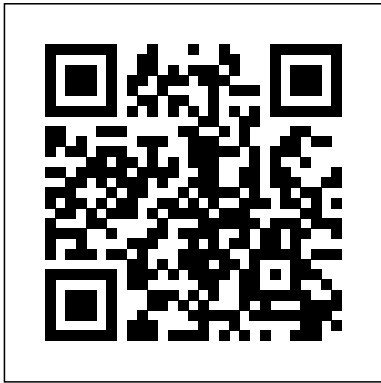

Liberal Education

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Business is the largest undergraduate major in the United States and still growing. This reality, along with the immense power of the business sector and its significance for national and global well-being, makes quality education critical not only for the students themselves but also for the public good. The Carnegie Foundation for the Advancement of Teaching's national study of undergraduate business education found that most undergraduate programs are too narrow, failing to challenge students to question assumptions, think creatively, or understand the place of business in larger institutional contexts. Rethinking Undergraduate

Business Education examines these limitations and describes the efforts of a diverse set of institutions to address them by integrating the best elements of liberal arts learning with business curriculum to help students develop wise, ethically grounded professional judgment.

An eloquent tribute to the value of the liberal education

Liberal Education, once the whole of American Higher Education, has been displaced by technical training and career-oriented majors. But it has also suffered from the decline in genuine liberal learning found in humanities disciplines, owing to specialization, politicization, and the adoption of new literary and psychological theories. The social sciences, too, have arguably abandoned the kind of relentless and sometimes disturbing questioning that used to constitute the core of education. In this compelling volume, thirteen college educators describe in sparkling prose what liberal education is, its place in a liberal democracy, the very serious challenges it faces in the 21st century—even from

some of its alleged friends—and why it is important to sustain and expand liberal education's place in American colleges and universities. Proponents and critics of liberal education alike will benefit from these insightful essays. This book was originally published as a special issue of Perspectives on Political Science.

The brilliant English writer Christopher Derrick presents a disturbing indictment of today's colleges and universities and the troubled condition of liberal education. The occasion for his writing this book was a visit to Thomas Aquinas College in California which deeply impressed Derrick with its true liberal and Catholic education. This small independent college convinced him of the need for reform in Catholic higher education today, and he uses the example of this college as the way this reform should be carried out.

How the Great Books Changed My Life and Why They Matter for a New Generation
Let's Be Reasonable
Learning to Flourish

The Crisis in the Indian University
Liberal Education for a Land of Colleges
A Classical Defense of Reform in Liberal
Education

This book highlights the experiences of international leaders in liberal arts and science education from around the world as they discuss regional trends and models, with a specific focus on developments in and cooperation with China. Focusing on why this model responds to the twenty-first century requirements for excellence and relevance in undergraduate education, contributors examine if it can be implemented in different contexts and across academic cultures, structures, and traditions.

A Georgetown professor's look at the subjects one needs to study for a truly well-rounded education. A Student's Guide to Liberal Learning is an inviting conversation with a learned scholar about the content of an authentic liberal arts education. It surveys ideas and books central to the tradition of humanistic education that has fundamentally shaped our country and our civilization. This accessible volume argues for an order and

integration of knowledge so that meaning might be restored to the haphazard approach to study currently dominating higher education. Freshly conveying the excitement of learning from the acknowledged masters of intellectual life, this guide is also an excellent blueprint for building one's own library of books that matter. The Demands of Liberal Education analyses and applies contemporary liberal political theory to certain key problems within the field of educational theory. Levinson examines problems centred around determining appropriate educational aims, content and institutional structure and argues that liberal governments should exercise a much greater control over education than they now do. Combining theoretical with empirical research, this book will interest and provoke scholars, policy makers, educators, parents, and all citizens interested in education politics. Free Speech and Liberal Education examines the empirical, philosophical, and remedial dimensions of the battle over free speech and academic freedom in American higher education

today.

A Study of Comparative Instructional Costs for Different Ways of Organizing Teaching-learning in a Liberal Arts College
Liberal Education and Its Discontents
Lives of Consequence, Inquiry, and Accomplishment
Rethinking Undergraduate Business Education
Rescuing Socrates
Liberal Education
CNN host and best-selling author Fareed Zakaria argues for a renewed commitment to the world's most valuable educational tradition. The liberal arts are under attack. The governors of Florida, Texas, and North Carolina have all pledged that they will not spend taxpayer money subsidizing the liberal arts, and they seem to have an unlikely ally in President Obama. While at a General Electric plant in early 2014, Obama remarked, "I promise you, folks can make a lot more, potentially, with skilled manufacturing or the trades than they might with an art history degree." These messages are hitting home: majors like English and history, once very popular and highly respected, are in steep decline. "I get it," writes Fareed Zakaria,

recalling the atmosphere in India where he grew up, which was even more obsessed with getting a skills-based education. However, the CNN host and best-selling author explains why this widely held view is mistaken and shortsighted. Zakaria eloquently expounds on the virtues of a liberal arts education—how to write clearly, how to express yourself convincingly, and how to think analytically. He turns our leaders' vocational argument on its head. American routine manufacturing jobs continue to get automated or outsourced, and specific vocational knowledge is often outdated within a few years. Engineering is a great profession, but key value-added skills you will also need are creativity, lateral thinking, design, communication, storytelling, and, more than anything, the ability to continually learn and enjoy learning—precisely the gifts of a liberal education. Zakaria argues that technology is transforming education, opening up access to the best courses and classes in a vast variety of subjects for millions around the world. We are at the dawn of the greatest expansion of the idea of a liberal education in human history.

Empirical evidence for the value of a liberal

arts education: how and why it has a lasting impact on success, leadership, altruism, learning, and fulfillment. In ongoing debates over the value of a college education, the role of the liberal arts in higher education has been blamed by some for making college expensive, impractical, and even worthless. Defenders argue that liberal arts education makes society innovative, creative, and civic-minded. But these qualities are hard to quantify, and many critics of higher education call for courses of study to be strictly job-specific. In this groundbreaking book, Richard Detweiler, drawing on interviews with more than 1,000 college graduates aged 25 to 65, offers empirical evidence for the value of a liberal arts education. Detweiler finds that a liberal arts education has a lasting impact on success, leadership, altruism, learning, and fulfillment over a lifetime. Unlike other defenders of a liberal arts education, Detweiler doesn't rely on philosophical arguments or anecdotes but on data. He developed a series of interview questions related to the content attributes of liberal arts (for example, course assignments and majors), the context attributes (out-of-class interaction with faculty and students,

teaching methods, campus life), and the purpose attributes (adult life outcomes). Interview responses show that although both the content of study and the educational context are associated with significant life outcomes, the content of study has less relationship to positive adult life outcomes than the educational context. The implications of this research, Detweiler points out, range from the advantages of broadening areas of study to factors that could influence students' decisions to attend certain colleges. This book reflects on the paradoxical relationship of liberal education and liberal democracy. Contributors are critical of the way higher education typically interprets its responsibility for educating citizens, and link failures to academia's neglect of certain founding principles of the American political tradition and the liberal arts ideal. Controversy over what role “the great books” should play in college curricula and questions about who defines “the literary canon” are at the forefront of debates in higher education. The Politics of Liberal Education enters this discussion with a sophisticated defense of educational reform in

response to attacks by academic traditionalists. The authors here—themselves distinguished scholars and educators—share the belief that American schools, colleges, and universities can do a far better job of educating the nation’s increasingly diverse population and that the liberal arts must play a central role in providing students with the resources they need to meet the challenges of a rapidly changing world. Within this area of consensus, however, the contributors display a wide range of approaches, illuminating the issues from the perspectives of their particular disciplines—classics, education, English, history, and philosophy, among others—and their individual experiences as teachers. Among the topics they discuss are canon-formation in the ancient world, the idea of a “common culture,” and the educational implications of such social movements as feminism, technological changes including computers and television, and intellectual developments such as “theory.” Readers interested in the controversies over American education will find this volume an informed alternative to sensationalized treatments of these issues. Contributors. Stanley Fish, Phyllis Franklin, Henry Louis Gates Jr., Henry

A. Giroux, Darryl J. Gless, Gerald Graff, Barbara Herrnstein Smith, George A. Kennedy, Bruce Kuklick, Richard A. Lanham, Elizabeth Kamarck Minnich, Alexander Nehamas, Mary Louise Pratt, Richard Rorty, Eve Kosofsky Sedgwick

Experiences in Liberal Arts and Science Education from America, Europe, and Asia

A Student's Guide to Liberal Learning

Yale’s Reports of 1828

Efficiency in Liberal Education

The Rebirth of Liberal Education

Liberal Education in a Knowledge Society

Explores the ways in which the educational system can combat such problems as a degenerating democratic system, lack of creative thinking, and moral and spiritual decline

CNN host and best-selling author Fareed Zakaria argues for a renewed commitment to the world's most valuable educational tradition.

In a world where the value of a liberal arts education is no longer taken for granted, Mark William Roche lucidly and passionately argues for its essential importance. Drawing on

more than thirty years of experience in higher education as a student, faculty member, and administrator, Roche deftly connects the broad theoretical perspective of educators to the practical needs and questions of students and their parents. Roche develops three overlapping arguments for a strong liberal arts education: first, the intrinsic value of learning for its own sake, including exploration of the profound questions that give meaning to life; second, the cultivation of intellectual virtues necessary for success beyond the academy; and third, the formative influence of the liberal arts on character and on the development of a sense of higher purpose and vocation. Together with his exploration of these three values—intrinsic, practical, and idealistic—Roche reflects on ways to integrate them, interweaving empirical data with personal experience. Why Choose the Liberal Arts? is an accessible and thought-provoking work of interest to students, parents, and administrators. Voelker, Scott Windham, Mary C.

Wright, Catherine Zeek
Innovative Design for a Twenty-
First-Century Undergraduate
Education
Cultivating Humanity
Selected Essays
Liberal Learning for the
Profession
Its Role in a Democracy
Beyond Liberal Education
How can higher education today create a
community of critical thinkers and
searchers for truth that transcends the
boundaries of class, gender, and nation?
Martha C. Nussbaum, philosopher and
classicist, argues that contemporary
curricular reform is already producing such
“citizens of the world” in its advocacy of
diverse forms of cross-cultural studies. Her
vigorous defense of “the new education”
is rooted in Seneca’s ideal of the citizen
who scrutinizes tradition critically and who
respects the ability to reason wherever it is
found—in rich or poor, native or foreigner,
female or male. Drawing on Socrates and
the Stoics, Nussbaum establishes three
core values of liberal education: critical
self-examination, the ideal of the world
citizen, and the development of the
narrative imagination. Then, taking us into
classrooms and campuses across the

nation, including prominent research
universities, small independent colleges,
and religious institutions, she shows how
these values are (and in some instances
are not) being embodied in particular
courses. She defends such burgeoning
subject areas as gender, minority, and gay
studies against charges of moral relativism
and low standards, and underscores their
dynamic and fundamental contribution to
critical reasoning and world citizenship. For
Nussbaum, liberal education is alive and
well on American campuses in the late
twentieth century. It is not only viable,
promising, and constructive, but it is
essential to a democratic society. Taking
up the challenge of conservative critics of
academe, she argues persuasively that
sustained reform in the aim and content of
liberal education is the most vital and
invigorating force in higher education
today.
In *Liberal Arts Education in a Changing
Society: A New Perspective on Chinese
Higher Education* You Guo Jiang, S. J.
provides a unique focus on the re-
emergence of liberal arts education in
China.
This volume looks at the thinking of
educational theorist Carl Bereiter and how

he tackled the problem of the liberal
education canon. He proposed the way we
view the main task of formal education as
enculturation into world 3. World 3 is an
idea adapted from Karl Popper.
‘This is an extremely important book.
Wonderfully well researched and written, it
develops a powerful argument about how
we should conceive of the aims of
education and design curricula. It should
define the field for a very considerable
period of time.’ - Professor Michael J
Reiss, Institute of Education, University of
London, UK Many philosophers of
education believe that the main aim of
education is to endow students with
personal autonomy, producing citizens who
are reflective, make rational choices, and
submit their values and beliefs to critical
scrutiny. This book argues that the ‘good
life’ need not be the life of the philosopher,
politician or critical thinker, but that an
ordinary ‘unexamined’ life is also worth
living. Central to this ethical life is the
engagement in worthwhile activities or
‘practices’, and the best way to prepare
pupils for their engagement in these
practices is to cultivate a range of moral
and intellectual virtues. In this book, Alistair
Miller brings together a range of

philosophical and historical perspectives to argue for a new vision of liberal education: liberal in the sense that it forms a moral and cultural inheritance, new in the sense that it would enable all pupils to lead flourishing lives. Divided into two sections, the first part of the book seeks to establish the justified aims of education in a liberal democratic society; the second part explores the nature of the school curriculum that might realise these aims. A New Vision of Liberal Education will appeal to researchers, academics and postgraduate students in the fields of philosophy of education, moral and values education, liberal education, and curriculum studies.

Liberal Anxieties and Liberal Education
Liberal Education as If Truth Mattered
A New Perspective on Chinese Higher Education

Liberal Democracy and Liberal Education
Why Choose the Liberal Arts?
Liberal Education and the Democratic Ideal, and Other Essays

In this provocative contribution to the disputes surrounding a liberal education, university president Michael S. Roth focuses on important moments and seminal thinkers in America's long-running

argument over vocational vs. liberal education.

What explains the peculiar trajectory of the university and liberal education in India?

Can we understand the crisis in the university in terms of the idea of education underlying it? This book explores these vital questions and traces the intellectual history of the idea of education and the cluster of concepts associated with it. It probes into the cultural roots of liberal education and seeks to understand its scope, effects and limits when transplanted into the Indian context. With an extensive analysis of the philosophical writing on the idea of university and education in the West and colonial documents on education in India, the book reconstructs the ideas of Gandhi and Tagore on education and learning as a radical alternative to the inherited, European model. The author further reflects upon how we can successfully deepen liberal education in India as well as construct alternative models that will help us diversify higher learning for future generations. Lucid, extensive and of immediate interest, this book will be useful for scholars and researchers interested in the history and philosophy of education and culture, social

epistemology, ethics, postcolonial studies, cultural studies and public policy.

This collection of essays by philosophers and educationalists of international reputation, all published here for the first time, celebrates Paul Hirst's professional career. The introductory essay by Robin Barrow and Patricia White outlines Paul Hirst's career and maps the shifts in his thought about education, showing how his views on teacher education, the curriculum and educational aims are interrelated.

Contributions from leading names in British and American philosophy of education cover themes ranging from the nature of good teaching to Wittgensteinian aesthetics. The collection concludes with a paper in which Paul Hirst sets out his latest views on the nature of education and its aims. The book also includes a complete bibliography of works by Hirst and a substantial set of references to his writing. With refreshing eloquence, James O. Freedman sets down the American ideals that have informed his life as an intellectual, a law professor, and a college and university president. He examines the content and character of liberal education, discusses the importance of letters and learning in forming his own life and values,

and explores how the lessons and the habits of mind instilled by a liberal education can give direction and meaning to one's life. He offers a stirring defense of affirmative action in higher education. And he describes how, in the midst of undergoing chemotherapy for cancer, liberal education helped him in that most human of desires--the yearning to make order and sense out of his experience. Part intellectual biography and part examination of the world of higher education, *Idealism and Liberal Education* is a quintessentially American book, animated by a confidence that reason, knowledge, idealism, and the better angels of our natures will further human progress. Freedman offers, as models for shaping one's life, profiles of some of his heroes--Thurgood Marshall, Alexander M. Bickel, Václav Havel, Louis D. Brandeis, Felix Frankfurter, Hugo L. Black, Flannery O'Connor, Eudora Welty, George Orwell, Edmund Wilson, Martin Luther King, Jr., George F. Kennan, Ralph J. Bunche, and Harry S Truman. This volume speaks to all Americans who are drawn to the power of liberal education and democratic citizenship and who yearn for the inspiration to lead thoughtful, committed lives. "This thought-provoking

book should be required reading for young people entering college and for the people who advise them. Freedman explores the purpose and importance of a liberal education in shaping values, character, and imagination and convincingly argues for the need for the wisdom and perspective it provides, whatever one's chosen field."--Marian Wright Edelman, President, Children's Defense Fund "In this wide-ranging series of essays, Freedman reveals himself again as one of America's most erudite, articulate, and reflective university presidents. Students, parents, fellow presidents, and all who love learning will find something in these pages to ponder with profit."--Derek Bok, Former President, Harvard University *Idealism and Liberal Education* is an inspiring intellectual diary of James O. Freedman. . . . It is a forceful affirmation of liberal education as a social and cultural force in shaping the minds and characters of our youth as future citizens and leaders of our democracy. It is a tribute to the joy of learning."--Vartan Gregorian, President, Brown University "Beautifully written and a pleasure to read. At a time when the idea of the liberal university is under attack from all sides, Freedman has given a wondrous

personal reaffirmation of its place in our lives."--David Halberstam James O. Freedman is President of Dartmouth College.

Escape from Scepticism
Liberal Arts Education in a Changing Society
Essays in Honour of Paul H Hirst
Essays on a Liberal Education
The Politics of Liberal Education
The good of the unexamined life
A conservative college professor's compelling defense of liberal education Not so long ago, conservative intellectuals such as William F. Buckley Jr. believed universities were worth fighting for. Today, conservatives seem more inclined to burn them down. In *Let's Be Reasonable*, conservative political theorist and professor Jonathan Marks finds in liberal education an antidote to this despair, arguing that the true purpose of college is to encourage people to be reasonable—and revealing why the health of our democracy is at stake. Drawing on the ideas of John Locke and other thinkers, Marks presents the case for why, now more than ever, conservatives must not give up on higher education. He recognizes that professors and administrators frequently adopt the language and priorities of the left, but he explains why conservative nightmare visions of liberal persecution and indoctrination bear little resemblance to what

actually goes on in college classrooms. Marks examines why advocates for liberal education struggle to offer a coherent defense of themselves against their conservative critics, and demonstrates why such a defense must rest on the cultivation of reason and of pride in being reasonable. More than just a campus battlefield guide, *Let's Be Reasonable* recovers what is truly liberal about liberal education—the ability to reason for oneself and with others—and shows why the liberally educated person considers reason to be more than just a tool for scoring political points. Yale's *Reports*, published in 1828, is a seminal publication for understanding the development of American higher education. Giving highest priority to critical thinking skills, this fifty-six-page pamphlet played a central role in clearly delineating teaching objectives, modes of learning, and range of curriculum for the nation's colleges. In a deeply researched and well-crafted analytical narrative, David B. Potts introduces Yale's document, probes its origins and message, surveys its national reception, and assesses its import for liberal education, both then and now. His broadly contextual approach helps readers understand why the young republic, informed and encouraged by Yale's rationale, became a land of liberal arts colleges. A Dominican-born academic tells the story of how the Great Books transformed his life—and why they have the power to speak to people of

all backgrounds. What is the value of a liberal education? Traditionally characterized by a rigorous engagement with the classics of Western thought and literature, this approach to education is all but extinct in American universities, replaced by flexible distribution requirements and ever-narrower academic specialization. Many academics attack the very idea of a Western canon as chauvinistic, while the general public increasingly doubts the value of the humanities. In *Rescuing Socrates*, Dominican-born American academic Roosevelt Montás tells the story of how a liberal education transformed his life, and offers an intimate account of the relevance of the Great Books today, especially to members of historically marginalized communities. Montás emigrated from the Dominican Republic to Queens, New York, when he was twelve and encountered the Western classics as an undergraduate in Columbia University's renowned Core Curriculum, one of America's last remaining Great Books programs. The experience changed his life and determined his career—he went on to earn a PhD in English and comparative literature, serve as director of Columbia's Center for the Core Curriculum, and start a Great Books program for low-income high school students who aspire to be the first in their families to attend college. Weaving together memoir and literary reflection, *Rescuing Socrates* describes how four authors—Plato, Augustine, Freud, and

Gandhi—had a profound impact on Montás's life. In doing so, the book drives home what it's like to experience a liberal education—and why it can still remake lives. What is a liberal education and what part can science play in it? How should we think about the task of developing a curriculum? How should educational research conceive of its goals? Joseph Schwab's essays on these questions have influenced education internationally for more than twenty-five years. Schwab participated in what Daniel Bell has described as the "most thoroughgoing experiment in general education in any college in the United States," the College of the University of Chicago during the thirties, forties, and fifties. He played a central role in the curriculum reform movement of the sixties, and his extraordinary command of science, the philosophy of science, and traditional and modern views of liberal education found expression in these exceptionally thoughtful essays.

Liberal Education Re-examined
Redesigning Liberal Education
The Demands of Liberal Education
The Future of Liberal Education
Beyond the University
Plea for Liberal Education
Contentious debates over the benefits—or drawbacks—of a liberal education are as old as America itself. From Benjamin Franklin to the Internet pundits, critics of higher education

have attacked its irrelevance and elitism—often calling for more vocational instruction. Thomas Jefferson, by contrast, believed that nurturing a student's capacity for lifelong learning was useful for science and commerce while also being essential for democracy. In this provocative contribution to the disputes, university president Michael S. Roth focuses on important moments and seminal thinkers in America's long-running argument over vocational vs. liberal education. Conflicting streams of thought flow through American intellectual history: W. E. B. DuBois's humanistic principles of pedagogy for newly emancipated slaves developed in opposition to Booker T. Washington's educational utilitarianism, for example. Jane Addams's emphasis on the cultivation of empathy and John Dewey's calls for education as civic engagement were rejected as impractical by those who aimed to train students for particular economic tasks. Roth explores these arguments (and more), considers the state of higher education today, and concludes with a stirring plea for the kind of education that has, since the founding of the nation, cultivated individual freedom, promulgated civic virtue, and instilled hope for the future. On the history of classical education / by C.S. Parker -- The theory of classical education / by H. Sidgwick -- Liberal education in universities / by J. Seeley -- On teaching by means of grammar / by E.E. Bowen -- On Greek and

Latin verse-composition as a general branch of education / by F.W. Farrar -- On teaching natural science in schools / by J.M. Wilson -- The teaching of English / by J.W. Hales -- On the education of the reasoning faculties / by W. Johnson -- On the present social results of classical education / by Lord Houghton. What is a liberal arts education? How does it differ from other forms of learning? What are we to make of the debates that surround it? What are its place, its value, and its prospects in the contemporary world? These are questions that trouble students and their parents, educators, critics, and policy-makers, and philosophers of education--among others. Learning to Flourish offers a lucid, penetrating, philosophical exploration of liberal learning: a still-evolving tradition of theory and practice that has dominated and sustained intellectual life and learning in much of the globe for two millennia. This study will be of interest to anyone seeking to understand liberal arts education, as well as to educators and philosophers of education. Daniel R. DeNicola weighs the views of both advocates and critics of the liberal arts, and interprets liberal education as a vital tradition aimed supremely at understanding and living a flourishing life. He elaborates the tradition as expressed in five competing but complementary paradigms that transcend theories of curriculum and pedagogy and are manifested in particular social contexts. He examines the

transformative power of liberal education and its relation to such values as freedom, autonomy, and democracy, reflecting on the importance of intrinsic value and moral understanding. Finally, DeNicola considers age-old obstacles and current threats to liberal education, ultimately asserting its value for and urgent need in a global, pluralistic, technologically advanced society. The result is a bold, yet nuanced theory, alert to both historical and contemporary discussions, and a significant contribution to the discourse on liberal education.

Free Speech and Liberal Education
A Philosophical Exploration of Liberal Education
A Conservative Case for Liberal Education
Why Liberal Education Matters
In Defense of a Liberal Education
Science, Curriculum, and Liberal Education