The Battle of the Classics

Handbook of the Positive Humanities advances the literature on the theory and science of well-being and extends the scope of the arts and humanities. With its expansive coverage of both the field as a whole and specialized disciplinary and interdisciplinary drivers, The Oxford Handbook of the Positive Humanities signifies its importance for historical, systematic and practical theology.

Defining the Humanities
Robert E. Proctor 1998
"Think of this as 'The Thinking Man's Bloom' or 'The Thinking Woman's Closing of the American Mind.' It takes up debates about education and reasons about them, where Bloom often only blasted away.... This is one of the more helpful recent statements of the case for the classics, accompanied by rather venturesome curricular suggestions."
—Christian Century
"His exciting readable book calls for a return to a study of the classics—and of the Renaissance poets and scholars, like Petrarch, who rediscovered the classics."
—Michael Dirda, Washington Post Book World
"... a splendid statement bringing together in a careful and coherent way the prospects for a solid humanities curriculum."
—Ernest L. Boyer Ten years ago when this book was first published it was called Education's Great Amnesia: Reconsidering the Humanities from Petrarch to Freud. It is being reissued now in a second edition with a different title for a new generation of readers who cannot have forgotten what they never knew. What are the humanities? Can we agree on a core curriculum of humanistic studies? Robert Proctor answers these questions in a provocative, readable book.

Humanities and Civic Life
Paul Edward Gottfried 2018-01-16
This volume in Religion and Public Life, a series on religion and public affairs, provides a wide-ranging forum for differing views on religious and ethical considerations. The contributions address the decline of social capital—those patterns of behavior which are conducive to self-governance and the spirit of self-reliance—and its relation to the demise of the civic-humanist tradition in American education. The unifying theme, is that classical studies do not merely result in individual mastery over a particular technique or body of knowledge, but also link the individual to the polity and even to the whole of the cosmic order. At the same time, American republicanism, in its exaltation of the common man from the Jeffersonian agrarian soldier to the apotheosis of Lincoln tempers the classical ideal into something less exalted, if more democratic. The effects on the contemporary state of the liberal arts curriculum are demonstrated in articles critical of the market-model university. Two essays explore the historical and philosophical significance of the discipline of rhetoric, that has suffered under the hegemony of rationalistic philosophy. A concluding contribution, invokes Giambattista Vico as an eloquent defender of the humanities. Humanities and Civic Life includes: "Rome, Florence, and Philadelphia: Using the History of the Humanities to Renew Our Civic Life" by Robert E. Proctor; "The Dark Fields of the Republic: The Persistence of Republican Thought in American History" by David Brown; "Unleashing the Humanities" by Robert Weisbuch; "Liberal Arts: Listening to Faculty" by Dennis O'Brien; "Historical Consciousness in Antiquity" by Paul Gottfried; "Taking the Measure of Relativism and the Civic Virtue of Rhetoric" by Gabriel R. Ricci; "The River: A Vichian Dialogue on Humanistic Education" by Randall E. Auxier.

Schools of Faith
David Fergusson 2019-01-10
Schools of Faith represents a diversity of essays from scholars in several continents. The contributors, all leading theologians and ethicists, offer reflections on historical and contemporary themes which are significant for wider debates in theological education and church life in today's world. The range of contributor and content provides a fitting tribute to the work of Iain R. Torrance over many years. Amid the numerous subjects discussed, the authors focus on liturgy, textual criticism, public theology, the ethics of war, Christian doctrine, divine action, ecumenism, inter-faith dialogue, spiritual formation, the office of the minister, and the interface between religion and literature. The multi-faceted nature of this collection signifies its importance for historical, systematic and practical theology.

The Oxford Handbook of the Positive Humanities
Louis Tay 2022-01-06
This handbook examines the new and rapidly growing field of the positive humanities—an area of academic research at the intersection of positive psychology and the arts and humanities. Written by leading experts across a wide range of academic disciplines, the volume begins with an overview of the science and culture of human flourishing, covering historical and current trends in this literature. Next, contributors consider the well-being benefits of engagement with the arts and humanities, marking out neurological, cognitive, emotional, behavioral, and social pathways to human flourishing. These pathways lead to detailed investigations of individual fields within the arts and humanities, including music, the visual arts, philosophy, history, literature, religion, theater, and film. Along the way, the book thoroughly synthesizes theory, research, and exemplary practice, concluding with thought-provoking discussions of avenues for public engagement and policy. With its expansive coverage of both the field as a whole and specialized disciplinary and interdisciplinary drivers, The Oxford Handbook of the Positive Humanities advances the literature on the theory and science of well-being and extends the scope of the arts and humanities.

The Battle of the Classics
Eric Adler 2020-09-04
These are troubling days for the humanities. In response, a recent proliferation of works defending the humanities has emerged. But, taken together,
what are these works really saying, and how persuasive do they prove? The Battle of the Classics demonstrates the crucial downsides of contemporary apologetics for the humanities and presents in its place a historically informed case for a different approach to rescuing the humanistic disciplines in higher education. It reopening the passionate debates about the classics that took place in late nineteenth- and early twentieth-century America as a springboard for crafting a novel foundation for the humanistic tradition. Eric Adler demonstrates that current defenses of the humanities rely on the humanistic disciplines as inculcators of certain poorly defined skills such as “critical thinking.” It criticizes this conventional approach, contending that humanists cannot hope to save their disciplines without arguing in favor of particular humanities content. As the uninspired defenses of the classical humanities in the late nineteenth century prove, instrumental apologetics are bound to fail. All the same, the book shows that proponents of the Great Books favor a curriculum that is too intellectually narrow for the twenty-first century. The Battle of the Classics thus lays out a substance-based approach to undergraduate education that will revive the humanities, even as it steers clear of overreliance on the Western canon. The book envisions a global humanities based on the examination of masterworks from manifold cultures as the heart of an intellectually and morally sound education.

The School of Freedom-Anthony O’Hear 2013-11-26 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)

The Founding of Thomas Jefferson’s University-John A. Ragosta 2019-09-10 Established in 1819 by Thomas Jefferson, the University of Virginia was known as “The University” throughout the South for most of the nineteenth century, and today it stands as one of the premier universities in the world. This volume provides an in-depth look at the founding of the University and, in the process, develops new and important insights into Jefferson’s contributions as well as into the impact of the University on the history of higher education. The contributors depict the students who were entering higher education in the early republic—their aspirations, their juvenile and often violent confrontations with authority, and their relationships with enslaved workers at the University. Contributors then turn to the building of the University, including its unique architectural plan as an “Academical Village” and the often-hidden role of African Americans in its construction and day-to-day life. The next set of essays explore various aspects of Jefferson’s intellectual vision for the University, including his innovative scheme for medical education, his dogmatic view of the necessity of a “republican” legal education, and the detailed plans for the library by Jefferson, one of America’s preeminent bibliophiles. The book concludes by considering the changing nature of education in the early nineteenth century, in particular the new focus on research and discovery, in which Jefferson, again, played an important role. Providing a fascinating and important look at the development of one of America’s oldest and most preeminent educational institutions, this book provides yet another perspective from which to appreciate the extraordinary contributions of Jefferson in the development of the new nation.

Classics, the Culture Wars, and Beyond-Eric Adler 2016-11 Beginning with a short intellectual history of the academic culture wars, Eric Adler’s book examines popular polemics including those by Allan Bloom and Dinesh D’Souza, and considers the oddly marginal role of classical studies in these conflicts. In presenting a brief history of classics in American education, the volume sheds light on the position of the humanities in general. Adler dissects three significant controversies from the era: the so-called AJF affair, which supposedly pitted a conservative journal editor against his feminist detractors; the brouhaha surrounding Martin Bernal’s contentious Black Athena project; and the dustup associated with Victor Davis Hanson and John Heath’s fire-breathing jeremiad, Who Killed Homer? He concludes by considering these controversies as a means to end the crisis for classical studies in American education. How can the study of antiquity—and the humanities—thrive in the contemporary academy? This book provides workable solutions to end the crisis for classics and for the humanities as well. This major work also includes findings from a Web survey of American classical scholars, offering the first broadly representative impression of what they think about their discipline and its prospects for the future. Adler also conducted numerous in-depth interviews with participants in the controversies discussed, allowing readers to gain the most reliable information possible about these controversies. Those concerned about the liberal arts and the best way to educate young Americans should read this book. Accessible and jargon-free, this narrative of scholarly scandals and their context makes for both enjoyable and thought-provoking reading.

Historians of Economics and Economic Thought-Steven G Medema 2013-04-15 The history of economic thought has always attracted some of the brightest minds in the discipline. These chroniclers of development have helped form our current views, and it is no surprise that many among them have been at the forefront of new movements in the history of ideas. This notable collection is a landmark in the literature of history of economic thought. It summarizes the work of these key historians of economics and attempts to quantify their impact. Some of the writers covered, such as Friedrich Hayek and Joan Robinson, are already assured of their place among the greatest economists of the twentieth century, but the collection also stresses the influence of those still active in shaping our perceptions of the discipline, including Mark Blaug, Samuel Hollander and Donald Winch. Written by an impressive roster of contributors, many of whom are themselves well-known in the history of economic thought, this key book features writings from John Creedy, Roger Blackhouse and Neil De Marchi, as well as the editors of the collection as a whole, Warren J. Samuels and Steven Medema.
**Western Civilization in World History**

Peter N. Stearns 2008-01-28 Western civilization and world history are often seen as different, or even mutually exclusive, routes into historical studies. This volume shows that they can be successfully linked, providing a tool to see each subject in the context of the other, identifying influences and connections. Western Civilization in World History takes up the recent debates about the merits of the well-established ‘Western civ’ approach versus the newer field of world history. Peter N. Stearns outlines key aspects of Western civilization - often assumed rather than analyzed - and reviews them in a global context.

**Imperial Paradoxes**

Robert James Merrett 2021-08-15 At war for sixty years, eighteenth-century Britain and France experienced demographic, social, and economic exchanges despite their imperial rivalry. Paradoxically, this rivalry spurred their participation in scientific and industrial developments. Their shared interest in standards of living and cultural practices was fuelled by migration and philosophical exchanges that reciprocally transmitted the values of urban geography, medicine, teaching, and the industrial and fine arts. In Imperial Paradoxes Robert Merrett compares British and French literature on those topics. He explains how food, wine, fashion, and tourism were channels of interdisciplinary relations and shows why authors in both nations turned the notion of empire from commercial and military expansion into a metaphor for exploring self-knowledge and pleasure. Although cognitive science has come to the fore only in the past two generations, eighteenth-century writers tested problems in the dualist and faculty psychology of Western rationalism. Themes of embodiment and embodied thought drawn from recent theorists are applied throughout this book, along with dialectics and models of the senses operating together. Imperial Paradoxes avoids the limitations of strict chronology, weaving together multiple narratives for a more complete picture. Applying major works in the fields of cognitive science, cognitive psychology, and pedagogical theory to prose, poetry, and drama from the eighteenth century, Merrett shows how attention to eating, drinking, dressing, and travelling gives important insights into individual literary works and literary history.

**Changing Educational Landscapes**

Dimitris Mattheou 2010-04-08 Analyzing educational landscapes - the fundamental values, principles and institutions of the sector - is a highly complex and demanding task for any researcher. Like shifting desert sands, these aspects of education are in a constant state of flux, changing according to the unpredictable economic, social, cultural and geopolitical circumstances of late modernity. Key aspects of the intricate, fluid and multifarious contemporary setting can always escape the researcher’s necessarily selective observation. The contributors to this book share the view that it is wise, therefore, to take note of other people’s ideas, perceptions and perspectives, to compare notes and reflect critically on them. Thus the papers presented here are a critical and comparative analysis of today’s changing educational landscapes. They are an exploration of some of the forces and factors that induce these changes, and also examine some of their most significant implications. The work takes a fresh look at received ideology and institutional practices and delineates the increasingly internationalized educational discourses and policies. Among other things, the book discusses the obsession with quality in education and the alternative perceptions of educational equality; the rising concern at the obstacles to truly multicultural education, and the debate about the epistemological foundations both of knowledge and knowledge production. Underlying all of the papers in the book is the authors’ intention to enhance our understanding of educational change in this era of transition and to further our appreciation of its multifaceted expressions across the world.

**Why Do We Educate?**

David L. Coulter 2009-03-23 This book reflects the editors; concerns that too many public discussions of education are dominated by too few ideas, and is intended to serve as a kind of handbook for those who wish to enter the conversation about education A work of impressive scholarship accessible to the general reader A unique collection of essays written by internationally recognized and emerging thinkers from the field of education and related disciplines Contributors, among others, include Anthony Appiah (Princeton); Seyla Benhabib (Yale); Eamonn Callan (Stanford); Joseph Dunne (St. Patrick’s College, Ireland); Kieran Egan (Simon Fraser); Ursula Franklin (Toronto); Nel Noddings (Stanford); Martha Nussbaum (Chicago) and Diane Ravitch (New York)

**Princely Education in Early Modern Britain**

Aysha Pollnitz 2015-05-19 Liberal education taught Tudor and Stuart monarchs to wield pens like swords and transformed political culture in early modern Britain.

**On the Importance of Being an Individual in Renaissance Italy**

Douglas Biow 2015-01-27 In recent decades, scholars have vigorously revised Jacob Burckhardt’s notion that the free, untrammeled, and essentially modern Western individual emerged in Renaissance Italy. Douglas Biow does not deny the strong cultural and historical constraints that placed limits on identity formation in the early modern period. Still, as he contends in this witty, reflective, and generously illustrated book, the category of the individual was important and highly complex for a variety of men in this particular time and place, for both those who belonged to the elite and those who aspired to be part of it. Biow explores the individual in light of early modern Italy’s new patronage systems, educational programs, and work opportunities in the context of an increased investment in professionalization, the changing status of artisans and artists, and shifting attitudes about the ideology of work, fashion, and etiquette. He turns his attention to figures familiar (Benvenuto Cellini, Baldassare Castiglione, Niccolò Machiavelli, Jacopo Tintoretto, Giorgio Vasari) and somewhat less so (the surgeon-physician Leonardo Fioravanti, the metallurgist Vannoccio Biringuccio). One could excel as an individual, he demonstrates, by possessing an indefinable nescio quid, by acquiring, theorizing, and putting into practice a distinct body of professional knowledge, or by displaying the exclusively male adornment of impressively designed facial hair. Focusing on these and other matters, he
reveals how we significantly impoverish our understanding of the past if we dismiss the notion of the individual from our narratives of the Italian and the broader European Renaissance.

**Digital Detroit**-Jeff Rice 2012-02-21 Normal 0 false false false EN-US X-NONE X-NONE Since the 1967 riots that ripped apart the city, Detroit has traditionally been viewed either as a place in ruins or a metropolis on the verge of rejuvenation. In Digital Detroit: Rhetoric and Space in the Age of the Network, author Jeff Rice goes beyond the notion of Detroit as simply a city of two ideas. Instead he explores the city as a web of multiple meanings which, in the digital age, come together in the city’s spaces to form a network that shapes the writing, the activity, and the very thinking of those around it. Rice focuses his study on four of Detroit’s most iconic places—Woodward Avenue, the Maccabees Building, Michigan Central Station, and 8 Mile—covering each in a separate chapter. Each of these chapters explains one of the four features of network rhetoric: folksyno(me), the affective interface, response, and decision making. As these rhetorical features connect, they form the overall network called Digital Detroit. Rice demonstrates how new media, such as podcasts, wikis, blogs, interactive maps, and the Internet in general, knit together Detroit into a digital network whose identity is fluid and ever-changing. In telling Detroit’s spatial story, Rice deftly illustrates how this new media, as a rhetorical practice, ultimately shapes understandings of space in ways that computer applications and city planning often cannot. The result is a model for a new way of thinking and interacting with space and the imagination, and for a better understanding of the challenges network rhetorics pose for writing.

**The Oxford Handbook of Humanism**-Anthony B. Pinn 2021-07-27 While humanist sensibilities have played a formative role in the advancement of our species, critical attention to humanism as a field of study is a more recent development. As a system of thought that values human needs and experiences over supernatural concerns, humanism has gained greater attention amid the rapidly shifting demographics of religious communities, especially in Europe and North America. This outlook on the world has taken on global dimensions as well, with activists, artists, and thinkers forming a humanistic response not only to traditional religion, but to the pressing social and political issues of the 21st century. With in-depth, scholarly chapters, The Oxford Handbook of Humanism aims to cover the subject by analyzing its history, its philosophical development, its influence on culture, and its engagement with social and political issues. In order to expand the field beyond more Western-focused works, the Handbook discusses humanism as a worldwide phenomenon, with regional surveys that explore how the concept has developed in particular contexts. The Handbook also approaches humanism both as an opponent to traditional religion as well as a philosophy that some religions have explicitly adopted. By both synthesizing the field, and discussing how it continues to grow and develop, the Handbook promises to be a landmark volume, relevant to both humanism and the rapidly changing religious landscape.

**Writings on the Sober Life**- 2014-02-24 Alvise Cornaro (c.1484–1566) was the son of a Paduan innkeeper with presumed ties to the patrician Cornaro family of Venice. Highly ambitious, he acquired a name for himself as a businessman, architect, and patron of the arts. Critically ill around age 40 – likely with diabetes and gout – he resolved to abandon his intemperate lifestyle. The strict rules regarding food and drink that he adopted and which led to his recovery are outlined in his most famous treatise, the Vita Sobria (1558). The work, which featured prescriptions for living to 100 years – stressing healthy lifestyle, proper diet, and avoidance of excess – became an international success. This edition offers the most comprehensive and faithful version of this early modern classic ever available in English, and includes Cornaro’s Aggionta (“Addition”), translated here for the first time. An introductory essay by the late Marisa Milani offers biographical background and analysis and discusses the work’s publication history. The volume also presents letters by Cornaro’s contemporaries commenting on the treatise as well as his Eulogy, now viewed as having been written by Cornaro himself. A foreword by award-winning health journalist Greg Critser speaks to the continuing relevance of Cornaro’s fascinating and seminal work.

**Epistemology and the Predicates of Education**-Thomas Peterson 2019-07-25 Exploring the predicates of education from theoretical, practical and historical perspectives, this book revalorizes the central role of the humanities in the ethical and aesthetic formation of the individual. This book considers timely questions of process and epistemology in today’s academy. It examines the subject of learning as it arises in the individual, is defined by educators, and is conceived by society at large. In attempting to formulate a lingua franca for contemporary pedagogy, the book highlights the concrete activities of educators and students and the qualities that emerge in the educational process. By synthesizing the writings of educational theorists working in different fields—philosophy, psychology, anthropology and more—Epistemology and the Predicates of Education highlights the transformational nature of knowledge and its capacity to invigorate the student through the practice of self-inquiry. The analytical and focused research offered in Epistemology and the Predicates of Education will be of interest to researchers, academics and postgraduate students in the fields of philosophy of education and higher education.

**Classroom Calypso**-Winthrop R. Holder 2007 What happens when teachers «relinquish the authority of truth providers»? Ninth grader Sasha Pringle, one of the student voices in Classroom Calypso, asserts that such a self-effacing posture empowers students by «releasing the writer within, » thereby fostering a critical, creative, and reflective disposition. Winthrop R. Holder re-represents students not as marginalized beings merely absorbing information but as subjects taking center stage and inscribing themselves into history. On their literary pilgrimage seeking self-knowledge, students, employing tale-telling, recast their classroom as a symposium - a place where popular culture orchestrates the discourse. This is an invaluable book for educators, parents, and anyone interested in understanding and facilitating the voices of urban youth.
Origins of Altruism and Cooperation - Robert W. Sussman 2011-08-02 This book is about the evolution and nature of cooperation and altruism in social-living animals, focusing especially on non-human primates and on humans. Although cooperation and altruism are often thought of as ways to attenuate competition and aggression within groups, or are related to the action of “selfish genes”, there is increasing evidence that these behaviors are the result of biological mechanisms that have developed through natural selection in group-living species. This evidence leads to the conclusion that cooperative and altruistic behavior are not just by-products of competition but are rather the glue that underlies the ability for primates and humans to live in groups. The anthropological, primatological, paleontological, behavioral, neurobiological, and psychological evidence provided in this book gives a more optimistic view of human nature than the more popular, conventional view of humans being naturally and basically aggressive and warlike. Although competition and aggression are recognized as an important part of the non-human primate and human behavioral repertoire, the evidence from these fields indicates that cooperation and altruism may represent the more typical, “normal”, and healthy behavioral pattern. The book is intended both for the general reader and also for students at a variety of levels (graduate and undergraduate): it aims to provide a compact, accessible, and up-to-date account of the current scholarly advances and debates in this field of study, and it is designed to be used in teaching and in discussion groups. The book derived from a conference sponsored by N.S.F., the Wenner-Gren Foundation for Anthropological Research, the Washington University Committee for Ethics and Human Values, and the Anthropedia Foundation for the study of well-being.

Academic Writing, Philosophy and Genre - Michael A. Peters 2009-06-02 This book investigates how philosophical texts display a variety of literary forms and explores philosophical writing and the relation of philosophy to literature and reading. Discusses the many different philosophical genres that have developed, among them letters, the treatise, the confession, the meditation, the allegory, the essay, the soliloquy, the symposium, the consolation, the commentary, the disputation, and the dialogue. Shows how these forms of philosophy have conditioned and become the basis of academic writing (and assessment) within both the university and higher education more generally. Explores questions of philosophical writing and the relation of philosophy to literature and reading.

An Interdisciplinary Approach to Implementing Competency Based Education in Higher Education - Barbara Goodman 2006 The appropriateness of competency based education for higher education settings has been the subject of debate for decades. This study revisits that debate with an understanding of competency based education as a system of communication that focuses on intended outcomes expressed in observable measurable terms.

Religion & Public Life - 2002

Wisconsin International Law Journal - 2006

Bibliographic Index - 1999

American Book Publishing Record - 2001

The War Against Grammar - David D. Mulroy 2003 Whether championing the grammatical analysis of phrases and clauses or arguing for the vital importance of sentence diagramming, Mulroy offers a lucid, learned, passionate account of the history, importance, and value of grammar.

Rediscovering God's Grand Story - James M. Roseman 2017-09-15 In the passage to modernity we in the West have lost the ability to see things whole. We've closed our minds to all things transcendent and default to unbelief, and can’t make sense of the persistent echoes of the voice of God that reverberate in our souls. In Rediscovering God’s Grand Story, James Roseman picks up the strands of science, philosophy, history, the arts, and theology, and reweaves the tapestry to see a coherent story that makes the best sense of the world and provides real meaning and significance to our lives—God’s Grand Myth. We see that the signals of transcendence that confound our culture of doubt are a universal language and vocabulary of the heart echoing the voice of God; and in the very Judeo-Christian story we so readily jettison is found the Author enabling us to see the world whole again. This essay tells why the story and promise of Christianity is so hard to hear today but won’t go away. Could it be that, as T. S. Eliot wrote in the mid-twentieth century, “at the end of all our exploring will be to arrive where we started and know the place for the first time”?
Toward Rediscovering the Old Testament
Walter C. Kaiser, Jr.
1991
Toward Rediscovering the Old Testament gives an up-to-date, concise, and challenging presentation of several major areas of Old Testament study. After defining the problems, the author proposes models and solutions for some age-old dilemmas. Here are just some of the more than two dozen major questions that are discussed: What makes the thirty-nine books of the Old Testament authoritative for the church? How much continuity and discontinuity is there between the Old and New Testaments? Did the Old Testament writers consciously anticipate the Messiah? Were the object and method of salvation the same in both Testaments? What was the Old Testament believer’s experience of the Holy Spirit? How can Christians teach or preach form the prophetic portions of the Old Testament? What is the challenge of the Old Testament for missions? According to Dr. Kaiser, understanding the Old Testament is the crucial problem for the Christian. Hardly an area in the Christian life, Christian doctrine, and biblical studies is not affected by one’s understanding of the Old Testament. This book is a forceful demonstration of that truth. It deals with some of the crucial topics necessary to a proper and practical interpretation and application of the Old Testament and discusses them in three parts: (1) The Old Testament and Scholarship, (2) The Old Testament and Theology, and (3) The Old Testament and Life.

Classification and Indexing in the Humanities
Derek Wilton Langridge
1976
The universe of knowledge and bibliographic classification; The theory of bibliographic classification; Defining the humanities; The classification of history and biography; The classification of philosophy, religion and occult; The classification of arts, crafts and entertainment; The construction of special classification schemes in the humanities; Indexing in the humanities; Name and subject index.

Rediscovering Our Identity as Africans
Bekeh Ukelina Utietiang
2000

Humanities, Culture, and Interdisciplinarity
Julie Thompson Klein
2005-10-27
Investigates the changing relationship of humanities, culture, and interdisciplinarity and its impact on humanities disciplines, American culture studies, and undergraduate education.

Humanities World Report 2015
P. Holm
2014-11-24
This book is open access under a CC BY license. The first of its kind, this Open Access ‘Report’ is a first step in assessing the state of the humanities worldwide. Based on an extensive literature review and enlightening interviews the book discusses the value of the humanities, the nature of humanities research and the relation between humanities and politics, amongst other issues.

Survival of the Friendliest
Brian Hare
2021-07-13
A powerful new theory of human nature suggests that our secret to success as a species is our unique friendliness “Brilliant, eye-opening, and absolutely inspiring—and a riveting read. Hare and Woods have written the perfect book for our time.”—Cass R. Sunstein, author of How Change Happens and co-author of Nudge
For most of the approximately 300,000 years that Homo sapiens have existed, we have shared the planet with at least four other types of humans. All of these were smart, strong, and inventive. But around 50,000 years ago, Homo sapiens made a cognitive leap that gave us an edge over other species. What happened? Since Charles Darwin wrote about “evolutionary fitness,” the idea of fitness has been confused with physical strength, tactical brilliance, and aggression. In fact, what made us evolutionarily fit was a remarkable kind of friendliness, a virtuosic ability to coordinate and communicate with others that allowed us to achieve all the cultural and technical marvels in human history. Advancing what they call the “self-domestication theory,” Brian Hare, professor in the department of evolutionary anthropology and the Center for Cognitive Neuroscience at Duke University and his wife, Vanessa Woods, a research scientist and award-winning journalist, shed light on the mysterious leap in human cognition that allowed Homo sapiens to thrive. But this gift for friendliness came at a cost. Just as a mother bear is most dangerous around her cubs, we are at our most dangerous when someone we love is threatened by an “outsider.” The threatening outsider is demoted to sub-human, fair game for our worst instincts. Hare’s groundbreaking research, developed in close coordination with Richard
Wrangham and Michael Tomasello, giants in the field of cognitive evolution, reveals that the same traits that make us the most tolerant species on the planet also make us the cruelest. Survival of the Friendliest offers us a new way to look at our cultural as well as cognitive evolution and sends a clear message: In order to survive and even to flourish, we need to expand our definition of who belongs.

Rediscovering the Dead Sea Scrolls—Maxine L. Grossman 2010-06-28 Tools for Our Work introduces readers to a wide range of established and experimental treatments of the Dead Sea Scrolls, including paleography, archaeology, manuscript analysis, and a variety of literary, historical, and social scientific approaches. Written by experts in Dead Sea Scrolls studies, these essays while each able to stand on their own as state-of-the-field discussions together provide a vibrant intersectional picture of scrolls studies on the cusp of its seventh decade.
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