

Friedrich Nietzsche S Teaching

Nietzsche's Teaching Nietzsche's Therapeutic Teaching Nietzsche's Philosophy of Education Nietzsche's Philosophy of the Eternal Recurrence of the Same Nietzsche's Legacy for Education Journal of Nietzsche Studies Education Outlook The Philosophy of Nietzsche Nietzsche The Educational Times, and Journal of the College of Preceptors Nietzsche Nietzsche's View of Socrates The Complete Works of Friedrich Nietzsche: On the future of our educational institutions; Homer and classical philology; tr. by J. M. Kennedy. 1909 Nietzsche and Buddhism The Complete Works of Friedrich Nietzsche: On the future of our educational institutions; Homer and classical philology The University Magazine and Free Review Educational Times Friedrich Nietzsche British Books Nietzsche's Zarathustra and Political Thought Laurence Lampert Horst Hutter Mark E. Jonas Karl Löwith Michael Peters Rex Welshon Martin Heidegger Richard John White Werner J. Dannhauser Friedrich Wilhelm Nietzsche Robert G. Morrison Friedrich Wilhelm Nietzsche Robert C. Holub James D. Stewart Nietzsche's Teaching Nietzsche's Therapeutic Teaching Nietzsche's Philosophy of Education Nietzsche's Philosophy of the Eternal Recurrence of the Same Nietzsche's Legacy for Education Journal of Nietzsche Studies Education Outlook The Philosophy of Nietzsche Nietzsche The Educational Times, and Journal of the College of Preceptors Nietzsche Nietzsche's View of Socrates The Complete Works of Friedrich Nietzsche: On the future of our educational institutions; Homer and classical philology; tr. by J. M. Kennedy. 1909 Nietzsche and Buddhism The Complete Works of Friedrich Nietzsche: On the future of our educational institutions; Homer and classical philology The University Magazine and Free Review Educational Times Friedrich Nietzsche British Books Nietzsche's Zarathustra and Political Thought *Laurence Lampert Horst Hutter Mark E. Jonas Karl Löwith Michael Peters Rex Welshon Martin Heidegger Richard John White Werner J. Dannhauser Friedrich Wilhelm Nietzsche Robert G. Morrison Friedrich Wilhelm Nietzsche Robert C. Holub James D. Stewart*

the theme of the philosopher as therapist dominates nietzsche's entire opus from his earliest writings to the zarathustra period and beyond nietzsche wishes to hasten the coming and future sanctification of a new type of synthetic human being and his entire teaching is shaped by his own struggles against illness yet few nietzsche scholars have paid this crucial therapeutic element of his thought sufficient attention this collection of essays by leading scholars in the field is composed around the nietzschean insight which has its roots in the hippocratic tradition of ancient medicine that beliefs behaviours ideals and patterns of striving are not things for which individuals or even cultures are responsible rather they are symptoms of what an individual or culture is which symptoms require diagnostic interpretation and evaluation the book identifies three principal approaches in nietzsche's philosophy diagnostic prognostic and therapeutic each essay takes up this essential insight into nietzsche's therapeutic philosophy from a different perspective and collectively they reveal an array of insightful approaches to self induced enhancement for both individuals and cultures

nietzsche's philosophy of education makes the case that nietzsche's philosophy has significant import for the theory and contemporary practice of education arguing that some of nietzsche's most important ideas have been misunderstood by previous interpreters in providing novel reinterpretations of nietzsche's ethical theory political philosophy and philosophical anthropology and outlining concrete ways in which these ideas can enrich teaching and learning in modern democratic schools the book sets itself apart from previous works on nietzsche this is one of the first extended engagements with nietzsche's philosophy which attempts to determine his true legacy for democratic education in its engagement with both the vast secondary literature on nietzsche's philosophy and the educational implications of his philosophical vision this book makes a unique contribution to both the philosophy of education and nietzsche scholarship in addition its development of four concrete pedagogical approaches from nietzsche's educational ideas makes the book a potentially helpful guide to meeting the practical challenges of contemporary teaching this book will be of great interest to nietzsche scholars

researchers in the philosophy of education and students studying educational foundations

for lowith the centerpiece of nietzsche s thought is the doctrine of eternal recurrence a notion which lowith unlike heidegger deems incompatible with the will to power

this collection of essays provides an introduction to nietzsche s thought and educational writings and examines questions concerning the centrality of values for education in postmodernity

this introduction to nietzsche s philosophical work provides students new to nietzsche with a framework for understanding the central concerns of his philosophical and cultural writings and why nietzsche s ideas continue to spark controversy in philosophy and allied disciplines

nietzsche described himself as a godless anti metaphysician these writings encourage the student to question any reading that fails to address nietzsche s sense of irony with respect to his own philosophical claims the anthology includes the best recent writings on nietzsche it covers all the main themes of nietzsche s philosophy and pays particular attention to nietzsche s discussion of value and the need for a re evaluation of values his critique of metaphysics and the problem of knowledge and his account of art and politics

robert morrison offers an illuminating comparative study of two linked and interactive traditions that have had great influence in twentieth century thought buddhism and the philosophy of nietzsche nietzsche saw a direct historical parallel between the cultural situation of his own time and of the india of the buddha s age the emergence of nihilism as a consequence of loss of traditional belief nietzsche s fear still resonant today was that europe was about to enter a nihilistic era in which people no longer able to believe in the old religious and moral values would feel themselves adrift in a meaningless cosmos where life seems to have no particular purpose or end though he admired buddhism as a noble and humane response to this situation nietzsche came to think that it was wrong in not seeking to overcome nihilism and constituted a threat to the future of europe it was in reaction against nihilism that he forged his own affirmative philosophy aiming at the transvaluation of all values nietzsche s view of buddhism has been very influential in the west dr morrison gives a careful critical examination of this view argues that in fact buddhism is far from being a nihilistic religion and offers a counterbalancing buddhist view of the nietzschean enterprise he draws out the affinities and conceptual similarities between the two and concludes that ironically nietzsche s aim of self overcoming is akin to the buddhist notion of citta bhavana mind cultivation had nietzsche lived in an age where buddhism was better understood morrison suggests he might even have found in the buddha a model of his hypothetical übermensch

intending to correct the popular image of nietzsche as a lonely maverick thinker who was misunderstood by his own generation robert holub portrays nietzsche not as the great emancipator of later epochs but as the great participant in his own right by demonstrating nietzsche s timeliness for the 19th century through his influence in science and his interest in social issues for example holub presents a crucial new view of nietzsche that he was as much an historically bound person with contemporaneous relevance as he was a philosopher of timeless importance holub ignores none of nietzsche s writing and also considers biographical details letters to and from nietzsche and accounts written by his associates in this important study of one of the most influential philosophers of the modern era

dr stewart identifies nausea as the central metaphor of zarathustra a nausea that accompanies a contempt for mediocrity for democratic systems indeed for bourgeois existence in general but it is a nausea that more centrally accompanies nietzsche s perspectivism thus it is the nausea that occurs in the face of the chaotic and indeterminate character of the universe and of human existence

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