

## Liberal Education Articles

Colour Code: **Scholarly Article**

**Online Article**

**Resource**

**Essays/Papers**

**Q**otes- articles with an orange Q have a matching quote down below

**B**olded are favorites

### Connections

Albertine, S., Petersen, D. J., & Plepys, C. (2012). **For the Profession and for All: Toward Liberal Education in Public Health.** *Peer Review, 14*(2), 24-27. Retrieved May 10, 2018 from <https://search.proquest.com/docview/1081336019?pq-origsite=gscholar>

Albertine, Petersen, and Plepys outline the process of utilizing American Colleges and Universities' Essential Learning Outcomes (ELOs) as a framework for the design of curriculum in public health, brought on by the need to ensure all undergraduates should have access to education in public health. They outline their process and model before concluding that because public health addresses the needs of the entire population, the development of undergraduate public health curriculum in cooperation with liberal education is necessary for both the public health system and society at large.

Bateman, B. W. (2014, October 13). **Why study liberal arts? Because it can help create both good citizens and good workers.** *Pittsburgh Post-Gazette*. Retrieved from <http://www.postgazette.com/opinion/2014/10/14/Whystudyliberalarts/stories/201410140036>.

This short article highlights a few benefits of a Liberal Arts education. Benefits like preparing students to become free and productive citizens which also in turn prepares them for long-term success in a job. It also gives students skills and even some financial advantages in the long run.

Bell, S. (2015, August 19). **Welcome to Entrepreneurship U, Part One: From the Bell Tower.** *Library Journal*. Retrieved from <https://lj.libraryjournal.com/2015/08/opinion/stevenbell/welcome-to-entrepreneurship-upart-one-from-the-bell-tower/>. Q

“Colleges and universities. . . are taking action to prepare their students to use their education, whatever their major, to think and act entrepreneurially in a world in which a diploma is no longer guarantee of well-paid, rewarding employment.” - Bell

Bell addresses ways in which librarians can help facilitate efforts to prepare students for the real world. Most of his techniques focus on a way to cross traditional business school methods with liberal education and to “entrepreneurize” the curriculum. He concludes by stating that librarians, especially business librarians, are in the proper position to promote this crossover.

**Bennett, J. B. (2001). **Liberal Learning as Conversation.** *Liberal Education*, 87(2). Retrieved from <https://www.aacu.org/publicationsresearch/periodicals/liberallearningconversation>.**

Bennett seeks to redefine the way we think about teaching by using the metaphor of a conversation, highlighting a wide variety of ways this ties into liberal learning. Bennett references Michael Oakeshott throughout the essay but summarizes his points by stating that conversation as a metaphor for liberal learning and being human helps us to see that liberal learning involves cultural inheritance, a range of voices, active engagement, reflexivity, hospitality, and mutual learning.

Berret, D. (2015, January 26). **The Day the Purpose of College Changed: After February 28, 1967, the main reason to go was to get a job.** *The Chronicle of Higher Education*. <https://www.chronicle.com/article/The-Day-the-Purpose-of-College/151359>

The article reviews the place of liberal education in the American tradition since 1967 and is instructive for understanding how the purpose of post-secondary education has come to be defined as “for a job”. The main focus is on the conversation government officials had and the AAC&U board. The article further describes the running away from liberal education.

Bevins, S. (2011). **STEM: Moving the Liberal Arts Education into the 21st Century**. *Technology and Engineering Teacher*, 71(4), 10-13. Retrieved May 10, 2018 from <https://search.proquest.com/docview/916926321?pq-origsite=gscholar>

Bevins details the 21st century shift from industrial arts to technology education, addressing the importance of technological literacy in the modern day. He also outlines the way technology is changing education, and its importance to economic growth, development, and society. He concludes by stating that with its newly found importance, it is key that STEM and liberal arts should work together to provide students the best possible opportunities in the global economy.

Carlson, S. (2018, March 5). **What Gets Forgotten in Debates About the Liberal Arts**. *The Chronicle of Higher Education*. Retrieved from [https://www.chronicle.com/article/WhatGets-Forgotten-in-Debates/242749?key=Vsp5df7WwhGNPuakdKhVXi20DEHbJ\\_ZywxjBDyaIGd2Iy0KV5GQfVnKvwSiWsV4jbe1Jd0RtbFZzNldhbjRQa3hIazJ1TkxyazFzUG4zWmFoSHlpXOIwTU1tQQ](https://www.chronicle.com/article/WhatGets-Forgotten-in-Debates/242749?key=Vsp5df7WwhGNPuakdKhVXi20DEHbJ_ZywxjBDyaIGd2Iy0KV5GQfVnKvwSiWsV4jbe1Jd0RtbFZzNldhbjRQa3hIazJ1TkxyazFzUG4zWmFoSHlpXOIwTU1tQQ).

The point of contention in this article is whether or not the ‘useless’ liberal arts contribute to skills needed for jobs. The article surveys a range of opinions on the liberal arts, looking for the right blend of these job-ready skills. Many arguments in this paper state that liberal arts are a big contributor and are often looked for by employers, but there are a few counter arguments.

Caron, R. M. (2009). **Call for Change in Liberal Education**. *College Teaching*, 58(1), 1-2. <https://doi.org/10.1080/87567550903253627>

Caron proposes the introduction of courses on public health into liberal education. She argues that this will benefit students through the awareness of health care systems, nutrition, appropriate housing, and sustainable inner-city areas. This would increase both connections and critical thinking across disciplines. She concludes by stating that by complementing liberal education with public health it will cultivate life tools in students who will be able to apply them to create a healthier world.

Champagne, J. (2014, January 8). **Actually, post-secondary education is a great retirement investment.** *Financial Post*. Retrieved from <http://business.financialpost.com/personalfinance/young-money/actuallypostsecondaryeducation-is-a-great-retirementinvestment>.

The main point of this article is that post-secondary education, even though it shrinks the work window by a little bit, in the long run contributes more to finances than only getting a high school diploma. The article references to stats like the rate of unemployment to make their case about education being worth the time spent in it.

Chung, E., Molnar, K., & Gilbertson, J. (2011). **Oil and Water? Business Education in a Liberal Arts Setting.** *Insights to a Changing World Journal*, (4).

Chung, Molnar and Gilbertson conduct both surveys and interviews of business students to discern student perception of education between students attending public comprehensive universities and private liberal arts colleges. They hypothesized that students exposed to liberal arts would have a different understanding of reality, but their research found no support for any difference between the perceptions of the two groups of students. They conclude that this could have important implications for liberal education business schools and that further research is required on the subject.

Clegg, P. (2008, August). **Creativity and critical thinking in the globalised university.** *Innovations in Education and Teaching International*, 45(3), 219-226. Retrieved from <https://search-proquest-com.ezproxy.uleth.ca/docview/210671719?accountid=12063>.

“This paper outlines the dynamic life of the university in the era of neo-liberal globalisation, and within this context, discusses the nature of 'creativity' as a life force or power, similar to the Ancient Greek idea of 'Eros'.”

Eagleton, T. (2010, December 17). **The death of universities.** *The Guardian*, online. <https://www.theguardian.com/commentisfree/2010/dec/17/death-universities-malaisetuition-fees> **Q**


“What we have witnessed in our own time is the death of universities as centres of critique. Since Margaret Thatcher [Reagan, Harper], the role of academia has been to service the status quo, not challenge it in the name of justice, tradition, imagination, human welfare, the free play of the mind or alternative visions of the future. We will not change this simply by increasing state

funding of the humanities as opposed to slashing it to nothing. We will change it by insisting that a critical reflection on human values and principles should be central to everything that goes on in universities, not just to the study of Rembrandt or Rimbaud.” - Terry Eagleton

Eagleton emphasizes the importance of humanities in making universities fundamentally universities. Not only that, but he advocates that there must be connections made between the humanities and the other disciplines. Without humanities, it could be the death of universities.

**Ernst, B.K., Wonder, K. & Adler, J. (2015, March 26). [Developing a University Learning Community of Critical Readers and Writers: The Story of Liberal Arts and IEP Partnership](https://onlinelibrarywileycom.ezproxy.uleth.ca/doi/abs/10.1002/tesj.191). *Tesol*, 7(1). Accessed May 22, 2018 from <https://onlinelibrarywileycom.ezproxy.uleth.ca/doi/abs/10.1002/tesj.191>.**

Ernst, Wonder, and Adler discuss the relationship between ESL learning communities and cross-cultural learning through the grouping of ESL students with students in a first-year English course. They explore the experience of the students through their study and explain the relation the project had to the goals of liberal education.

**Evans, W. (2009). [Iris Murdoch, Liberal Education and Human Flourishing](https://doiorg.ezproxy.uleth.ca/10.1111/j.1467-9752.2009.00666.x). *Journal of Philosophy of Education*, 43(1), 75-84. <https://doiorg.ezproxy.uleth.ca/10.1111/j.1467-9752.2009.00666.x> **


“Articulating the good of liberal education—what we should teach and why we should teach it—is necessary to resist the subversion of liberal education to economic or political ends and the mania for measurable skills.” - William Evans

Evans utilizes Iris Murdoch’s philosophical writings to address the issues of ‘the relationship between flourishing as the end of education and initiation into the various practices as the media through which this is accomplished’ and ‘the nature of this initiation itself with respect to what it demands of those entrusted to carry it out’. Murdoch addresses this through her conception of human nature as requiring liberal education to flourish. Evans then outlines Murdoch’s theory of techne and how Murdoch’s Platonism resists threats to liberal education to provide the answers to these questions. He concludes that Murdoch would state that the end of liberal education for students is not merely to get jobs, but to understand themselves, and that teachers should embrace metaphysics to nurture ideas and intuition.

Flaherty, C. (2018, January 29). **Beyond Box Checking**. *Inside Higher Ed*. Retrieved May 10, 2018 from

[https://www.insidehighered.com/news/2018/01/29/collegessharehowthey-made-theirgeneral-education-programs-morelaundrylist?utm\\_source=Inside+Higher+Ed&utm\\_campaign=e50b5af8faDNU20180111&utm\\_medium=email&utm\\_term=0\\_1fcbc04421e50b5af8fa200128205&mc\\_cid=e50b5af8fa&mc\\_eid=4a834eb89b](https://www.insidehighered.com/news/2018/01/29/collegessharehowthey-made-theirgeneral-education-programs-morelaundrylist?utm_source=Inside+Higher+Ed&utm_campaign=e50b5af8faDNU20180111&utm_medium=email&utm_term=0_1fcbc04421e50b5af8fa200128205&mc_cid=e50b5af8fa&mc_eid=4a834eb89b).

This article briefly discusses changes three higher education institutions made to their curriculum to better facilitate deep and practical learning. It has practical ideas and implementation strategies.

Graves, K. (2014, February 10). **Because It's Good for You: An Argument for History of Education in Liberal Education**. *History of Education Quarterly*, 54(1), 98-102.  
<https://onlinelibrary.wiley.com/doi/epdf/10.1111/hoeq.12048> 

“Education that prompts questions, values multiple ways of knowing, demands precision in thinking, appreciates the power of clear articulation of ideas, and engages several perspectives—that is, liberal education at its best—equips us to pursue the lofty missions our colleges, rightly, claim” - **Karen Graves**

This brief article shares a few points on the importance of learning about the history of education and liberal education for teachers.

Hadley, D. W. (2008). **From Tumble to Dance: The Unsung 'Dance Steps' Fostered by Liberal Arts Education**. *Journal of Education*, 188(2), 31-54.  
<http://journals.sagepub.com/doi/pdf/10.1177/002205740818800205>

Hadley outlines the capabilities that students develop within liberal education. She divides her explanations into various human skills related to the body. These include skills cultivated in the ear, the eye, the hand, the heart, the mouth, and the mind. She concludes by stating that these skills are supplemented with other liberal education outcomes but that the small-scale changes she had outlined do take place in liberal education and prepare students for lessons learned beyond college.

Hohendahl, P. U. (2011). **Humboldt Revisited: Liberal Education, University Reform, and the Opposition to the Neoliberal University.** *New German Critique*, 38(2 (113)), 159-196. <http://www.jstor.org/stable/41288137>

Hohendahl re-examines the use of Wilhelm von Humboldt in postwar discourse on liberal education. He outlines some complications with his organization before he divides his article into three parts. The first part includes the appropriation of Humboldt by conservatives to restore the pre-fascist German university in 1945, followed by the appropriation of Humboldt in the reform movement of 1960. The second part analyzes more recent American discourse surrounding higher education, with similar use by conservatives and liberals. The third section involves the George W. Bush administration's implicit rejection of Humboldt's ideas. He concludes by stating that in the modern context it is difficult to integrate Humboldt into universities without a radical and unorthodox reading of his writings.

Hovland, K., & Schneider, C. G. (2011). **Deepening the Connections: Liberal Education and Global Learning in College.** *About Campus*, 16(5), 2-8. <http://journals.sagepub.com/doi/pdf/10.1002/abc.20074>

Hovland and Schneider address citizenship and education in an evolving global environment. They utilize the Association of American Colleges and Universities (AAC&U) Shared Futures: Global Learning and Social Responsibility initiative and the Liberal Education and America's Promise centennial promise campaign, which includes a set of essential learning outcomes to outline how this new global environment might be addressed. They also outline the essential liberal goals of Michigan State University as a resource to add to what they call a global blueprint. Hovland and Schneider conclude by stating that global learning cannot be added on, but must be a transformative rationale which can be utilized to address multidisciplinary global challenges and create prepared global citizens.

**Johnson, E. (2015, June 22). Business Can Pay to Train Its Own Work Force.** *The Chronicle of Higher Education*. Retrieved from <https://www.chronicle.com/ezproxy.uleth.ca/article/Business-Can-Pay-to-Train-Its/231015>.

Johnson discusses and explore the issues surrounding who should pay for education. With the business world asking education to have students more ready to meet their needs, Johnson suggests that businesses should take more responsibility in paying costs instead of letting the taxpayers cover their bills.

Kay, W. K. (2011). Liberal education: a renewed role within religious education. *Journal of Beliefs & Values*, 32(2), 185-193. <https://doi.org/10.1080/13617672.2011.600817>

Kay traces the historical evolution and tension between liberal education and religious education, outlining the influence of liberal education in school and universities. He then addresses the contemporary context of liberal education curriculum, the struggles it faces in the modern day, and its compatibility with religious education. He concludes by offering an example of the application of liberal education in religious schools, in which students learn from religion, and not about it.

Leslie, W. B. (2011). The curious tale of liberal education, professional training and the American college, 1880–1910. *History of Education*, 40(1), 83-95. <https://doi.org/10.1080/0046760X.2010.514869>

Leslie provides a history of liberal education in both American and English universities, detailing their shifts towards and away from liberal education. He first details the threats faced by American colleges and their revival before describing the return of liberal arts to the ‘learned professions’ such as medicine, law, and theology. He concludes that through this history, liberal arts and undergraduate colleges have become the gatekeepers to the “learned professions” in America.

Marcus, J. (2015, October 15). The surprising institutions that refuse to drop the liberal arts: Military academies, chef schools declare humanities essential to their graduates’ success. *The Hechinger Report*. Retrieved from <http://hechingerreport.org/thesurprisinginstitutions-that-refuse-to-drop-the-liberalarts/> Q

“People without a liberal arts background really have no place to go with their skill sets. They lack an overall knowledge, and an ability to relate to people and make educated decisions, and not jump to conclusions.” OR “As mainstream universities and colleges cut liberal-arts courses and programs in favor of more vocational disciplines, and the number of students majoring in the humanities continues to decline, unexpected types of institutions are expanding their requirements in the liberal arts with the conviction that these courses teach the kinds of skills employers say they want, and leaders need: critical thinking, problem-solving, teamwork, and communication.”  
- Marcus


Marcus analyzes the military and culinary schools that are teaching liberal arts. These surprising institutions give reasons to the importance students have in understanding not just what they are studying, but to also question authority, think critically, and develop interpersonal skills. With so



many institutions now cutting liberal arts programs, Marcus concludes that integrating liberal education into institutions such as military colleges is the reason these institutions are starting to rise up in the national rankings.

McPherran, M. L. (2010). **Socrates, Plato, Eros and liberal education.** *Oxford Review of Education*, 36(5), 527-541. <https://doi.org/10.1080/03054985.2010.514433>

McPherran addresses Socrates' pedagogical methods and applies them to the 21st century. He does so by first outlining Socrates' methods before turning to Socrates' conceptions of love and their relation to his educational methods. He uses these to advocate for connecting and drawing students into academic conversation.

**Mead, W. B. (2014, January 17). Learning from the Insights and the Errors of a Great Mind: Michael Oakeshott on Liberal Education.** *Anamnesis Journal*. Retrieved from <http://anamnesisjournal.com/2014/01/learning-insights-errorsgreatmindmichaeloakeshott-liberal-education/>. 

“The distinctive and central goal of a liberal education, Oakeshott advises, is the emancipation of the student from his society's and his own preconceptions, in the process of opening to him or her glimpses of the vast wisdom of the ages.” - **Mead, W. B.**

Mead reviews Michael Oakeshott's “The Voice of Liberal Learning”. Mead looks at both the good and bad from the essays written in the book. A few discussions focus on liberal learning as conversations between students and faculty and between disciplines.

**Miller-Lane, J. (2012). Toward an Embodied Liberal Arts.** *Liberal Education*, 98(2), 42-47. <https://www.aacu.org/publications-research/periodicals/toward-embodiedliberalarts>


Miller-Lane advocates integrating knowledge of the body into liberal education, exploring it through three routes: the mind-body relation, the potential of contemplative practice, and interrogating the student-athlete relationship. In doing this she utilizes a series of case studies and philosophers. She concludes that in order to ensure that the whole student matters, we must cross and explore the divide between the body and the brain.

Moro, Anna. (2018, June 14). **The humanities are becoming more important. Here's why.** *World Economic Forum*. Retrieved from <https://www.weforum.org/agenda/2018/06/how-a-humanities-degree-will-serve-you-in-a-disruptive-economy/>

Moro argues that the skills that come from studying the humanities are essential skills which are sought after in the job market. Investors state that workers who can put information into human context, have higher empathy, emotional intelligence and critical thinking are needed. The humanities provide students with these skills, which are highly transferable and helpful for learners to adapt to a disruptive economy.

Pittis, D. (2017, September 17). **Yes, post-secondary education makes you rich, but that may not be the best part.** *CBC News, Analysis*. June 26th, 2018 retrieved from <http://www.cbc.ca/news/business/education-canada-economics-1.4268921>.

Pittis shares some of the payoffs of post-secondary education such as better paying jobs, longer life, and more volunteering. He continues on to distinguish the complaints of taxpayers and students on the amount they are paying into education and further explains the benefits to both parties. Pittis concludes by highlighting the importance of post-secondary education.

Raths, D. (2016, April 11). **Redefining Student Success in a Digital Ecosystem.** *Campus Technology*. Retrieved from <https://campustechnology.com/Articles/2016/04/11/Redefining-Student-Success-in-a-Digital-Ecosystem.aspx?Page=1> 

“By abandoning (the) idea of personal formation in favour of a poly technical approach – focused on specific kinds of workforce preparation skills or competencies – we end up with something quantified in ways that will lead to a devaluing of the experience.” - Raths

Raths reports on Gardner Campbell's thoughts during the *Future Trends Forum* video chat and discusses the challenges of student success in terms of a digitally-driven world. He defies the concept that institutional outputs, such as grades, are the definition of success. In order to succeed, learning needs to be open, participatory, and connected. Having the ability to connect knowledge across different courses and sharing that knowledge will make a student successful. He argues that in the digital commons, contributions to success should be about contribution to public good. He advocates the digital ecosystem as a place for innovation and experimentation, something that higher education institutions need.

**Rawlings III, H. R. (2017, December 21). Stop Defending the Liberal Arts. *The Chronicle of Higher Education*. Retrieved from <https://www-chronicle-com.ezproxy.uleth.ca/article/Stop-Defending-the-Liberal/242080>** Q

“A liberal education demands that you decide — agree or disagree? Find the nuances in the issue, and voice them. Challenge authority. Argue forcefully — and with wit and reason. Write clearly and persuasively about your research, ideas, conclusions, interpretations.” - **Hunter R. Rawlings III**

Rawlings presents five essential components of liberal education throughout the article. These are liberation, irreverence, pleasure, provocation, courage. Rawlings uses a humanities lens to convey these essential components and accentuate their prominence in liberal education. The use of poems and short phrases create a deeper meaning for these essentials and their importance. Rawlings also crafts thoughts about our role as educators in liberal education.

Seal, A. (2018, June 8). **How the University Became Neoliberal. *The Chronicle of Higher Education*. Retrieved from <https://wwwchroniclecom.ezproxy.uleth.ca/article/HowtheUniversity-Became/243622>.**

Seal argues that capitalism is infiltrating the university structure, creating the neoliberal university. He provides an overview of the term, explains how it came to be, and the context surrounding the term which included the 2008 financial crisis and Occupy Wall Street. He concludes by addressing student and scholars who have turned to activism to combat the neoliberal university and concurrently the problems that plague higher education in our modern day.

**Stewart, M. (2018, June). The 9.9 Percent Is the New American Aristocracy. *The Atlantic*. Retrieved from <https://www.theatlantic.com/magazine/archive/2018/06/thebirthofanew-american-aristocracy/559130/>.** Q

"Education—the thing itself, not the degree—is always good. A genuine education opens minds and makes good citizens. It ought to be pursued for the sake of society. In our unbalanced system, however, education has been reduced to a private good, justifiable only by the increments in graduates' paychecks. Instead of uniting and enriching us, it divides and impoverishes." - **Matthew Stewart**

Stewart analyses the 9.9 percent, a group not as rich as the 0.1%, but also not facing the same barriers faced by the bottom 90% of the population. This group believes in themselves as a meritocracy, while most of their success is based on intergenerational elasticity. Stewart describes how the 9.9 percent stays that way, through assertive mating, elite colleges which require expensive entry qualifications and tuition, tax breaks, the economic segregation of neighbourhoods (and schools,) and by convincing themselves they have earned their living through merit, not privilege. Stewart shows that the degree of resentment the 9.9 causes noncollege educated voters, the majority of them voting Trump, to become polarized. He concludes by warning the 9.9 that the system they uphold will soon fall, and likely take them with it. He urges them to challenge the system, and to fight for other people's children; not just their own.

Topping, R. N. (2010). **Augustine on Liberal Education: Defender and Defensive**. *The Heythrop Journal*, 51(3), 377-387. Retrieved from <https://doi.org/10.1111/j.14682265.2009.00522.x>

Topping provides his analysis on the reflections of Augustine towards the ancient liberal learning of the Greeks in the late 300s. He contradicts the claim that Augustine moved from a positive to a negative view of liberal education by providing a third route which connected the liberal arts with the knowledge of God. Topping explains this by beginning with context on the ancient liberal learning system before tracing Augustine's path through three phases, the *Cassiciacum*, the *Confessions* and the *De Doctrina Christiana*. He concludes by stating that liberal education today should take note of Augustine's emphasis on happiness over liberal education in order to grow, develop, and learn from his reflections.