

# **Liberal Education and the Idea of the University**

## Arguments and Reflections on Theory and Practice

Edited by

**Karim Dharamsi**

Mount Royal University, Canada

**James Zimmer**

Mount Royal University, Canada

Series in Education



VERNON PRESS

Copyright © 2019 Vernon Press, an imprint of Vernon Art and Science Inc, on behalf of the authors.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of Vernon Art and Science Inc.

[www.vernonpress.com](http://www.vernonpress.com)

*In the Americas:*  
Vernon Press  
1000 N West Street,  
Suite 1200, Wilmington,  
Delaware 19801  
United States

*In the rest of the world:*  
Vernon Press  
C/Sancti Espiritu 17,  
Malaga, 29006  
Spain

Series in Education

Library of Congress Control Number: 2018963304

ISBN: 978-1-62273-521-1

Product and company names mentioned in this work are the trademarks of their respective owners. While every care has been taken in preparing this work, neither the authors nor Vernon Art and Science Inc. may be held responsible for any loss or damage caused or alleged to be caused directly or indirectly by the information contained in it.

Every effort has been made to trace all copyright holders, but if any have been inadvertently overlooked the publisher will be pleased to include any necessary credits in any subsequent reprint or edition.

Cover image: Creative Commons Attribution-Share Alike 3.0 Unported license. According to UNESCO, the University of al-Qaraouvine in Fes, Morocco, is the oldest existing and consistently operational degree granting institution in the world. It was founded in 859 CE by Fatima al-Fihri. She founded one of the world's oldest libraries, also at the university. Photographer and owner of the photo: Anderson Sandy.

Cover design by Vernon Press.

*Dedicated to Rev. Dr. George Kirby, Mount Royal College's first President, 1910-1941, and Dr. David Docherty, Mount Royal University's President, 2010-2019*



# Table of Contents

<b>Acknowledgements</b>	ix
<b>Foreword</b>	xi
by David J DiMattio	
Chapter 1 <b>Introduction</b>	1
Karim Dharamsi <i>Mount Royal University</i>	
James Zimmer <i>Mount Royal University</i>	
<b>Part I: Liberal Education: Values and Ideals</b>	9
Chapter 2 <b>Liberal Education and the Challenges of our Time</b>	11
Ronald Glasberg <i>University of Calgary</i>	
Chapter 3 <b>Why the World Needs More Philosophers: Liberal Education and Public Intellectuals</b>	31
Kathryn Shailer <i>Independent Scholar</i>	
Chapter 4 <b>Liberal Education and Democracy: Challenging Neoliberal Conceptions of Pedagogy</b>	49
Navneet Kumar <i>Medicine Hat College</i>	

Chapter 5	<b>In Defence of a Utilitarian University Education</b>	61
	Allison Dube <i>Mount Royal University</i>	
Chapter 6	<b>A Conservative Defense of Liberal Education</b>	85
	James Cunningham <i>Independent Scholar</i>	
Chapter 7	<b>The Civic Benefits of the Trivium</b>	103
	Jeff Shires <i>Purdue University Northwest</i>	
Chapter 8	<b>Is Critical thinking a Part of Liberal Education?</b>	121
	Gary L. Thompson <i>Saginaw Valley State University</i>	
	<b>Part II: Liberal Education: Practices and Pedagogy</b>	135
Chapter 9	<b>On Aesthetic Judgement and Moral Judgement</b>	137
	Hektor K. T. Yan <i>City University of Hong Kong</i>	
Chapter 10	<b>The Influence of Diverse Peer Dialogue on Business Student Moral Reasoning: Why Liberal Education Matters</b>	161
	David Ohreen <i>Mount Royal University</i>	
Chapter 11	<b>Resisting the Ivory Tower: Liberal Education and Social Change</b>	179
	Robert Lexier <i>Mount Royal University</i>	
Chapter 12	<b>Making and Maker Culture in the Liberal Arts and Sciences</b>	193
	Katherine E. Aidala <i>Mount Holyoke College</i>	

Chapter 13	<b>Engaging <i>Wicked Problems</i> with Design Thinking: A Pedagogical Strategy for the Liberal Arts in the 21st Century</b>	205
	Sharon Allan <i>University of Lethbridge</i>	
	Deborah Forbes <i>Medicine Hat College</i>	
Chapter 14	<b>Liberal Arts and the Reform Movement in Statistics Education</b>	217
	Brad Quiring <i>Mount Royal University</i>	
	Collette Lemieux <i>Mount Royal University</i>	
Chapter 15	<b>The Evolution of Liberal Education at the University of Lethbridge</b>	233
	Heather Mirau <i>University of Lethbridge</i>	
	Jan Newberry <i>University of Lethbridge</i>	
	Shelly Wismath <i>University of Lethbridge</i>	
Chapter 16	<b>Visualizing Knowledge: The Pivotal Role of Visualizing Abstract Thinking</b>	247
	Karim W.F. Youssef <i>Mount Royal University</i>	
	Magid W.F. Youssef <i>Independent Scholar</i>	
	<b>Contributors</b>	267
	<b>Index</b>	273



## **Acknowledgements**

This collection and the editors owe gratitude to the academic communities of Mount Royal University and Medicine Hat College. In particular, we would like to acknowledge the support of Dr. David Docherty, President of Mount Royal University, Dr. Terry Chapman, Dean of Arts, Education, and Business at Medicine Hat College, and Dr. Michael Quinn, Associate Vice-President of Research, Scholarship, and Community Engagement, at Mount Royal University. For their editorial help, we thank Dr. Karim Youssef and Dr. Navneet Kumar. We would like to also thank Ms. Brenda Quartz and Ms. Diane Bennett for their administrative support.

Our special thanks to Vernon Press and their editorial staff for their excellent help and support of this project.



# Foreword

by David J DiMattio

In light of an ever-changing landscape in 21<sup>st</sup> century learning, educators desire to share best practices with their peers and even if they come from a wide spectrum of higher education institutions, the support of general and liberal studies bind them. This manuscript, *Liberal Education and the Idea of the University: Arguments and Reflections on Theory and Practice*, takes on the continuing debate around the “place” for liberal education.

Part I: Liberal Education: Values and Ideals address the “Why Liberal Education is needed?” Part II: Liberal Education: Pedagogy and Practices addresses the “How Liberal Education can be incorporated?” Each chapter also offers insight toward “Who can benefit from Liberal Education?” and “Where can Liberal Education be found?”

**Who can benefit?** A “bricks and mortar” identity no longer influence educational institutions, rather a globalized society provides guidance and that requires a home for liberal education as well. Faculty need to find real purpose in liberal education courses, as they are owners to an academic curriculum. Many students enter a program with a narrow view of the world and their place within it. Their concerns center typically upon a major, and often they view liberal arts and science courses as unnecessary. The goal should be to have them integrate their choice of major into the context of the liberally educated person: not to talk them out of their decision, but to help them understand and ground their choice in a broader, better informed intellectual context. (DiMattio, 2018)

**Why is it necessary?** Critics would suggest that in the 21<sup>st</sup> century, when education prepares students for career success and when it prepares them to be a member of community, it is valuable.

In 2008, 2013, and 2018, the Association of American College & Universities sponsored and initiated several surveys to measure employer expectations and perceptions of college graduates. *It Takes More Than a Major: Employer Priorities for College Learning and Student Success* (2013) indicated that employers endorse a blended model of liberal and applied learning. *Fulfilling the American Dream: Liberal Education and the Future of Work* (2018) showed that employers “agree upon the value of college and

believe that it is both important and worth the investment of time and money.” (AAC&U)

Within academics, we help students to explore careers. Students should recognize critical thinking skills, collaboration and the ability to view the internal and external world. A student with critical thinking skills is able to evaluate positions. A student who is able to collaborate can accept a shared environment and expertise.

The ideals identified in Part 1 of this manuscript add to these values. Philosophy applies logic and reason. Civics education teaches students they can influence government. Exposure to social problems allows students visibility to the current world, and its problems.

**How to use it?** A liberal arts education introduces and exposes students to the humanities and the fine arts, the natural and social sciences, uniquely allowing a methodology, and a vehicle for discovery. It provides breadth and depth of understanding of one’s own culture while establishing a worldview. (Westlund et al., 2018)

A perceived threat within higher education involves the struggle between a liberal arts identity and the training desires from the local, regional and national levels. Institutions begin toward a job-focused education yet this should not be at the cost of a liberal arts mission. All disciplines including professional education should connect liberal education in an interdisciplinary manner. (Himmelberg, 2018)

Launched in 2005, Liberal Education and America’s Promise (LEAP) was a national public advocacy and campus action initiative supported by the Association of American Colleges & Universities. Part 2 of this manuscript demonstrates a synthesis across general and specialized studies as found in LEAP’s “Principles of Excellence” as well as “High Impact Educational Practices.” (AAC&U, Leap) Community service, integrative learning, teaching the art of inquiry and innovation can build bridges between liberal education and Business, STEM, Health Sciences and other professional programs.

However, as educators continue to redevelop their pedagogies, they should incorporate some nontraditional practices. Utilize technology to reinvent liberal education with new resources.

**Where is it?** Liberal Education is foundational within Higher Education. As demonstrated in this manuscript, a collection of international institutions came together to share insights, best practices and ideals on why, how and where they have been successful. Examples span from the traditional formats to reinvented 21<sup>st</sup> century formats while embracing new (and sometimes not so new) practices. These efforts will offer

innovation to any reader while providing evidence to the importance of collaboration.

Please learn from, experience, and appreciate *Liberal Education and the Idea of the University: Arguments and Reflections on Theory and Practice*.

David J DiMattio, PhD

President, Association for General Liberal Studies (2016-2018)

### **Bibliography**

Association of American Colleges & Universities,

<https://www.aacu.org/leap/public-opinion-research>

Association of American Colleges & Universities, <https://www.aacu.org/leap>

DiMattio, D (2010) Where Do We Go Now? The Intellectual Journey,  
*Listening: Journal of Religion and Culture*.

Evergreen State College, (2018, Oct. 5) Liberal arts degrees are a major asset in the workplace, The Seattle Times.

<https://www.seattletimes.com/sponsored/liberal-arts-degrees-are-a-major-asset-in-the-workplace/>

Himmelberg, A (2018) Liberal arts education overshadowed by STEM programs <https://marquettewire.org/4000441/opinion/himmelberg-liberal-arts-education-overshadowed-by-stem-programs/>

Westlund, M, Hudalla, J and Suonvieri, C. (2018, Sept. 18) The Value of the Liberal Arts, Bethel University.

<https://www.bethel.edu/news/articles/2018/september/liberal-arts>



## Chapter 1

# Introduction

Karim Dharamsi  
*Mount Royal University*

James Zimmer  
*Mount Royal University*

Many champions of liberal education defend against the reduction of education to purely instrumental purposes. An undergraduate education, they argue, is an incubator for a democratic ethos and it can, at its best, encourage a critical understanding of one's own beliefs, while taking seriously beliefs that shape the lives of others. In this way, the spine of liberal education is hortatory: a call to action that seeks to preserve what is best and to critically reflect and alter those features of our collective inheritance that fall short of our ideals. Thinking beyond one's self-interest, being an engaged citizen, and cultivating the capacities to integrate and appreciably assess data seem hallmarks of the liberally educated person. In recent years some apologists have come from business and STEM subjects, touting the aggregate benefits to their particular sectors from the hiring of the liberally educated student. In light of the many significant challenges we currently face and will no doubt have to imminently confront, the defense of the liberally educated, engaged global citizen seem obviously true and right-minded.

Still, there are critics and skeptics. Calls to increase STEM funding and other areas promising ready employment are a commonplace. Cuts to liberal education requirements and reports of the elimination of liberal and fine arts programs seem to threaten core assumptions about the idea of the university and the purpose of higher education. Critics argue that concerns about climate change, water and food security, disease prevention, technology and 'big-data', emerging economies, migration and urbanization, gender equity and access to education (among other things) require specialists—those trained to solve “real-world” problems with relevant “real-world” credentials. The critics' message is also hortatory: a call to create effective pathways from the university to the

workforce and from the workforce to full social contributor and engaged citizen. Are these two visions of education inherently at odds? What are some ways to rethink this tension and how might a liberal education aid in this process?

In April 2017 Mount Royal University and Medicine Hat College hosted their first international Liberal Education conference. Held in Calgary, the conference's theme, "The Idea of the University and the State of Liberal Education in the 21<sup>st</sup> Century," attracted attendance from Canada, the United States, Europe, and Asia. This collection is representative of the range of ideas and arguments explored by presenters.

In Part I, "Liberal Education: Values and Ideals", authors explore the nature of efficacy of a liberal education. The papers present arguments that demonstrate tensions in our outlooks and even in possible solutions to the crises identified.

In Part II, "Liberal Education: Practices and Pedagogy", authors explore teaching practices, epistemic assumptions about different methodologies and knowledge claims, and General Education programs.

### **Part I: Liberal Education: Values and Ideals**

Ronald Glasberg introduces the volume in Part I. In Chapter 2, his timely paper, "Liberal Education and the Challenges of Our Time", attempts to address what Glasberg takes to be 'key challenges' faced by the liberal arts and sciences today. He identifies three: (1) the unconscious betrayal of cultural ideals we associate with our democratic values and how that betrayal evolves into a destructive projection of that betrayal onto some figure or group representing the 'traitor' or betrayer; (2) the development of a pseudo-reality or dream-like socio-cultural framework that functions in a manner that reinforces the aforementioned 'treachery trope'; and (3) the quality of 'addictiveness' or compulsive repetition of uncreative behaviours designed to maintain or reinforce the structures of the pseudo-reality. Glasberg's discussion seeks to demonstrate how a liberal education may be re-oriented to address the challenges outlined above, to help us overcome our pseudo-realities. In this regard, the primary thrust of a liberal education may be directed toward critically assessing and reformulating the underlying principles of our globalized world with a view to revealing unconscious forms of betrayal and possible ways of recommitting ourselves to our ideals.

In Chapter 3, "Why the World Needs More Philosophers: Liberal Education and Public Intellectuals", Kathryn Shailer suggests how we might reinvigorate the role of the university in society through the

education and cultivation of public intellectuals. She argues that the growing specialization of disciplines within universities has narrowed the role and credibility of 21st century academics who venture into the public realm and that a liberal education grounded in interdisciplinary philosophical training ought to be a foundation of all disciplinary and professional education. We need to consider, argues Shailer, how to reconstitute the spawning ground of the public intellectual: which means breaking down the silos of specialization. She argues for more vibrant philosophy programs that reconsolidate the disparate fields and perspectives now segregated into dozens of disciplines, and that look beyond narrow British and Continental European perspectives to embrace global, gender-specific, and Indigenous epistemologies. Shailer concludes by suggesting that we need our students to think of themselves as philosophers, *in the broadest interdisciplinary sense*, while acquiring a depth of knowledge that gives them substance.

In Chapter 4, “Liberal Education and Democracy: Challenging Neoliberal Conceptions of Pedagogy”, Navneet Kumar challenges the ‘wedded notion’ that market should be the organizing principle for all political, social, economic and even pedagogical decisions. He forcefully argues that neoliberalism has waged an assault on democracy, its public institutions, the welfare state, and the very idea of public good itself. He argues that a liberal education and its various forms in a classroom can be central to bringing the ethos of democracy back to the pedagogical sphere and as a consequence effectively enfranchise citizens in the public square.

In Chapter 5, “In Defence of a Utilitarian University Education”, Allison Dube interrogates an assumption familiar to those who defend the “intrinsic value” of a liberal education against “utilitarianism”. Dube thinks that some authors believe a utilitarian education to subvert the very ideals of liberal learning. Through the exploration of what Jeremy Bentham and John Stuart Mill wrote on higher education, his paper marshals a defence of aspects of a utilitarian undergraduate education while challenging some of the assumptions made by those who speak colloquially of the need to move “beyond” it. Dube’s paper challenges readers to rethink their own ideas about utilitarianism and, indeed, of the ideals associated with the intrinsic value of liberal learning.

In Chapter 6, “A Conservative Defense of a Liberal Education”, James Cunningham defends what he identifies as Edmund Burke’s conservative view of education, describing the university as a virtuous intellectual community that is distinctively humane. Drawing on thinkers from a wide range, Northrup Frye, Alasdair MacIntyre and Theodore Adorno, Cunningham examines the place of social practice in realizing the virtuous

PAGES MISSING  
FROM THIS FREE SAMPLE

# Contributors

## Editors

**Karim Dharamsi, Ph.D. (Toronto)** is Associate Professor of Philosophy and Chair of the Department of General Education at Mount Royal University in Calgary, Canada. He has co-edited a volume on R.G. Collingwood's philosophical method and has published articles in the philosophy of history, on the philosophy of R.G. Collingwood, Wittgenstein, Frege, the philosophy of education and liberal education.

**James Zimmer, Ph.D. (Calgary)** is the Vice-Provost and Associate Vice-President, Teaching and Learning, at Mount Royal University (MRU). Prior to his current appointment, Jim served as Dean of the Faculty of Teaching and Learning at MRU (2007-2015) and Director of the University Teaching-Learning Centre (1998-2007). In his current role, Jim oversees university-wide teaching, learning and curricular initiatives including liberal education, teaching enhancement and innovation, Internationalization, Indigenization of curriculum, cyclical program review, collaborative degrees and dual credit. Jim's disciplinary background is in nursing. Between 1981 and 1995, he held clinical positions in critical care and taught undergraduate nursing at Fanshawe College, Foothills Hospital School of Nursing and Mount Royal. On a personal note, Jim lives in Calgary with his wife Becky, their three grown children, and three grandchildren.

## Authors

**Katherine E. Aidala (Harvard)** is a Professor of Physics, Chair of the Physics Department and Engineering Committee, and Director of the Makerspace at Mount Holyoke College, a liberal arts college in western Massachusetts. She completed her undergraduate degree with a double major in applied physics and psychology at Yale University, and received her PhD in applied physics from Harvard University in 2006 in experimental condensed matter physics. She received the Presidential Early Career Award for Scientists and Engineers (PECASE), as well as the NSF CAREER award in 2010, and was named a Cottrell Scholar of 2009 by the Research Corporation for Scientific Advancement. Her research uses

scanning probe microscopy to study fundamental properties of a range of material systems. She teaches a seminar course on Gender in Science, and is the founder and host of SciTech Café, holding monthly events that bring scientists into an informal setting to discuss their work with the general public.

**Sharon Allan, Ph.D. (Alberta)** is a pre-service teacher educator, a researcher currently involved in supporting professional learning with school leaders, and a sessional lecturer at the University of Lethbridge. This collaboration with Forbes provoked interest in design thinking as pedagogy for adult learners, in post-secondary environments as well as within professional settings.

**James Cunningham, Ph.D. (Toronto)** is an independent scholar and the chief tutor at Quick Thinking Tutoring, in Toronto. Prior to his tenure at Quick Thinking, Dr. Cunningham spent fourteen years as a philosophy instructor at Ryerson University (2000-2014). He completed his doctorate at the University of Toronto in 1998, specializing in the philosophy of education. Dr. Cunningham has written articles on critical theory, existentialism and his primary concern, humanities education. When he is not tutoring or writing, Dr. Cunningham enjoys his extreme old age in the company of his wife, children and grandchildren.

**Allison Dube, Ph.D. (London School of Economics)** is an Associate Professor in the Department of General Education, Mount Royal University. He completed his doctoral studies at the London School of Economics and Political Science. He formerly lectured in Political Science at the University of Calgary, where he was inducted into the Students' Union Teaching Excellence Awards Hall of Fame. His major research area has been the works of Jeremy Bentham, as well as, more recently, issues in teaching and learning generally. His study *The Theme of Acquisitiveness in Bentham's Political Thought* was reissued by Routledge in 2017; his major ongoing project at this time is a commentary on Jeremy Bentham's *Chrestomathia*.

**Deborah Forbes, MEd (Yorkville)** is an installation artist, educator at Medicine Hat College, guest curator, and public school trustee. Her artwork has been shown in solo exhibitions across Canada. In addition to post-secondary instruction, Forbes has presented at many conferences in areas of visual art, art history, art education, creativity, design thinking, and chaos and complexity theory.

**Ronald Glasberg, Ph.D. (Toronto)** has been teaching the history of ideas at the University of Calgary for close to 30 years. His main research focus is the development of integrative overviews with respect to the fundamental cultural assumptions of major world civilizations as they evolve over time. The other strand of his work pertains to exploring the relationship between the sciences and the humanities and what might bring these basic areas of human discourse into a more creative relationship with each other.

**Navneet Kumar, Ph.D. (Calgary)** specializes in Postcolonial Theory and Literature. He is presently teaching at Medicine Hat College, Alberta, Canada. He teaches courses in English literature, composition and liberal education. His areas of interest and research are race and refugee studies, genocide studies, pluralism, identity, religion, and violence. For him, the problem of human displacement, forcible or as a matter of self-exile has existential and personal relevance as he is an immigrant from India and continues to think about these issues in his research and classroom setting.

**Collette Lemieux, MSc (Calgary)** is a mathematician, educator and lecturer in the Departments of General Education and Mathematics and the Faculty of Business at Mount Royal University. She is currently working on her doctorate at the University of Calgary. Her focus is on adult learning with a focus on mathematics and statistics education. Her research includes the use of stories as a tool to learn statistics, cooperative learning during two-stage exams, and the impact of digital games on learning mathematics.

**Roberta Lexier, Ph.D. (Alberta)** is an Associate Professor in the Department of General Education at Mount Royal University. Her research and teaching focus on social movements, social activism, and social change. She trained as a historian and has studied student movements, feminism and women's movements, Indigenous movements, economic movements, environmental movements, and the counterculture. She has published on Sixties student movements in English Canada and the intersections between social movements and political parties, especially the left-wing New Democratic Party (NDP). She also organizes and leads international field schools to Honduras and has developed a Community Service Learning course that seeks to connect universities with community organizations. She has published articles on the concept of Global Citizenship and the effects Service Learning experiences on students' education and their personal development as responsible and engaged members of their communities.

**Heather Mirau**, Office of the Vice-President Academic, Integrated Planning Director, the University of Lethbridge

**Jan Newberry (Arizona)** is an Associate Professor of Anthropology at the University of Lethbridge in Canada. Her research has included projects in Indonesia and in Blackfoot Territory in southern Alberta. She has been a Board of Governors Teaching Chair and received distinguished teaching awards from the University of Lethbridge and the American Anthropological Association and Oxford University Press.

**David Ohreen, Ph.D. (Wales)** earned his Doctoral Degree in Philosophy from the University of Wales, Lampeter, specializing in philosophical psychology. Before coming to General Education at Mount Royal University, he taught at the Bissett School of Business and the Faculty of Management, University of Lethbridge teaching a wide range of courses including social responsibility, business ethics, and environmental management. David's research interests bridge the complex interconnection between psychology and moral decision making. He is currently researching the motivations behind corporate funding of nonprofit organizations; the role of peer influence on moral decisions; and the extent to which empathy can be used to create good corporate citizens. He is the author of *Folk Psychology: It's Scope and Limits* and *An Introduction to Philosophy: Knowledge, God, Mind, and Morality* and has also published academic articles psychology, ethics, and corporate social responsibility.

**Brad Quiring, M.A. (New Brunswick), M.B.A (Heriot Watt University)** is an Associate Professor of Business at Mount Royal University. Brad graduated from the University of Calgary in 1989 with a Bachelor of Arts in English. After a brief period working in the tourism industry, he attended the University of New Brunswick, obtaining a Master of Arts in contemporary American Literature in 1992. In the Winter of 2007 he took a sabbatical to complete his MBA through Heriot Watt University, Edinburgh, as well as to author the first Canadian edition of Scot Ober's *Contemporary Business Communications*. He and his research partner explore the use of stories to teach business statistics with an emphasis on context. Their work on this project is ongoing.

**Kathryn Shailer, Ph.D. (Princeton)** holds a BA (with Honors) in International Relations and German from Denison University and earned her MA and PhD in German Studies from Princeton University. She has published multiple articles on German Romanticism, German cinema, and a range of topics in higher education. Her work experience includes

faculty and administrative appointments at the University of Alberta, Western University, Simon Fraser University, University of Winnipeg, and the Ontario College of Art & Design University. More recently she served as Provost and Vice-President Academic at Mount Royal University and Acting Chief Research Officer and Special Advisor for Graduate Studies and Internationalization at the Alberta College of Art + Design. For further information on current writing and consulting activities, see [kathrynshailer.ca](http://kathrynshailer.ca).

**Jeff Shires, PhD (University of Missouri-Columbia)** is an Associate Professor in the Department of Communication Arts and former Executive Director of Concurrent Enrollment Programs at Purdue University Northwest. He has published and presented widely on identity formation, social media, and liberal education. Previously Jeff has taught at Campbellsville University and Wartburg College and served two terms as Faculty Senate Chair at Purdue University North Central.

**Gary L. Thompson, Ph.D. (Rice)** is Professor of English at Saginaw Valley State University, near Saginaw, Michigan. His recent publications include a textbook, *Rhetoric through Media*, several articles on Thomas Pynchon, and a contribution to the volume *Propaganda and Rhetoric in Democracy*, "A Taxonomy of Bullshit."

**Hektor K. T. Yan, Ph.D. (Wales)** received his education from British Hong Kong and Wales. Currently, he is Assistant Professor at the Department of Public Policy, City University of Hong Kong. Hektor has designed and taught a number of courses in General Education, including 'Philosophy and Life', 'Music and Human Values' and 'Animals and Animal Ethics: An Interdisciplinary Approach'. His research interests include political philosophy, ethics, comparative philosophy, philosophy of art and ancient philosophy. In addition to lecturing at the university, he has given talks of a philosophical nature for institutes such as the Education Bureau of Hong Kong, The Hong Kong Academy for Gifted Education, the Hong Kong Philosophy Café and Tung Tau Correctional Institute (Hong Kong Special Administrative Region). In his spare time, Hektor explores the different traditions of archery from Eurasia and he struggles to master musical instruments such as the yidaki and aulos.

**Shelly Wismath, Ph.D. (Simon Fraser)** is the first Dean of the School of Liberal Education at the University of Lethbridge in Canada. She is a professor of Mathematics and Liberal Education. Her research is in general algebra and the teaching of critical thinking and problem-solving skills. In 2017 she was awarded a national 3M Teaching Fellowship.

**Karim Youssef, PhD (Calgary)** is a lecturer in the Department of General Education at Mount Royal University. He has a master's degree from the University of Montreal, where he specialized in environmental design, and a doctorate from the University of Calgary. For his doctorate, he studied single entry neighbourhoods in Calgary and Montreal. He has also lectured in the Department of Geography, University of Calgary. Karim has published papers and book chapters on urban planning and architecture, the latest of which is in a multi-disciplinary collection on sustainability and the city, published in 2017. You could access his research profile and contributions on Research Gate at [https://www.researchgate.net/profile/Karim\\_Youssef](https://www.researchgate.net/profile/Karim_Youssef).

**Magid W.F. Youssef, B.Sc. (Hons), Architectural Engineering, CQM** started his professional career in Architecture graduating with honours in 1994. Over the past twenty-four years, he has worked extensively on regional projects involving multi-disciplinary coordination with international firms on University Campuses, International Airports and Healthcare projects adding technical depth to a strong academic foundation. Mag is a designated CQM (certified quality assurance manager) certified by the ASQ in 2001 which geared him with the tools and knowledge to manage QA/QC activities for several projects. He has been a lecturer at Centennial College and Durham College in Ontario, Canada. He is currently a partner at 4 Architecture Inc. in Markham, Ontario.

# Index

## A

AAC&U, 182, 183, 185, 190  
abstract shapes, 254, 255, 257  
academic freedom, 33, 86, 182,  
188, 189  
Aesthetic Judgement, 4, 137  
Ai Weiwei, 52, 53  
Alan Lightman, 40  
Alan Ryan, 63  
Alasdair MacIntyre, 3, 55, 85, 86  
American Association of  
Colleges & Universities, 182  
architecture, 6, 35, 37, 195, 200,  
201, 247, 257, 258, 261, 263,  
264, 265, 266, 272  
aretē, 154  
Aristotle, 4, 13, 19, 28, 56, 137,  
143, 144, 152, 154, 156, 159,  
251  
Augustine, 20, 111

## B

Buddhism, 26  
*Bullshit*, 4, 121, 134, 271  
Burke, 4, 86, 87, 88, 89, 90, 91,  
92, 96, 99, 100, 101, 102  
Business Ethics, 5, 162, 174, 175,  
176, 177

## C

C. Wright Mills, 179, 180  
Canadian Association of  
University Teachers, 188  
*Case Studies*, 172, 174  
CAUT, 188, 191  
Charles Dickens, 53  
Chrestomathia, 84, 268

citizenship, 6, 50, 51, 55, 59, 179,  
184, 190, 217, 219, 225, 230  
Claire Laybats, 103  
classic texts, 11, 12, 13, 14, 15,  
16, 17, 18, 19, 20, 21, 22, 23,  
24, 25, 27, 28  
Codes of Conduct, 189  
Confucianism, 4, 137, 151, 157,  
159  
critical thinking, 4, 49, 50, 52, 53,  
55, 56, 121, 122, 123, 125, 126,  
127, 128, 129, 130, 131, 132,  
133, 166, 179, 184, 190, 219,  
222, 223, 227, 229

## D

d.school, 208, 209, 215, 216  
David A. Hunter, 128  
Democracy, 3, 33, 49, 58, 59, 84,  
121, 134, 165, 166, 176, 271  
Derrick Jensen, 14  
Design Thinking, 6, 205, 207,  
209, 215  
Dual credit, 107, 108, 110

## E

E. D. Hirsch, 126  
eco-cide, 14, 15, 16, 17  
Edmond Burke, 3, 86

## F

*Forbes*, 6, 183, 184, 191, 268  
Foundation for Critical  
Thinking, 126, 127, 129, 134

## G

*Genesis*, 13

George Fallis, 33, 40, 43  
 George Lakoff, 127  
 Global Citizenship, 1, 6, 186,  
 192, 269

## H

*Hamlet*, 18  
 Hannah Arendt, 16, 21  
 Harry Frankfurt, 4, 121  
 Harvey Siegel, 126, 127  
 Henry Giroux, 50, 54, 56, 58  
 Herman Melville, 4, 137, 145  
 Horst Rittel, 206

## I

Iain McGilchrist, 15

## J

Jeremy Bentham, 3, 83, 84, 268  
 John Ibbitson, 188, 189  
 John Stuart Mill, 3, 63, 130, 141

## K

Kant, 138, 143, 156, 251  
 Kellyanne Conway, 103  
 Krivý, 257, 258, 261, 264, 265,  
 266

## L

Lao Tzu, 19, 29  
 Lawrence Kohlberg, 163  
 liberal, 2, 3, 4, 5, 6, 9, 11, 31, 32,  
 45, 49, 55, 59, 63, 84, 85, 105,  
 106, 107, 110, 111, 121, 133,  
 135, 137, 161, 163, 165, 176,  
 179, 182, 183, 184, 185, 187,  
 190, 191, 193, 201, 203, 205,  
 217, 218, 219, 222, 223, 224,  
 230, 231  
 Liberal Arts, 2, 4, 5, 6, 14, 24, 25,  
 27, 32, 34, 35, 36, 42, 105, 106,  
 111, 116, 122, 128, 165, 183,  
 193, 194, 195, 196, 197, 198,  
 203, 225, 230, 247, 267

liberal bias, 181, 190  
 Liberal Education, 1, 2, 3, 4, 5, 6,  
 9, 11, 31, 32, 34, 43, 49, 56, 58,  
 61, 62, 63, 65, 76, 79, 82, 84,  
 92, 104, 105, 106, 107, 110,  
 121, 122, 123, 124, 125, 126,  
 127, 128, 130, 132, 133, 135,  
 137, 161, 163, 165, 166, 167,  
 173, 174, 179, 182, 183, 184,  
 185, 187, 190, 191, 206, 216,  
 217, 218, 219, 220, 222, 223,  
 224, 225, 227, 230, 231, 236,  
 267, 269, 271  
 Linda Elder, 126  
 literary texts, 5  
 Luke Tredinnick, 103

## M

M. C. Escher, 251  
 Maker Culture, 5, 193, 197  
 Margaret Wente, 181  
 Maroš Krivý, 257  
 Martha Nussbaum, 174  
 Massive Open Online Courses,  
 182  
 Michael C. Desch, 41, 45  
 Michael Lind, 106  
 Michel Foucault, 38, 130  
 MOOCs, 182  
 Moral Judgement, 4, 175  
 Moral Reasoning, 5, 161, 167,  
 175, 176, 177  
*Multiversities*, 33, 40  
 Murasaki Shikibu, 18

## N

narrative, 6, 12, 54, 128, 144, 153  
 Neo-liberalism, 3, 49, 182, 190  
 New America Foundation, 106  
 Nicolas de Condorcet, 24  
 non-Euclidean, 251  
 Northrup Frye, 3

## O

Oswald Mathias Ungers, 251,  
 264

**P**

Pedagogy, 2, 3, 4, 24, 25, 50, 56,  
59, 94, 180, 191  
Peer Dialogue, 5, 161, 172  
peer groups, 161  
Peter Hall, 247, 249  
Peter Winch, 4, 137, 145, 159  
Pierre Bourdieu, 254  
Public Intellectuals, 2, 37, 38, 39,  
40, 41, 43, 45, 46

**R**

Richard Paul, 122, 123, 126  
Robert Ennis, 122, 125, 126, 129

**S**

Scott Jaschik, 36  
Social Change, 5, 184  
statistical thinking, 219, 221,  
224, 228, 229  
Statistics Education, 6, 217, 220,  
221, 229, 231  
STEM, 1, 6, 44, 52, 166, 174, 193,  
248, 250, 255, 264  
Stoics, 111, 143  
story-based, 6, 217, 225, 228,  
229, 230  
Stuart Hampshire, 138

**T**

*technē*, 154, 156  
Technology, 112  
*telos*, 148  
terrorism, 16, 20, 21  
*The Book of Job*, 21  
Theodore Adorno, 3  
Thomas Kuhn, 123, 264  
Thomas More, 24  
Thomas N. Mitchell, 105  
Trivium, 4, 93, 104, 106, 110, 111,  
112, 116  
Trump, 103

**U**

universalizability, 137, 138, 144,  
159  
Useful Learning, 65  
Utilitarian, 3, 61

**V**

visualizing knowledge, 6, 247,  
255, 256, 266

**W**

wicked problem, 205, 210, 211  
*Wicked Problems*, 6  
William Bennett, 126