



On the Philosophy of Higher Education

G. Lester Anderson

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On The Philosophy Of Higher Education

Ronald Barnett



On The Philosophy Of Higher Education:

On the Philosophy of Higher Education John S. Brubacher, 1982 This revised edition offers college and university leaders an up to date analytical perspective for resolving basic academic issues Brubacher reexamines refines and extends earlier arguments and other key questions in response to significant new social economic legal and educational developments He discusses the limits of autonomy the exercise of academic freedom the desirability of open admissions prescribed curricula and collective bargaining He also investigates such emerging new problems as accountability corporate interests on campus and the right to confidentiality expands on ways to promote equal access and specialized education without undermining the criteria for admission

The Philosophy of Higher Education Ronald Barnett, 2021-11-25 Providing a comprehensive introduction to the philosophy of higher education this book steps nimbly through the field leading it into new areas and advancing an imaginative ecological realism Each chapter takes the form of a short essay tackling a particular topic such as values knowledge teaching critical thinking and social justice It also examines key issues including academic freedom the digital university and the Anthropocene and draws on classic as well as contemporary texts in the field Composed of five parts the book travels on a compelling journey Part one identifies foundations of the field distinguishing between the ideas of university and higher education Part two examines key concepts including research culture academic freedom and reason Part three focuses on higher education as a set of educational practices and being a student Part four is concerned with the university as an institution and includes the matters of leadership and the spirit of the university Part five turns to the university in the world and argues for an ecological perspective Written in a lively and accessible style and ideal for anyone coming to the field for the first time but also of interest to experienced scholars this book offers sightings of new possibilities for higher education and the university

On the Philosophy of Higher Education John Seiler Brubacher, 1990

Philosophy's Higher Education Nigel Tubbs, 2006-01-26 At about the age of 13 I began to realise that my formal education was separating itself off from my philosophical education Of course at the time I did not know it in this way I experienced it as a split between what I was being taught and my experience of what I was being taught It was I now know the philosophical experience of formal schooling It was not until beginning the study of sociology at 16 that I came across the idea of dualisms pairs of opposites that always appeared together but were never reconciled In sociology it was the dualism of the individual and society The question most asked in our classes was always regarding which aspect of the dualism dominated the other The answer we always leaned towards was that both were mutually affected by the other The answer seemed to lie somewhere in the middle It was only at university first as an undergraduate and then as a postgraduate that I came across the idea of the dialectic Slowly I began to recognise that the dualisms which plagued social theory I and we self and other good and evil modernity and post modernity autonomy and heteronomy freedom and nature truth and relativism and so many more were not only dialectical in being thought about but also that the thought of them

being dialectical had an even stranger quality It was the same experience as being at school **Contemporary**

Philosophical Proposals for the University Aaron Stoller, Eli Kramer, 2018-02-12 This edited collection brings together a robust range of philosophers who offer theoretically and critically informed proposals regarding the aims policies and structures of the university The collection fills a major gap in the landscape of higher education theory and practice while concurrently reviving a long and often forgotten discourse within the discipline of philosophy It includes philosophers from across the globe representing disparate philosophical schools as well as various career stages statuses and standpoints within the university There is also a diversity in method approach and style which varies from personal narratives and case studies to philosophical genealogies to traditional philosophical essays and to systematic theories The collection can serve as a theoretical resource for critically minded administrators and faculty who wish to analyze and change policies and structures at their home institutions It will introduce them to a wide range of possible educational imaginaries as well as provide them with productive suggestions for pragmatic change on campuses *Philosophers on the University* Ronald Barnett, Amanda Fulford, 2020-02-26 This book shows the significance of the thinking of philosophers and other key thinkers in understanding the university and higher education Through those explorations it widens and substantially adds to the emerging philosophy of higher education It builds on the historical literature on the idea of the university and provides higher education scholars with highly accessible introductions to the thinking of key philosophers and thinkers alerting them to a set of literature that otherwise might not be encountered Until very recently most of the debate on higher education both in the public domain and in the scholarly literature has been conducted with little regard to the philosophical literature This is odd for two reasons Firstly much of the historical literature on the idea of the university over the past two hundred years has been written by philosophers and their thinking has largely gone unmined Second and perhaps even more importantly many of the issues in the higher education debate are either philosophical in their nature or require reflective thinking and there lies to hand huge resources in the philosophical literature that can help in working through those issues Issues such as what is to count as knowledge in the university wisdom voice democracy culture what it is to be a student or academic academic freedom communication work and disciplinarity cry out for the kind of insights that the philosophical literature very broadly understood can offer This book attempts precisely to do this to show how the work of key thinkers can help in deepening the higher education debate Each chapter focuses on an individual thinker giving both an insight into the thinker in question and accessibly drawing out something of their thinking and showing its significance in understanding the university and higher education The editors provide a full length introduction that marks out this large territory and prepares the ground for the reader The book impressively builds a rich meshwork of careful and thorough thinking around the university and higher education by way of introducing 14 important philosophers on timely subjects such as culture and the university higher education and democracy and the role of the university The volume is a great contribution to the important

task of deepening the debate about higher education and the university through introducing important philosophers in ways that might help the university and higher education work through some of the issues and challenges that it is currently facing As such this book is essential reading for anyone wanting to wander and wonder deeper into the core purposes and possibilities of higher education in the good companionship of outstanding thinkers and distinguished academics on these matters A playground for philosophical thought and adventure Rikke Toft N r g rd Associate Professor Aarhus University Denmark This book is an excellent introduction to a wide range of famous thinkers and what they have to say about the university and higher education today It goes beyond the contemporary preoccupation with metrics based on managerialism and takes a much needed philosophical look at what higher education should be or should aspire to be Assoc Prof Stephen Loftus Foundational Medical Studies Oakland University William Beaumont School of Medicine USA

Philosophies of Research into Higher Education Brian J. Brown, Sally Baker, 2007-09-14 Research in higher education could be more useful innovative and better designed if we were clearer about the philosophical and epistemological basis of the theories that underlie our research methods People who have to interpret research would do a better job if they were able to interrogate research more critically and appreciate its strengths and weaknesses This volume provides this information for an audience of researchers policymakers students and lecturers in higher education The authors seek to create a dialogue with the reader about issues relevant to the philosophy of research and stimulate interest in how philosophy plays out in the real everyday political world not least in education Unlike many existing volumes on the market this book creates a space in which readers can use the tools for thinking that the authors describe to interrogate their own experience

Education, Crisis and Philosophy Yusef Waghid, 2022-03-31 This book brings together a discussion of educational philosophy nihilism and humanity to rethink education in times of crisis with a particular focus on teaching and learning in universities The book argues that an educational crisis manifests when the value of academic institutions come under attack looking closely at how higher education practices have been devalued The book is situated in the context of three intertwined crises the coronavirus pandemic economic decline resulting in poverty and unemployment and the crisis of human migration It questions what the role of education is or ought to be in times of crisis and how our humanity ought to be cultivated during such turbulent times This novel and timely text will be of great interest to researchers academics and postgraduate students in the fields of educational philosophy higher education and international education

The Aims of Higher Education Harry Brighouse, Michael McPherson, 2015-05-04 This book features a group of top notch philosophers tackling some of the biggest questions in higher education What role should the liberal arts have in a college education Should colleges orient themselves to the educational demands of the business sector What is the role of highly selective colleges in the public sphere To what extent should they be subsidized directly or indirectly by the public Should they simply teach students skills and academic knowledge or should they play a role in shaping character and if so to what end Should highly selective colleges admissions

practices give an edge to racial minorities or legacies or poor students How much should the public purse subsidize disadvantaged students attending such institutions These questions are fundamentally about moral and political values questions of distributive justice and of what constitutes valuable education Philosophers are trained to identify value considerations in great detail indeed often with more precision than is ever needed for practical purposes but most disagreements about policy and practice proceed with minimal attention to the values assumed on either side and all sides can benefit from more clarity about exactly what moral values are at play The philosophers here then address some of the fundamental questions underlying debates about higher education and in ways that are interesting and accessible to others

The University Becoming Søren S. E. Bengtsen, Sarah Robinson, Wesley Shumar, 2021-06-23 This volume wholeheartedly engages with the current climate in higher education and provides not only a thorough analysis of the foundational elements constituting higher education but also a critical discussion of possible connections to societal and cultural domains and policy debates Today higher education institutions and programs are beset with multiple and often conflicting pressures and demands Higher education is regarded by societies in general and at the political level in particular as a pathway to securing continued economic growth and ensuring cultural growth in surrounding societal contexts Future academics are expected to become experts within their disciplines and at the same time to acquire and develop generic competences and transferable skills directly translatable into job market and professional contexts These conflicting and fragmented policy approaches to higher education leaves academic leaders teacher researchers and students with an incoherent curriculum and a confused and eroded academic identity and societal outlook Much literature within higher education research that engages with similar topics are dominated by a backwards looking and heavy critique of current political and educational conditions for the university and higher education This volume suggests a new tack that is defined by openness and optimism towards possibilities for a transformative higher education curriculum that at the same time stays firmly rooted within the foundational academic soil By drawing on and contributing to the emerging research field the philosophy and theory of higher education the book combines critique with a constructive and future oriented approach and outlook on higher education Further it combines and links philosophical discussions on the idea of the future university with societal responsibility and a curricular and formational awareness

Exploring The Heritage Of American Higher Education

Grady E. Bogue, Jeffery Auer, 2000 University administrators faculty and students of higher education will find this volume an exceptional resource for understanding the history and politics behind U S higher education Unique in their presentation the authors address the policies debates and criticism that have shaped higher education

Academic Activism in Higher Education Nuraan Davids, Yusef Waghid, 2021-03-24 This book argues for renewed understandings of academic activism understandings that conceive of the ideas arguments and scholarship of the academy as embedded within the practices of what the academy does It examines why and how a renewed notion of academic activism informs a philosophy of higher

education specifically in relation to teaching and learning The book focuses on the theories and practices of teaching and learning in particular how such pedagogical actions are guided by social political and cultural influences outside of the university as a higher education institution The authors advocate for a living philosophy of higher education that is commensurate with real actions and imaginary fictions of what constitutes higher education and what remains in becoming for the discourse With a focus on South African social justice education the book imagines pathways for academic activism to manifest in revolutionised pedagogical actions or actions that bring into contestation what already exists with the possibility for the cultivation of renewal

Philosophy Science & Higher Education (Ppr) Mason Welch Gross, Mason W Gross the sixteenth president of Rutgers University was a unique man who left his imprint on the university During his presidency Rutgers expanded from a student body of 18 000 to 30 000 the budget grew from 18 million to 68 million an enormous construction program enhanced and enlarged the campuses at Newark New Brunswick and Camden and new professional schools were founded In effect Gross presided over the transformation of Rutgers from a private university rooted in the colonial past to one of the largest state universities in the post industrial present Yet Gross was a relaxed and much admired leader whose tenure spawned excellence in research coupled with civility in relations among students faculty and administrators The speeches of Mason W Gross are of more than ordinary interest and merit for two reasons One is that he wrote them all himself Woodrow Wilson was the last president of the United States who had no speechwriter While this is less frequently characteristic of college presidents it is a growing phenomenon The second reason for the unique quality of his speeches is that Gross was essentially a teacher and student of philosophy He was only incidentally an administrator a title he disliked as being akin to bureaucrat The addresses selected for this volume were culled from some three hundred that were delivered between 1949 and 1971 The speeches were chosen to reflect diverse themes and occasions Their subjects range from ideas on education to thoughts about urban planning and the occasions from commencement addresses to appearances before national organizations Effortlessly urbane and civilized always gracious and courteous Mason W Gross was a teacher and philosopher a democrat and an aristocrat In his new introduction Irving Louis Horowitz traces the philosophical sources of Mason Gross thought as well as his practical implementation of those influences Richard P McCormick was professor of history at Rutgers University from 1948 to 1982 He is the author of *The Presidential Game The Origins of American Presidential Politics* and *The Second American Party System Party Formation in the Jacksonian Era* Richard Schlatter now deceased was professor of history at Rutgers University and served as provost of the university under Mason Gross Irving Louis Horowitz is Hannah Arendt Distinguished Professor Emeritus of Sociology and Political Science at Rutgers The State University of New Jersey and chairman and editorial director of Transaction Publishers His books include *Radicalism and the Revolt Against Reason* and *Taking Lives Genocide and State Power*

A Philosophy for Minnesota Higher Education Minnesota Higher Education Coordinating Commission, 1968 *The University Becoming* Søren S. E.

Bengtsen, Sarah Robinson, Wesley Shumar, 2021 This volume wholeheartedly engages with the current climate in higher education and provides not only a thorough analysis of the foundational elements constituting higher education but also a critical discussion of possible connections to societal and cultural domains and policy debates Today higher education institutions and programs are beset with multiple and often conflicting pressures and demands Higher education is regarded by societies in general and at the political level in particular as a pathway to securing continued economic growth and ensuring cultural growth in surrounding societal contexts Future academics are expected to become experts within their disciplines and at the same time to acquire and develop generic competences and transferable skills directly translatable into job market and professional contexts These conflicting and fragmented policy approaches to higher education leaves academic leaders teacher researchers and students with an incoherent curriculum and a confused and eroded academic identity and societal outlook Much literature within higher education research that engages with similar topics are dominated by a backwards looking and heavy critique of current political and educational conditions for the university and higher education This volume suggests a new tack that is defined by openness and optimism towards possibilities for a transformative higher education curriculum that at the same time stays firmly rooted within the foundational academic soil By drawing on and contributing to the emerging research field the philosophy and theory of higher education the book combines critique with a constructive and future oriented approach and outlook on higher education Further it combines and links philosophical discussions on the idea of the future university with societal responsibility and a curricular and formational awareness

The Thinking University Søren S.E. Bengtsen, Ronald Barnett, 2018-04-27 This book reinvigorates the philosophical treatment of the nature purpose and meaning of thought in today s universities The wider discussion about higher education has moved from a philosophical discourse to a discourse on social welfare and service economics and political agendas This book reconnects philosophy with the central academic concepts of thought reason and critique and their associated academic practices of thinking and reasoning Thought in this context should not be considered as a merely mental or cognitive construction still less a cloistered college but a fully developed individual and social engagement of critical reflection and discussion with the current pressing disciplinary political and philosophical issues The editors hold that the element of thought and the ability to think in a deep and groundbreaking way is still the essence of the university But what does it mean to think in the university today And in what ways is thought related not only to the epistemological and ontological issues of philosophical debate but also to the social and political dimensions of our globalised age In many countries the state is imposing limitations on universities dismissing or threatening academics who speak out critically With this volume the editors ask questions such as What is the value of thought What is the university s proper relationship to thought To give the notion of thought a thorough philosophical treatment the book is divided into in three parts The focus moves from an epistemological perspective in Part I to a focus on existence and values in higher education in Part II and then

to a societal oriented focus on the university in Part III All three parts in their own ways debate the notion of thought in higher education and the university as a thinking form of being The Eclipse of Excellence Steven M. Cahn,2004-02-03 It is a refreshing and promising event when an accomplished young philosopher and dedicated teacher like Prof Cahn turns his mind to the present crisis in higher education and concentrates on some home truths Prof Cahn has his eye on the future not the past He is as full of divine discontent as contemporaries of his who have acquired a certain flash fame and he has much more humility But most important of all he is concentrating in this wise and unpretentious little book on the staple realities of teaching and liberal learning rather than on labels packaging cant slogans and messianic expectations Here is a book which it is a pleasure to commend as a restorative of common sense and hopefully of a sense of common educational purposes Charles Frankel in the Foreword **Commitment to Higher Education** John Wyatt,1990 Traces a specifically European tradition in the philosophy of higher education and argues that it has been unjustly neglected The book discusses six European intellectuals whose key texts in higher education were presented between 1930 and 1947 in times of European crisis and war *The Promise of the University* Áine Mahon,2022-01-09 This book offers philosophical readings of the contemporary university and is motivated by a series of pressing challenges in the global context of Higher Education It argues that the university is a place for community for refuge for enlightenment and the careful questioning of knowledge but it is also a place for visceral ambition and for intellectual cowardice for blinkered individualism and professional competitiveness In the context of a highly competitive post crash global economy contemporary students are placed under increasing pressure to distinguish themselves from their peers via a portfolio of learning excellence and extracurricular achievement Growing numbers undertake part or full time employment in order to cover registration fees and the basic costs of living University staff take on very different forms of pressure that operate across the life course of an academic career from early career anxieties to the worries of more privileged and permanent faculty who fear they do not meet ever changing structures assumptions and demands of the university itself This book argues that these interlinked agendas demand consideration from philosophers of education in Ireland Europe and further afield It proposes that we must embody a very careful balancing act one where we remember the romantic ideals and promises of the university while still acknowledging the very real and pressing challenges faced by our staff and students The book will be of interest to academics graduate students and advanced level undergraduates in Philosophy Education Mental Health and Organizational Psychology in both North America and Europe **Ubuntu and Buddhism in Higher Education** David Robinson-Morris,2018-10-26 Ubuntu and Buddhism in Higher Education theorizes the equal privileging of ontology and epistemology towards a balanced focus on being becoming and knowledge acquisition within the field of higher education In response to the shift in higher education s aims and purposes beginning in the latter half of the 20th century this book reconsiders higher education and Western subjectivity through southern African Ubuntu and Eastern Buddhist onto epistemologies By mapping these other than West

ontological viewpoints onto the discourse surrounding higher education this volume presents a vision of colleges and universities as transformational institutions promoting our shared connection to the human and non human world and deepens our understanding of what it means to be a human being

The Top Books of the Year On The Philosophy Of Higher Education The year 2023 has witnessed a remarkable surge in literary brilliance, with numerous captivating novels captivating the hearts of readers worldwide. Lets delve into the realm of popular books, exploring the captivating narratives that have captivated audiences this year. On The Philosophy Of Higher Education : Colleen Hoover's "It Ends with Us" This poignant tale of love, loss, and resilience has captivated readers with its raw and emotional exploration of domestic abuse. Hoover masterfully weaves a story of hope and healing, reminding us that even in the darkest of times, the human spirit can prevail. Uncover the Best : Taylor Jenkins Reids "The Seven Husbands of Evelyn Hugo" This intriguing historical fiction novel unravels the life of Evelyn Hugo, a Hollywood icon who defies expectations and societal norms to pursue her dreams. Reids captivating storytelling and compelling characters transport readers to a bygone era, immersing them in a world of glamour, ambition, and self-discovery. On The Philosophy Of Higher Education : Delia Owens "Where the Crawdads Sing" This mesmerizing coming-of-age story follows Kya Clark, a young woman who grows up alone in the marshes of North Carolina. Owens spins a tale of resilience, survival, and the transformative power of nature, captivating readers with its evocative prose and mesmerizing setting. These top-selling novels represent just a fraction of the literary treasures that have emerged in 2023. Whether you seek tales of romance, adventure, or personal growth, the world of literature offers an abundance of captivating stories waiting to be discovered. The novel begins with Richard Papen, a bright but troubled young man, arriving at Hampden College. Richard is immediately drawn to the group of students who call themselves the Classics Club. The club is led by Henry Winter, a brilliant and charismatic young man. Henry is obsessed with Greek mythology and philosophy, and he quickly draws Richard into his world. The other members of the Classics Club are equally as fascinating. Bunny Corcoran is a wealthy and spoiled young man who is always looking for a good time. Charles Tavis is a quiet and reserved young man who is deeply in love with Henry. Camilla Macaulay is a beautiful and intelligent young woman who is drawn to the power and danger of the Classics Club. The students are all deeply in love with Morrow, and they are willing to do anything to please him. Morrow is a complex and mysterious figure, and he seems to be manipulating the students for his own purposes. As the students become more involved with Morrow, they begin to commit increasingly dangerous acts. The Secret History is an exceptional and gripping novel that will keep you guessing until the very end. The novel is a warning tale about the dangers of obsession and the power of evil.

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