

PHILOSOPHY

Tsephania Sanon
Alliance University
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Philosophy

Plato, "Innate Knowledge" (Meno) - pp. 3- 12

what does Meno accuse Socrates of at the start of the reading? How does Socrates interpret this criticism?

At the start of the book, Socrates was being accused of being a "sophist," which means someone good in arguments but frequently uses it to lie by Meno. Meno accuses Socrates of being corrupt and lies to the youth of Athens by schooling them knowledge through quarrels as if it was something that could be educated through coaching and not through the involvement of "divine intuition ."The criticism from Meno to Socrates reflects the interpretations of many Athenians, who understood that information could only be concealed through intrinsic understanding and not through learning or teaching.

Socrates interprets this criticism as an opportunity to discuss the forms of knowledge and what it means to have it. Socrates claims that while it may be factual that some knowledge is inborn, it is also probable to acquire and learn knowledge through discussion and teaching. He also suggests that information is not simply a subject of "divine intuition" but relatively a combination of both acquired knowledge and innate knowledge. Through this reading, He demonstrates his belief that knowledge can be developed and discovered through individual discussion and experience (Bronstein & Schwab, (2019).

Explain the paradox/problem (the "learner's paradox") that Meno and Socrates discuss on the second page concerning the inquiry, learning and interpreting what we know.

The "learner's paradox" is a paradox that Socrates and Meno discuss during Plato's dialogue on the second page of "Innate Knowledge ."The problem is that to absorb something new, we must first have some past information about it. And if we have the knowledge needed,

then there is no need to study it. Therefore, we must have information about something before getting knowledge, which is rationally impossible (Bronstein & Schwab, (2019).

The paradox here is based on the certainty that information is only acquired through involvement rather than being inborn. Meno and Socrates claim that learning becomes impossible without previous knowledge of something. Meno provides the example of an enslaved person who has no past information of geometry; Socrates then claims that the enslaved person cannot absorb it without a previous understanding of geometry. The paradox is further complex because the information we own is only sometimes dependable. Meno and Socrates attempt to address this paradox by bringing forward the concept of recollection, which proposes that knowledge is somehow concealed within us and can be "recalled" when necessary.

Explain Plato's theory of innate knowledge and how Socrates' conversation with Meno's servant boy attempts to demonstrate its truth.

Plato's concept of inborn information is the impression that all knowledge is innate within us and can only be retrieved through a process of recollection. Plato believes that the soul is immortal and has existed many lives before this one and that all information studied in those previous lives exists with the soul, waiting to be exposed. In the reading, Socrates tries to show this concept's truth through a discussion with Meno's slave boy. He asks the enslaved person about geometry, and the boy answers every question without any previous teaching. This demonstrates that the enslaved person has an inherent knowledge of geometry that was previously secreted (Bronstein & Schwab, (2019).

Socrates discusses the concept of a square, and the slave can comprehend it without going through the term. This is an example of Plato's concept: the enslaved person can have

geometry information from within himself. Socrates further discusses that this information is not absorbed through teaching or learning but is already present within us.

Aristotle, "Demonstrative Knowledge ." pp. 18-21.

In your own words, explain the deductive aspect of Aristotle's view of how to gain knowledge. What is a syllogism? What is a demonstration?

Aristotle's perspective of how to get information is based on the aspect of deduction. According to Aristotle, the deduction is rational thinking from certain facts to a reasonable conclusion. Aristotle believes that information can be learned using a system of intellectual known as a syllogism. The syllogism system is an argument involving two premises and a conclusion. The premises are the facts that are assumed or stated, while the conclusion is the rational results of those facts (Fait, (2018).

A demonstration is a form of syllogism in which the premises are self-evident or certain. Aristotle believed that all information was derived from demonstrations. Aristotle believed that the conclusions were necessarily true as a result and that the premises of a demonstration were true.

A syllogism is used to make an argument for a particular idea. For instance, if we accept that all humans are temporal and that Socrates is a human, then we can settle that he is mortal. In this case, the premises of the syllogism are the facts that Socrates is a human and that all humans are mortal. Syllogism assumes that Socrates is temporal. On the other hand, a demonstration is used to evidence a particular idea. For instance, if we assume that all humans are mortal and that Socrates is a human, the conclusion that Socrates is mortal automatically follows these principles. In this case, the conclusion does not need to be supported since it is already supposed to be true based on the premises provided (Fait, (2018).

What point does Aristotle make about how deduction alone doesn't lead to the truth about the world?

Aristotle contends that while deduction is a significant instrument for understanding the world, it cannot result in absolute certainty. He records that deduction can only deliver logical assumptions rather than factual evidence. Aristotle notes that deduction can only prove that a conclusion is lawful given the principles but does not automatically guarantee that the premises are factual. He clarifies that if the premises are incorrect, the conclusion is also false, irrespective of how usable the deduction is. For instance, if one were to make the proposition that "all cats are birds" and then appeal the deduction that "all cats can fly," then the assumption is usable since it follows rationally from the premises. Still, it is not factual since cats are not birds and do not have the aptitude for flying (Fait, (2018).

Aristotle claims that to gain factual information about the universe, and one must associate deduction with induction, which includes noting the world and drawing assumptions from those interpretations. For instance, one can notice that cats do not fly and then draw the conclusion that cats are not birds. By joining deduction with induction, one can gain true information about the society.

Present in your own words the inductive process of gaining knowledge according to Aristotle, including the role of the senses, memory and generalization.

Aristotle's inductive procedure of gaining information begins with the intellect. Through the senses, we gain instant, intuitive awareness of the society around us. This information, however, is restricted to the current moment. To obtain more enduring knowledge, we must use our capacity for memory. Remembrance allows us to recall preceding sensory practices and form a more multifaceted understanding of the world. Our aptitude additionally supplements this

understanding to simplify. We can draw decisions about the universe that are not restricted to any one-person experience through generalization.

