interests in the philosophy of mathematics or in the connection between science and mathematics.

**The Theory and Practice of Online Learning** Terry Anderson 2008 "Neither an academic tome nor a prescriptive 'how to' guide, *The Theory and Practice of Online Learning* is an illuminating collection of essays by practitioners and scholars active in the complex field of distance education. Distance education has evolved significantly in its 150 years of existence. For most of this time, it was an individual pursuit defined by infrequent postal communication. But recently, three more developmental generations have emerged, supported by television and radio, teleconferencing, and computer conferencing. The early 21st century has produced a fifth generation, based on autonomous agents and intelligent, database-assisted learning, that has been referred to as Web 2.0. The second edition of "The Theory and Practice of Online Learning" features updates in each chapter, plus four new chapters on current distance education issues such as connectivism and social software innovations."--BOOK JACKET.

**Plato and the Poets** Pierre Destrée 2011-03-21 The nineteen essays presented here aim to illuminate the ways poetry and the poets are discussed by Plato throughout his writing career. As well as throwing new light on old topics, such as mimesis and poetic inspiration, the volume introduces fresh approaches to Plato's philosophy of poetry and literature.

**Descent of Socrates** Peter Warnek 2005-12-21 Since the appearance of Plato's Dialogues, philosophers have been preoccupied with the identity of Socrates and have maintained that successful interpretation of the work hinges upon a clear understanding of what thoughts and ideas can be attributed to him. In *Descent of Socrates*, Peter Warnek offers a new interpretation of Plato by considering the appearance of Socrates within Plato's work as a philosophical question. Warnek reads the Dialogues as an inquiry into the nature of Socrates and in doing so opens up the relationship between humankind and the natural world. Here, Socrates appears as a demonic and tragic figure whose obsession with the task of self-knowledge transforms the history of philosophy. In this uncompromising work, Warnek reveals the importance of the concept of nature in the Platonic Dialogues in light of Socratic practice and the Ancient ideas that inspire contemporary philosophy.

**Unforgettable** W. Michael Gray 2016-10-12 We have an uneasy relationship with the relentless deluge of information gushing out of academia and our media outlets. To turn it off is escapist, but to attempt to cognitively grapple with it is overwhelming. In *Unforgettable: Enabling Deep and Durable Learning*, a nationally recognized master teacher gives professors and their students the means to chart a clear path through this information

explosion. Humans crave explanatory patterns, and this book enables teachers to think deeply about their academic disciplines to find and articulate their core explanatory principles and to engage their students in a compelling way of thinking. An alternative title for this book could be *Why the Best College Teachers Do What They Do* because the author articulates a compelling rationale that will equip faculty to create and deliver transformative courses. Students in transformative courses grapple with essential questions and gain mental muscle that equips them for real world challenges.

**The History of Philosophy** A. C. Grayling 2019-11-05 "A witty, learned, authoritative survey of philosophical thought." —The New York Times Book Review The first authoritative and accessible single-volume history of philosophy to cover both Western and Eastern traditions, from one of the world's most eminent thinkers The story of philosophy is an epic tale, spanning civilizations and continents. It explores some of the most creative minds in history. But not since the long-popular classic by Bertrand Russell, *A History of Western Philosophy*, published in 1945, has there been a comprehensive and entertaining single-volume history of this great, intellectual, world-shaping journey. With characteristic clarity and elegance, A. C. Grayling takes the reader from the age of the Buddha, Confucius, and Socrates through Christianity's capture of the European mind, from the Renaissance and Enlightenment on to Mill, Nietzsche, Sartre and, finally, philosophy today. Surveying in tandem the great philosophical traditions of India, China, and the Persian-Arabic world, and astonishing in its range and accessibility, Grayling's *The History of Philosophy* is destined to be a landmark work.

**Closing of the American Mind** Allan Bloom 2008-06-30 The brilliant, controversial, bestselling critique of American culture that "hits with the approximate force and effect of electroshock therapy" (The New York Times)—now featuring a new afterword by Andrew Ferguson in a twenty-fifth anniversary edition. In 1987, eminent political philosopher Allan Bloom published *The Closing of the American Mind*, an appraisal of contemporary America that "hits with the approximate force and effect of electroshock therapy" (The New York Times) and has not only been vindicated, but has also become more urgent today. In clear, spirited prose, Bloom argues that the social and political crises of contemporary America are part of a larger intellectual crisis: the result of a dangerous narrowing of curiosity and exploration by the university elites. Now, in this twenty-fifth anniversary edition, acclaimed author and journalist Andrew Ferguson contributes a new essay that describes why Bloom's argument caused such a furor at publication and why our culture so deeply resists its truths today.

**Preface to Plato** Eric A. HAVELOCK 2009-06-30 Plato's frontal attack on poetry has always been a problem for sympathetic students, who have often minimized or avoided it. Beginning with the premise that the attack must be taken seriously, Mr. Havelock shows that Plato's hostility is explained by the continued domination of the poetic tradition in contemporary Greek thought. The reason for the dominance of this tradition was technological. In a nonliterate culture, stored experience necessary to cultural stability had to be preserved as poetry in order to be memorized. Plato attacks poets, particularly Homer, as the sole source of Greek moral and technical instruction--Mr. Havelock shows how the *Illiad* acted as an oral encyclopedia. Under the label of mimesis, Plato condemns the poetic process of emotional identification and the necessity of presenting content as a series of specific images in a continued narrative. The second part of the book discusses the Platonic Forms as an aspect of an increasingly rational culture. Literate Greece demanded, instead of poetic discourse, a vocabulary and a sentence structure both abstract and explicit in which experience could be described normatively and analytically: in short a language of ethics and science.

**Plato's Utopia Recast** Christopher Bobonich 2002-07-11 Plato's *Utopia Recast* is an illuminating reappraisal of Plato's later works, which reveals radical changes in his ethical and political theory. Christopher Bobonich argues that in these works Plato both rethinks and revises important positions which he held in his better-known earlier works such as the *Republic* and the *Phaedo*. Bobonich analyses Plato's shift from a deeply pessimistic view of

non-philosophers in the Republic, where he held that only philosophers were capable of virtue and happiness, to his far more optimistic position in the Laws, where he holds that the constitution and laws of his ideal city of Magnesia would allow all citizens to achieve a truly good life. Bobonich sheds light on how this and other highly significant changes in Plato's views are grounded in changes in his psychology and epistemology. This book will change our understanding of Plato. His controversial moral and political theory, so influential in Western thought, will henceforth be seen in a new light.

**Plato's Revenge** William Ophuls 2011-08-19 A provocative essay that imagines a truly ecological future based on political transformation rather than the superficialities of "sustainability." In this provocative call for a new ecological politics, William Ophuls starts from a radical premise: "sustainability" is impossible. We are on an industrial Titanic, fueled by rapidly depleting stocks of fossil hydrocarbons. Making the deck chairs

from recyclable materials and feeding the boilers with biofuels is futile. In the end, the ship is doomed by the laws of thermodynamics and by the implacable biological and geological limits that are already beginning to pinch. Ophuls warns us that we are headed for a postindustrial future that, however technologically sophisticated, will resemble the preindustrial past in many important respects. With *Plato's Revenge*, Ophuls, author of *Ecology and the Politics of Scarcity*, envisions political and social transformations that will lead to a new natural-law politics based on the realities of ecology, physics, and psychology. In a discussion that ranges widely—from ecology to quantum physics to Jungian psychology to Eastern religion to Western political philosophy—Ophuls argues for an essentially Platonic politics of consciousness dedicated to inner cultivation rather than outward expansion and the pursuit of perpetual growth. We would then achieve a way of life that is materially and institutionally simple but culturally and spiritually rich, one in which humanity flourishes in harmony with nature.