

## ***The Politics Of Liberal Education Post Contemporary Interventions***

*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.*

*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.*

*WINNER 2016 Grawemeyer Award in Education Helping students develop their ability to deliberate political questions is an essential component of democratic education, but introducing political issues into the classroom is pedagogically challenging and raises ethical dilemmas for teachers. Diana E. Hess and Paula McAvoy argue that teachers will make better professional judgments about these issues if they aim toward creating "political classrooms," which engage students in deliberations about questions that ask, "How should we live together?" Based on the findings from a large, mixed-method study about discussions of political issues within high school classrooms, *The Political Classroom* presents in-depth and engaging cases of teacher practice. Paying particular attention to how political polarization and social inequality affect classroom dynamics, Hess and McAvoy promote a coherent plan for providing students with a nonpartisan political education and for improving the quality of classroom deliberations.*

*The Politics of Liberal Education* Duke University Press

*Education, Liberal Democracy and Populism*

*Cultivating Humanity*

*The Future of Liberal Education*

*A Dialogue across Continents*

*In Defense of a Liberal Education*

*America Goes to College*

*Liberal Democracy and Liberal Education*

An eloquent tribute to the value of the 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.

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.

Liberal education is not a theory. It is the tradition by which Western civilisation has preserved and enriched its inheritance for two and a half thousand years. Yet liberal education is a term that has fallen from use in Britain, its traditional meaning now freely confused with its opposite. This book is intended to correct that misapprehension, through the presentation of original source material from the high points in the liberal education tradition with particular focus on the British experience. Section 1: Origins (c. 450 BC to c. 450 AD) Section 2: The British Tradition (c. 750 to 1950) Section 3: After Tradition (1950 onward) Section 4: Liberal Education Redux (America)

Arguments from Plato, Locke, Rousseau and Mill

Free Speech and Liberal Education

How the Great Books Changed My Life and Why They Matter for a New Generation

How Universities Indoctrinate America's Youth

Leadership and the Liberal Arts

The Politics of Liberal Education

A Plea for Intellectual Diversity and Tolerance

*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.*

*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.*

*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.*

*School choice, the leading educational reform proposal in the English-speaking world today, evokes extreme responses—its defenders present it as the saviour; its opponents as the death knell of a fair educational system. Disagreement and vagueness about what constitutes social justice in education muddies the debate. The author provides a new theory of justice for education, arguing that justice requires that all children have a real opportunity to become autonomous persons, and that the state use a criterion of educational equality for deploying educational resources. Through systematic presentation of empirical evidence, the author argues that existing schemes do not fare well against the criterion of social justice, yet this need not impugn school choice. Brighthouse offers a school choice proposal that could implement social justice and explains why other essential educational reforms can be compatible with choice.*

*Leo Strauss on Democracy, Technology, and Liberal Education*

*Creating Citizens*

*Schools and the Remaking of Inequality in Boston*

*Liberal Education and Its Discontents*

*The Politics of Race and Sex on Campus*

*Why Are Professors Liberal and Why Do Conservatives Care?*

*Illiberal Education*

The first book-length study of Leo Strauss' understanding of the relation between modern democracy, technology, and liberal education. Liberal democracy is today under unprecedented attack from both the left and the right. Offering a fresh and penetrating examination of how Leo Strauss understood the emergence of liberal democracy and what is necessary to sustain and elevate it, Leo Strauss on Democracy, Technology, and Liberal Education explores

Strauss' view of the intimate (and troubling) relation between the philosophic promotion of liberal democracy and the turn to the modern scientific-technological project of the "conquest of nature." Timothy W. Burns explicates the political reasoning behind Strauss' recommendation of reminders of genuine political greatness within democracy over and against the failure of nihilistic youth to recognize it. Elucidating what Strauss envisaged by a liberally-educated sub-political or cultural-level aristocracy—one that could elevate and sustain liberal democracy—and the roles that both philosophy and divine-law traditions should have in that education, Burns also lays out Strauss' frequent (though often tacit) engagement with the thought of Heidegger on these issues. Timothy W. Burns is Professor and Graduate Program Director of Political Science at Baylor University. His books include *Philosophy, History, and Tyranny: Reexamining the Debate between Leo Strauss and Alexandre Kojève* (coedited with Bryan-Paul Frost), also published by SUNY Press. This book explores the interrelation of human dignity, education, and political society, and discusses why liberal education is best suited to dignified personal and political life. It sets out what is perennially important about such an education, tracks its development historically, and presents relevant contemporary issues.

*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.

As it "illuminates the crisis of liberal education and offers proposals for reform which deserve full debate" (Morton Halperin, American Civil Liberties Union), "Illiberal Education" "documents how the politics of race and gender in our universities are rapidly eating away traditions of scholarship and reward for individual achievement" (Robert H. Bork). (Education/Teaching)

*Student Culture and Identity at a Mexican Secondary School, 1988–1998*

*The School of Freedom*

*The Voice of Liberal Learning*

*Evidence and Ethics in Democratic Education*

*The Condition of American Liberal Education*

*Pragmatism and a Changing Tradition*

*We Are All Equal*

*Liberal education used to command wide political support. Radicals disagreed with conservatives on whether the best culture could be appreciated by everyone, and they disagreed, too, on whether the barriers to understanding it were mainly social and economic, but there was no dispute that any worthwhile education ought to hand on the best that has been thought and said. That consensus has vanished since the 1960s. The book examines why social radicals supported liberal education, why they have moved away from it, and what the implications are for the future of an intellectually stimulating and culturally literate education.*

*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*

*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.

*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.*

*The Language and Politics of Academic Freedom*

*Social Radicalism and Liberal Education*

*Why the Humanities Matter Today*

*Achieving the Promise of a Liberal Education*

*School Choice and Social Justice*

*A Philosophical Defense of the Liberal Arts*

Teaching writing across the curriculum with online tools

Liberal education has always had its share of theorists, believers, and detractors, both inside and outside the academy. The best of these have been responsible for the development of the concept, and of its changing tradition. Drawn from a symposium jointly sponsored by the Educational Leadership program and the American Council of Learned Societies, this work looks at the requirements of liberal education for the next century and the strategies for getting there. With contributions from Leon Botstein, Ernest Boyer, Howard Gardner, Stanley Katz, Kimball, Peter Lyman, Susan Resneck Pierce, Adam Yarmolinsky and Frank Wong, Rethinking Liberal Education proposes better ways of connecting the curriculum and organization of arts colleges with today's challenging economic and social realities. The authors push for greater flexibility in the organizational structure of academic departments, and argue that faculty should play a greater role in the hard discussions that shape their institutions. Through the implementation of interdisciplinary and collaborative approaches to learning, along with the integration of the curriculum with the professional and vocational aspects of the institution, this work proposes to restore vitality to the curriculum. The concept of rethinking liberal education does not mean the same thing to every educator. To one, it may mean a strategic shift in requirements, to another the reformulation of the underlying philosophy to meet changing needs. Significant reform in education needs careful thought and discussion. Rethinking Liberal Education makes a substantial contribution to such debates. It will be of interest to scholars, students, administrators, and anyone concerned with the issues of modern education.

By 1989, when Michael Oakeshott's *Voice of Liberal Learning* was first published by Yale University Press, books that held a negative view of education in the United States, such as Bloom's *The Closing of the American Mind* and E. D. Hirsch's *Cultural Literacy*, had garnered a remarkable amount of attention. There have been countless lamentations about the state of schooling in America in recent years, and there have been countless recommendations toward what is invariably called "educational reform." To those weary and wary of the cacophony of what's wrong with education in America and what ought to be done about it, Oakeshott's voice beckons. As usual, his approach to the subject is subtle, comprehensive, and radical in its sense of summoning readers to the root of the matter. That root, Oakeshott believed, is the very nature of learning itself and, concomitantly, the means (as distinct from the method) by which the life of learning is discovered, cultivated, and pursued. As Oakeshott has written, "This, then, is what we are concerned with: adventures in human self-understanding. Not the bare protestation that a human being is a self-conscious, reflective intelligence and that he does not live by bread alone, but the actual enquiries, utterances, and actions in which humans have expressed their understanding of the human condition. This is the stuff of what has come to be called a 'liberal' education—'liberal' because it is liberated from the distracting pursuit of satisfying contingent wants." Liberty Fund's new edition of *The Voice of Liberal Learning* includes a foreword by Timothy Fuller that reiterates the timelessness of Oakeshott's remarks amid the continuing clamor that characterizes discourse about liberal education. Michael Oakeshott (1901–1990) was Professor of Political Science at the London School of Economics and a Fellow of Gonville and Caius College, Cambridge. He was the author of many works, including *Rationalism in Politics and Other Essays*, *On History and Other Essays*, and *Hobbes on Civil Association*, all of which are published by Liberty Fund.

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 Aristotle 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 their 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.

*Let's Be Reasonable*

*The Best Kind of College*

*A Student's Guide to Liberal Learning*

*Beyond the University*

*Beyond the Culture Wars*

*What's Liberal About the Liberal Arts?: Classroom Politics and "Bias" in Higher Education*

*Why Liberal Education Matters*

**"A sensitive, sensible, and compelling account of American education at its best."—Philadelphia Inquirer Described as one of the "101 Most Dangerous Academics in America" by right-wing critic David Horowitz, Michael Bérubé has become a leading liberal voice in the ongoing culture wars. This "smooth and swift read" (New Criterion) offers a definitive rebuttal of conservative activists' most incendiary claims about American universities, and in the process makes a supple case for liberalism itself. An important polemic as well as "a clear-eyed, occasionally quite humorous account of the joys and frustrations of running a college classroom" (New York Observer), this book is required reading for anyone concerned about the political climate on and off campus.**

**Neil Gross shows that the U.S. academy's liberal reputation has exerted a self-selecting influence on young liberals, while deterring promising conservatives. His study sheds new light on both academic life and American politics, where the conservative movement was built in part around opposition to the "liberal elite" in higher education.**

**Why—contrary to much expert and popular opinion—more education may not be the answer to skyrocketing inequality. For generations, Americans have looked to education as the solution to economic disadvantage. Yet, although more people are earning degrees, the gap between rich and poor is widening. Cristina Groeger delves into the history of this seeming contradiction,**

explaining how education came to be seen as a panacea even as it paved the way for deepening inequality. The Education Trap returns to the first decades of the twentieth century, when Americans were grappling with the unprecedented inequities of the Gilded Age. Groeger's test case is the city of Boston, which spent heavily on public schools. She examines how workplaces came to depend on an army of white-collar staff, largely women and second-generation immigrants, trained in secondary schools. But Groeger finds that the shift to more educated labor had negative consequences—both intended and unintended—for many workers. Employers supported training in schools in order to undermine the influence of craft unions, and so shift workplace power toward management. And advanced educational credentials became a means of controlling access to high-paying professional and business jobs, concentrating power and wealth. Formal education thus became a central force in maintaining inequality. The idea that more education should be the primary means of reducing inequality may be appealing to politicians and voters, but Groeger warns that it may be a dangerous policy trap. If we want a more equitable society, we should not just prescribe more time in the classroom, but fight for justice in the workplace.

Small college professors from across the United States explain why liberal arts institutions remain the gold standard for higher education. The fevered controversy over America's educational future isn't simply academic; those who have proposed sweeping reforms include government officials, politicians, foundation officers, think-tank researchers, journalists, media pundits, and university administrators. Drowned out in that noisy debate are the voices of those who actually teach the liberal arts exclusively to undergraduates in our nation's small liberal arts colleges, or SLACs. *The Best Kind of College* attempts to rectify that glaring oversight. As an insiders' "guide" to the liberal arts in its truest form the volume brings together thirty award-winning professors from across the country to convey in various ways some of the virtues, the electricity, and, overall, the importance of the small-seminar, face-to-face approach to education, as typically featured in SLACs. Before we in the United States abandon or compromise our commitment to the liberal arts—oddly enough, precisely at a time when our global competitors are discovering, emulating, and founding American-style SLACs and new liberal arts programs—we need a wake-up call, namely to the fact that the nation's SLACs provide a time-tested model of educational integrity and success. Susan McWilliams is Associate Professor of Politics at Pomona College and the author of *Traveling Back: Toward a Global Political Theory*. John E. Seery is George Irving Thompson Memorial Professor of Government and Professor of Politics at Pomona College and the author of *America Goes to College: Political Theory for the Liberal Arts*.

Why and How for Liberal Arts Teaching and Learning

Political Theory for the Liberal Arts

Web Writing

Brainwashed

In Defense of Liberal Education

The Crisis in the Indian University

The Demands of Liberal Education

*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*

*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*

*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.***

***Argues that conflicts over education today afford a positive change in higher education rather than a downfall, and speaks out against liberal complacency***

***A Conservative Case for Liberal Education***

***An Insiders' Guide to America's Small Liberal Arts Colleges***

***The Political Classroom***

***Human Dignity, Education, and Political Society***

***How Teaching the Conflicts Can Revitalize American Education***

***Idealism and Liberal Education***

***Political Education and Liberal Democracy***

Brainwashed is the explosive exposé of the leftist agenda at work in today's colleges, revealed by firebrand Ben Shapiro, a recent UCLA graduate, syndicated columnist, and one of today's most exciting new conservative voices, who's been on the front lines of the battle for America's young minds. This book proves once and for all that so-called higher education continues to sink lower and lower into the depths of liberal madness as close-minded professors turn their students into socialists, atheists, race-baiters, and sex-crazed narcissists. "Ben Shapiro's writing is smart, informative, and incisive. He is wise beyond his years without losing the refreshing fearlessness of youth." ?Ann Coulter, best-selling author of High Crimes and Misdemeanors, Slander, and Treason "In Brainwashed, Shapiro tells the truth?that universities are forums of left-liberal indoctrination, where dissent is discouraged and penalized, with more restrictions on free speech rather any other part of American society. Parents who are paying for tuition might want to take note, and see what their hard-earned money is paying for." ?Michael Barone, U.S. News & World report and co-author of The Almanac of American Politics "Welcome to P.C. 101. In this trenchant insider's expose, Ben Shapiro bears witness to the modern American campus freak show. You'll get up close and personal with the Marxist loons, moral relativists, multicultural zealots, and American-haters who are corrupting young minds. Brainwashed reveals the ignominious lows to which higher education has sunk. Get deprogrammed. Buy this book!" ?Michelle Malkin, nationally syndicated columnist and author of Invasion "Sharp thinking, tight writing, crazy-but-true stories: Ben Shapiro sees campus brainwashing and raises a national protest. This is a good book to give both freshmen who need warning and voters/alumni who need to take action." ?Dr. Marvin Olasky, University of Texas professor and editor-in-chief of World magazine "A worthy successor to God and Man at Yale and Harvard Hates America in exploring the bely of the academic beast." ?David Horowitz, founder of Students for Academic Freedom and author of Radical Son and Left Illusions "What Animal House did for the toga party, Brainwashed should do for American resistance to campus radicalism." ?Rusty Humphries, nationally syndicated radio talk show host

Education, Liberal Democracy and Populism: Arguments from Plato, Locke, Rousseau and Mill provides a lucid and critical guide shedding light on the continuing relevance of earlier thinkers to the debates between populists and liberals about the nature of education in democratic societies. The book discusses the relationship Rousseau and Plato posited between education and society, and contrasts their work with the development of liberal thinking about education from John Locke, and John Stuart Mill's arguments for the importance of education to representative democracy. It explores some of the roots of populism and offer a broader perspective from which to assess the questions which populists pose and the answers which liberals offer. The book makes a substantial contribution to the current debate about democracy, by emphasising the central importance of education to political thought and practice, and suggests that only an education system based on liberal democratic principles can offer the possibility of a genuinely free society. This book is ideal reading for researchers and post-graduate students in education, politics, philosophy and history. It will also be of great interest to Educational practitioners and policy makers.

Why the Humanities Matter Today explains the importance of philosophy, foreign language, literature, history, political theory, and liberal education in American higher education. The contributors in this book provide new arguments about why their disciplines matter and what value they bring to students, the university, and the public./span

Any liberal democratic state must honour religious and cultural pluralism in its educational policies. To fail to honour them would betray ideals of freedom and toleration fundamental to liberal democracy. Yet if such ideals are to flourish from one generation to the next, allegiance to the distinctive values of liberal democracy is a necessary educational end, whose pursuit will constrain pluralism. The problem of political education is therefore to ensure the continuity across generations of the constitutive ideals of liberal democracy, while remaining hospitable to a diversity of conduct and belief that sometimes threatens those very ideals. Creating Citizens addresses this crucial problem. In lucid and elegant prose, Professor Callan, one of the world's foremost philosophers of education, identifies both the principal ends of civic education, and the rights that limit their political pursuit. This timely new study sheds light on some of the most divisive educational controversies, such as state sponsorship and regulation of denominational schooling, as well as the role of non-denominational schools in the moral and political development of children. Oxford Political Theory presents the best new work in contemporary political theory. It is intended to be broad in scope, including original contributions to political philosophy, and also work in applied political theory. The series will contain works of outstanding quality with no restriction as to approach or subject matter. The series editors are David Miller and Alan Ryan.

A Liberal Education Reader from Plato to the Present Day

The Education Trap

Rescuing Socrates

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

Rethinking Liberal Education

Liberal Anxieties and Liberal Education

*DI*An ethnographic study of a Mexican secondary school, showing how Mexican youth appropriate state discourse about equality to construct individual identity./div

*Extols the virtue of small liberal arts colleges and the liberal arts tradition.*

*A collection of essays by presidents of prominent liberal arts colleges and leading intellectuals who reflect on the meaning of educating individuals for leadership and how it can be accomplished in ways consistent with the missions of liberal arts institutions.*