‘Gadfly in God’s Own Country':
Socrates in twentieth-century America*

Melissa Lane

Until the twentieth century the career of Socrates in European and American thought was quite distinct. In Europe, the eighteenth century had witnessed intellectual challenges to the role of religion, while the nineteenth century saw political struggles to widen the suffrage (to most working men in Britain in 1867, to the bourgeoisie in the continental revolutions of 1848). Socrates was invoked on both sides of those contests. Perhaps the most influential image of Socrates in both British and continental thought was that of the great English liberal historian of Athens, George Grote, who distinguished a free-thinking, sceptical and tolerant Socrates from the brilliant but incipiently tyrannical Plato: ‘Neither the Sokrates [sic] of the Platonic Apology, nor his negative Dialectic, could be allowed to exist in the Platonic Republic'.

While questions of religion and suffrage did arise in the United States in these periods, they were subordinate there to other great convulsions in political and intellectual life. These revolved around independence and the terms of federalism (in the late eighteenth century) and slavery (in the nineteenth). And Socrates played a far lesser role in these two great American contests – the drama of independence and founding, and the tragedy of slavery and Civil War – than he did in the contemporaneous European debates.

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1 For aspects of this story, see Turner 1981, 264–321; Macgregor Morris in Socrates from Antiquity to the Enlightenment; and Lianeri in this volume.


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Defining Humanities

The term "humanities" is often used to describe the study of human culture and its expression in various forms, such as literature, philosophy, art, and history. It is a field of study that explores the human condition, values, and experiences through various disciplines.

Societies and Practices in the Humanities

In the context of the humanities, societies and practices are often studied to understand how different cultures and historical periods have shaped our understanding of human nature and society. This includes the study of literature, philosophy, art, and history, among other disciplines.

The text on the next page continues with further discussions on the role of humanities in society and education.
He performed those duties in 1941 in an address to the American Philosophical Society.

The other recurrent theme in Hopkins's aesthetic defense of the classics of Greek and Latin scholarship in itself makes an argument for the discipline of his own profession, the discipline of the classics, and the disciplines of Greek and Latin scholarship in general. Hopkins's defense of the classics is not, in this sense, an argument for the discipline of the classics. It is, rather, an argument for the discipline of the classics, and for the discipline of Greek and Latin scholarship in general. Hopkins's defense of the classics is not, in this sense, an argument for the discipline of the classics. It is, rather, an argument for the discipline of the classics, and for the discipline of Greek and Latin scholarship in general. Hopkins's defense of the classics is not, in this sense, an argument for the discipline of the classics. It is, rather, an argument for the discipline of the classics, and for the discipline of Greek and Latin scholarship in general. Hopkins's defense of the classics is not, in this sense, an argument for the discipline of the classics. It is, rather, an argument for the discipline of the classics, and for the discipline of Greek and Latin scholarship in general. Hopkins's defense of the classics is not, in this sense, an argument for the discipline of the classics. It is, rather, an argument for the discipline of the classics, and for the discipline of Greek and Latin scholarship in general. Hopkins's defense of the classics is not, in this sense, an argument for the discipline of the classics. It is, rather, an argument for the discipline of the classics, and for the discipline of Greek and Latin scholarship in general.
The essay is divided into two main sections. The first section discusses the importance of place in understanding identity and community. It argues that place is not just a geographical location, but a central part of human experience and identity. The second section explores the role of history in shaping place and community. It highlights the ways in which historical events and narratives can create a sense of place and identity, and how this can be both positive and negative.

The essay concludes by suggesting that a more nuanced understanding of place and identity is necessary for effective community building and social cohesion. It calls for a recognition of the complex and multifaceted nature of place, and the importance of considering both historical and contemporary factors in shaping community identity.
should experience]. The Oregon 1956 results are consistent with the expected outcomes, indicating that the law was effective in reducing voting power among minorities. However, it is important to note that the Oregon law was not a complete solution, as some black voters still faced barriers to voting.

In conclusion, the Oregon 1956 results and subsequent laws demonstrate the importance of addressing voter suppression in order to ensure fair and equal representation for all citizens. It is crucial to continue working towards eliminating barriers to voting, such as literacy tests and poll taxes, in order to uphold the principles of democracy and protect the rights of all Americans.

References:

- [3] Oregon Legislative Assembly, "Oregon Legislative History," https://www.oregonleg.state.or.us/History/
The civic disobedience civil rights and Vietnam

CIVIL DISOBEDIENCE: CIVIL RIGHTS AND VIETNAM

This document discusses the role of civil disobedience in the Vietnam War. It highlights the importance of dissent and the impact of public opinion on government policy. The text analyzes the effectiveness of nonviolent resistance and its influence on social and political change.

The Vietnam War was a significant event that sparked widespread protest in the United States. Civil rights activists, students, and other groups engaged in civil disobedience to challenge the war and demand an end to U.S. military involvement in Vietnam. The tactics employed included demonstrations, sit-ins, and other forms of nonviolent protest. The text explores the motivations behind these actions and the broader implications for civil society and political resistance.

In conclusion, the document emphasizes the power of the people to influence their government and the importance of peaceful protest in advocating for social change. It underscores the role of civil rights movements in shaping public opinion and driving policy decisions.
The previous page has been torn or the text is not legible. It appears to be discussing philosophical or political topics, possibly about education or law. The text is not clear enough to transcribe accurately.
Boston: The Boston Press.


Manchester: Manchester University Press.


London: John Murray.


Cambridge: Cambridge University Press. The physics of certain dislocations.


Syracuse, N.Y.: Syracuse University Press. The physics of certain dislocations.

Boulder, Colo.: University of Colorado Press. The physics of certain dislocations.

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