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WHAT UNIVERSITIES OWE DEMOCRACY

JHU Press "This book identifies four distinct functions of American higher education that colleges and universities have acquired over the past two hundred years and that are integral to liberal democracy: social mobility, citizenship education, the discovery and communication of knowledge, and the cultivation of a pluralistic society. Each chapter takes up one of these functions to analyze and assess"--

WHAT UNIVERSITIES OWE DEMOCRACY

JHU Press For those committed to democracy's future prospects, this book is a vital resource.

NEIGHBORHOOD DEMOCRACY

BUILDING ANCHOR PARTNERSHIPS BETWEEN COLLEGES AND THEIR COMMUNITIES

Stylus Publishing, LLC Published in association with  src="https://styluspub.presswarehouse.com/uploads/8c9b21aec912fc1b23438f7dc95418854db24ddb.jpg" Higher education and America stand at a perilous moment brought about by economic and social inequality, racism, and the fracture of civic cohesion and structures. From its origins, the mission of American higher education was to promote

democratic governance and a free, fair, and orderly society through the education of responsible citizens. Just as its mission has become more urgent, it is being undermined as colleges and universities find themselves trapped in a fiscal crisis that threatens their very institutional viability—a crisis in large part brought about by the very perpetuation of economic and racial inequity, and the consequent erosion of consensus about civic purpose and vision. This book argues that higher education can and must again take leadership in promoting the participatory processes and instilling the democratic values needed to build a vibrant and fair society. How to do that when, as Guarasci argues, a majority of colleges and universities are floundering under a business model that generates insufficient net revenue while making college unaffordable? Guarasci offers a model of civic mission and engagement whereby, through relatively modest investment, colleges can develop reciprocal partnerships with local institutions, civic, and business groups to raise the quality and outcomes of K-12 education, promote local entrepreneurship and community involvement, raise incomes, and increase the attainment of postsecondary education to benefit the wider national economy and colleges around the region and country. He demonstrates how civic engagement can revitalize communities and generate developmental and foundation funding. Vividly illustrated by the examples of success of students from the shadow community to which Wagner College committed its energies and resources, by the stories of the local schools and their principals, and the voices of local partners, this book offers a compelling and detailed account of what it takes to transform an institution and a neighborhood—and a model of renewal.

REMAKING COLLEGE

INNOVATION AND THE LIBERAL ARTS

JHU Press "Residential liberal arts colleges maintain a unique place in the landscape of American higher education. These schools are characterized by broad-based curricula, small class size, and interaction between students and faculty. Aimed at developing students' intellectual literacy and critical-thinking skills rather than specific professional preparation, the value proposition made by these colleges has recently come under intense pressure. Remaking College brings together a large and distinguished group of higher education leaders to define the American liberal arts model, to describe the challenges these institutions face, and to propose sustainable solutions. Both economic and strategic environments have developed to threaten these schools. Since 1990, for example, 35 percent of these institutions have transformed into "professional" colleges offering more vocational fields to their curricula while others have closed their doors entirely. Is there a future for these uniquely American institutions like Vassar and Smith,

Macalester and Pomona, Middlebury and Swarthmore? Remaking College elucidates the shifting economic and financial models for liberal arts colleges and considers the opportunities afforded by technology, globalism, and intercollegiate cooperative models. Finally, it considers the unique position these schools can play in their communities and in the larger world"--

WE ARE THE ONES WE HAVE BEEN WAITING FOR

THE PROMISE OF CIVIC RENEWAL IN AMERICA

Oxford University Press "In September 2011, two leading civic engagement advocacy organizations headed, respectively, by Robert Putnam and Peter Levine released a joint report showing that a region's level of civic engagement was a strong predictor of its ability to recover from the Great Recession. This finding confirms what advocates of civic engagement have long hypothesized: that strengthening the networks between government and civil society and increasing citizen participation results in better government and better community outcomes. However, citizens concerned about the economic crisis need more than just deliberation or community organizing alone to achieve these outcomes. What they need, according to Peter Levine, is a movement devoted to civic renewal. Deliberative democracy-the idea that true democratic legitimacy derives from open, inclusive discussion and dialogue rather than simple voting-has become an extremely influential concept in the last two decades. In *We Are the Ones We Have Been Waiting For*, Peter Levine contends that effective deliberative democracy depends upon effective community advocacy. Deliberation, he shows, is most valuable when talk and debate are integrated into a community's everyday life. To illustrate how it works, Levine draws lessons from both community organizing and developmental psychology, and uses examples of successful efforts from communities across America as well as fledgling democracies in Africa and Eastern Europe. By engaging in this type of civic work, American citizens can meaningfully contribute to civic renewal, which, in turn, will address serious social problems that cannot be fixed in any other way"--

SUSTAINING DEMOCRACY

WHAT WE OWE TO THE OTHER SIDE

Oxford University Press Democracy is not easy. Citizens who disagree sharply about politics must nonetheless work together as equal partners in the enterprise of collective self-government. Ideally, this work would be conducted under

conditions of mutual civility, with opposed citizens nonetheless recognizing one another's standing as political equals. But when the political stakes are high, and the opposition seems to us severely mistaken, why not drop the democratic pretences of civil partnership, and simply play to win? Why seek to uphold properly democratic relations with those who embrace political ideas that are flawed, irresponsible, and out of step with justice? Why sustain democracy with political foes? Drawing on extensive social science research concerning political polarization and partisan identity, Robert B. Talisse argues that when we break off civil interactions with our political opponents, we imperil relations with our political allies. In the absence of engagement with our political critics, our alliances grow increasingly homogeneous, conformist, and hierarchical. Moreover, they fracture and devolve amidst internal conflicts. In the end, our political aims suffer because our coalitions shrink and grow ineffective. Why sustain democracy with our foes? Because we need them if we are going to sustain democracy with our allies and friends.

NERVE

LESSONS ON LEADERSHIP FROM TWO WOMEN WHO WENT FIRST

ECW Press Candid and insightful perspectives on the dilemmas and opportunities women confront as they take on leadership positions Martha Piper and Indira Samarasekera had vastly different career paths on their way to becoming the first (and so far only) female presidents of two of Canada's largest and most respected research universities and directors of some of the nation's largest market cap companies, but what they had in common was their gender, their willingness to take risks when leadership opportunities presented themselves, and a work ethic second to none. It was not always easy, pretty, or fair, but it was always the result of choosing to answer the call to lead. A call that in the authors' view, too many women still turn away from. In *Nerve: Lessons on Leadership from Two Women Who Went First*, Piper and Samarasekera share their personal and professional stories, offering guidance for women leaders of every age and at every stage of their career. *Nerve* is a must-read for any woman who is leading today, considering leading, or thinking about life after leading.

SCIENCE, DEMOCRACY, AND THE AMERICAN UNIVERSITY

FROM THE CIVIL WAR TO THE COLD WAR

Cambridge University Press This book reinterprets the rise of the natural and social sciences as sources of political

authority in modern America. Andrew Jewett demonstrates the remarkable persistence of a belief that the scientific enterprise carried with it a set of ethical values capable of grounding a democratic culture - a political function widely assigned to religion. The book traces the shifting formulations of this belief from the creation of the research universities in the Civil War era to the early Cold War years. It examines hundreds of leading scholars who viewed science not merely as a source of technical knowledge, but also as a resource for fostering cultural change. This vision generated surprisingly nuanced portraits of science in the years before the military-industrial complex and has much to teach us today about the relationship between science and democracy.

EMPIRES OF IDEAS

CREATING THE MODERN UNIVERSITY FROM GERMANY TO AMERICA TO CHINA

Harvard University Press The United States is the global leader in higher education, but this was not always the case and may not remain so. William Kirby examines sources of--and threats to--US higher education supremacy and charts the rise of Chinese competitors. Yet Chinese institutions also face problems, including a state that challenges the commitment to free inquiry.

CLOSING OF THE AMERICAN MIND

Simon and Schuster The brilliant, controversial, bestselling critique of American culture that “hits with the approximate force and effect of electroshock therapy” (The New York Times)—now featuring a new afterword by Andrew Ferguson in a twenty-fifth anniversary edition. In 1987, eminent political philosopher Allan Bloom published *The Closing of the American Mind*, an appraisal of contemporary America that “hits with the approximate force and effect of electroshock therapy” (The New York Times) and has not only been vindicated, but has also become more urgent today. In clear, spirited prose, Bloom argues that the social and political crises of contemporary America are part of a larger intellectual crisis: the result of a dangerous narrowing of curiosity and exploration by the university elites. Now, in this twenty-fifth anniversary edition, acclaimed author and journalist Andrew Ferguson contributes a new essay that describes why Bloom’s argument caused such a furor at publication and why our culture so deeply resists its truths today.

DEMOCRACY INCORPORATED

MANAGED DEMOCRACY AND THE SPECTER OF INVERTED TOTALITARIANISM - NEW EDITION

Princeton University Press Democracy is struggling in America--by now this statement is almost cliché. But what if the country is no longer a democracy at all? In *Democracy Incorporated*, Sheldon Wolin considers the unthinkable: has America unwittingly morphed into a new and strange kind of political hybrid, one where economic and state powers are conjoined and virtually unbridled? Can the nation check its descent into what the author terms "inverted totalitarianism"? Wolin portrays a country where citizens are politically uninterested and submissive--and where elites are eager to keep them that way. At best the nation has become a "managed democracy" where the public is shepherded, not sovereign. At worst it is a place where corporate power no longer answers to state controls. Wolin makes clear that today's America is in no way morally or politically comparable to totalitarian states like Nazi Germany, yet he warns that unchecked economic power risks verging on total power and has its own unnerving pathologies. Wolin examines the myths and mythmaking that justify today's politics, the quest for an ever-expanding economy, and the perverse attractions of an endless war on terror. He argues passionately that democracy's best hope lies in citizens themselves learning anew to exercise power at the local level. *Democracy Incorporated* is one of the most worrying diagnoses of America's political ills to emerge in decades. It is sure to be a lightning rod for political debate for years to come. Now with a new introduction by Pulitzer Prize-winning journalist Chris Hedges, *Democracy Incorporated* remains an essential work for understanding the state of democracy in America.

ARE THE ARTS ESSENTIAL?

NYU Press "Twenty-seven contributors - artists, cultural professionals, scholars, a journalist, grantmakers - were asked this question, "Are the Arts Essential?" In response, they offer deep and challenging answers applying the lenses of the arts, and those of the sciences, the humanities, public policy, and philanthropy. Playing so many parts, situated in so many places, these writers illustrate the ubiquity of the arts and culture in the United States. They draw from the performing arts and the visual arts, from poetry and literature, and from culture in our everyday lived experiences. The arts, they remind readers, are everywhere, and - in one way and another - touch everyone. Some respondents make it clear that the arts accommodate and expedite social change on issues of race, the environment, and social justice. Several write about the many ways that the arts address community and connection - in neighborhoods, or on the

national, and even global scale. Others address ways the arts help individuals strengthen and grow, through arts education and cultural enrichment. Still others write about what we share, how we share, how we find each other through the arts, across divides of many kinds, including time. Every entry challenges readers to go beyond the usual in thinking about the arts and culture in the context of our challenging times. None of the contributors hesitate or equivocate - all of them soar in what they say and how they say it. These, too, are the attributes of the arts"--

THE DEGRADATION OF THE ACADEMIC DOGMA: THE UNIVERSITY IN AMERICA, 1945-1970

New York : Basic Books

LIBERAL DEMOCRACY

PROSPERITY THROUGH FREEDOM

Springer Nature This open access book aims to show which factors have been decisive in the rise of successful countries. Never before have so many people been so well off. However, prosperity is not a law of nature; it has to be worked for. A liberal economy stands at the forefront of this success - not as a political system, but as a set of economic rules promoting competition, which in turn leads to innovation, research and enormous productivity. Sustainable prosperity is built on a foundation of freedom, equal opportunity and a functioning government. This requires a stable democracy that cannot be defeated by an autocrat. Autocrats claim that "illiberalism" is more efficient, an assertion that justifies their own power. Although autocrats can efficiently guide the first steps out of poverty, once a certain level of prosperity has been achieved, people begin to demand a sense of well-being - freedom and codetermination. Only when this is possible will they feel comfortable, and progress will continue. Respect for human rights is crucial. The rules of the free market do not lean to either the right or left politically. Liberalism and the welfare state are not mutually exclusive. The "conflict" concerns the amount of government intervention. Should there be more or less? As a lawyer, entrepreneur, and board member with over 40 years of experience in this field of conflict, the author clearly describes the conditions necessary for a country to maintain its position at the top.

SUITING THEMSELVES

HOW CORPORATIONS DRIVE THE GLOBAL AGENDA

Earthscan In this brilliantly researched exposé, 'communications Rottweiler' Sharon Beder blasts open the backrooms and boardrooms to reveal how the international corporate elite dictate global politics for their own benefit. Beder shows how they created business associations and think tanks in the 1970s to drive public policy, forced the worldwide privatization and deregulation of public services in the 1980s and 1990s (enabling a massive transfer of ownership and control over essential services) and, still not satisfied, have worked relentlessly since the late 1990s to rewrite the very rules of the global economy to funnel wealth and power into their pockets. Want a globalized and homogenized world of conflict, poverty and massive environmental degradation run by a corporate oligarchy that wipes its feet on democracy? Or a democratic world, where poverty is history, companies work for people and clean water is a right, not a privilege you pay for? Beder's message is clear - it's your world, and it's time to fight for it.

THE NEW ENLIGHTENMENT AND THE FIGHT TO FREE KNOWLEDGE

Seven Stories Press How do we create a universe of truthful and verifiable information, available to everyone? In *The New Enlightenment and the Fight to Free Knowledge*, MIT Open Learning's Peter B. Kaufman describes the powerful forces that have purposely crippled our efforts to share knowledge widely and freely. Popes and their inquisitors, emperors and their hangmen, commissars and their secret police—throughout history, all have sought to stanch the free flow of information. Kaufman writes of times when the Bible could not be translated—you'd be burned for trying; when dictionaries and encyclopedias were forbidden; when literature and science and history books were trashed and pulped—sometimes along with their authors; and when efforts to develop public television and radio networks were quashed by private industry. In the 21st century, the enemies of free thought have taken on new and different guises—giant corporate behemoths, sprawling national security agencies, gutted regulatory commissions. Bereft of any real moral compass or sense of social responsibility, their work to surveil and control us are no less nefarious than their 16th- and 18th- and 20th- century predecessors. They are all part of what Kaufman calls the *Monsterverse*. *The New Enlightenment and the Fight to Free Knowledge* maps out the opportunities to mobilize for the fight ahead of us. With the Internet and other means of media production and distribution—video especially—at hand, knowledge institutions like universities, libraries, museums, and archives have a special responsibility now to counter misinformation, disinformation, and fake news—and especially efforts to control the free flow of information. A film and video producer and former book publisher, Kaufman begins to draft a new social contract for our networked video age.

He draws his inspiration from those who fought tooth and nail against earlier incarnations of the Monsterverse—including William Tyndale in the 16th century; Denis Diderot in the 18th; untold numbers of Soviet and Central and East European dissidents in the 20th—many of whom paid the ultimate price. Their successors? Advocates of free knowledge like Aaron Swartz, of free software like Richard Stallman, of an enlightened public television and radio network like James Killian, of a freer Internet like Tim Berners-Lee, of fuller rights and freedoms like Edward Snowden. All have been striving to secure for us a better world, marked by the right balance between state, society, and private gain. The concluding section of the book, its largest piece, builds on their work, drawing up a progressive agenda for how today's free thinkers can band together now to fight and win. With everything shut and everyone going online, *The New Enlightenment and the Fight to Free Knowledge* is a rousing call to action that expands the definition of what it means to be a citizen in the 21st century.

THE INSTRUMENTAL UNIVERSITY

EDUCATION IN SERVICE OF THE NATIONAL AGENDA AFTER WORLD WAR II

Cornell University Press In *The Instrumental University*, Ethan Schrum provides an illuminating genealogy of the educational environment in which administrators, professors, and students live and work today. After World War II, research universities in the United States underwent a profound mission change. The Instrumental University combines intellectual, institutional, and political history to reinterpret postwar American life through the changes in higher education. Acknowledging but rejecting the prevailing conception of the Cold War university largely dedicated to supporting national security, Schrum provides a more complete and contextualized account of the American research university between 1945 and 1970. Uncovering a pervasive instrumental understanding of higher education during that era, *The Instrumental University* shows that universities framed their mission around solving social problems and promoting economic development as central institutions in what would soon be called the knowledge economy. In so doing, these institutions took on more capitalistic and managerial tendencies and, as a result, marginalized founding ideals, such as pursuit of knowledge in academic disciplines and freedom of individual investigators. The technocratic turn eroded some practices that made the American university special. Yet, as Schrum suggests, the instrumental university was not yet the neoliberal university of the 1970s and onwards in which market considerations trumped all others. University of California president Clark Kerr and other innovators in higher education were driven by a progressive impulse that drew on an earlier tradition grounded in a concern for the

common good and social welfare.

ACADEMIC FAULT LINES

THE RISE OF INDUSTRY LOGIC IN PUBLIC HIGHER EDUCATION

Johns Hopkins University Press Ultimately, *Academic Fault Lines* demonstrates how intrepid faculty and administrators engaged their communities both on and off campus, collaborating and inventing win-win scenarios to further public higher education's expanding legacy of service to all citizens while preserving its centrality to society and the world.

THE ATTACK ON HIGHER EDUCATION

Cambridge University Press Compares the current right-wing attack on American higher education to Henry VIII's Dissolution of the Monasteries in 1535.

RADICAL MARKETS

UPROOTING CAPITALISM AND DEMOCRACY FOR A JUST SOCIETY

Princeton University Press Revolutionary ideas on how to use markets to achieve fairness and prosperity for all Many blame today's economic inequality, stagnation, and political instability on the free market. The solution is to rein in the market, right? *Radical Markets* turns this thinking on its head. With a new foreword by Ethereum creator Vitalik Buterin and virtual reality pioneer Jaron Lanier as well as a new afterword by Eric Posner and Glen Weyl, this provocative book reveals bold new ways to organize markets for the good of everyone. It shows how the emancipatory force of genuinely open, free, and competitive markets can reawaken the dormant nineteenth-century spirit of liberal reform and lead to greater equality, prosperity, and cooperation. Only by radically expanding the scope of markets can we reduce inequality, restore robust economic growth, and resolve political conflicts. But to do that, we must replace our most sacred institutions with truly free and open competition—*Radical Markets* shows how.

THE PEOPLE VS. DEMOCRACY

WHY OUR FREEDOM IS IN DANGER AND HOW TO SAVE IT

Harvard University Press Uiteenzetting over de opkomst van het populisme en het gevaar daarvan voor de democratie.

PATTERNS OF DEMOCRACY

Yale University Press Examining 36 democracies from 1945 to 2010, this text arrives at conclusions about what type of democracy works best. It demonstrates that consensual systems stimulate economic growth, control inflation and unemployment, and limit budget deficits.

'WE'RE TRYING TO DO THINGS DIFFERENTLY'

THE CHALLENGES OF RELATIONSHIPS AND RECOGNITION IN HIGHER EDUCATION

Centre for Public Policy Research Students and staff from KCL's Social Sciences BA programme turn the research lens back on their own world and together explore the many challenges of 'trying to do things differently' in Higher Education. In doing so, they grapple with fundamental questions in education such as: how to meaningfully foreground democracy, partnership, and emotional care; the role and limits of free speech; and how to deconstruct enduring inequality and marginalisation. In a period of considerable change and challenge for education, there is surely no better time to be critically analysing the principles guiding our universities through the lens of real-life practice. "In a period when university arrangements are being rethought in the wake of COVID-19 and the resurgence of Black Lives Matter, this compelling text is both timely and forward looking. 'We're trying to do things differently' successfully brings together first year undergraduates and lecturers to research, analyse and document how students and staff co-create meaningful educational experiences. The authors offer a nuanced picture of the centrality of relationships and recognition to the degree course. It shows how the students foreground love, kindness and social justice, rather than curriculum and outcomes, while being alert to the politics of difference and absence in higher education classrooms. The book draws on well-worn and innovative writing styles to produce analyses and arguments that are eye-opening, persuasive and raise difficult questions for future educational practices. This book is a must for anyone interested in championing excellence and social justice in higher education." Ann Phoenix, Professor of Psychosocial Studies, UCL Institute of Education "This is a book with a difference. It is based on critical scholarship and draws on reflexive analysis but - and this is the important and unique part - it is a book written mainly by university students about how

to enact meaningful relationships in the academy. It takes as its substantive focus one new undergraduate programme but the agenda is about change, social justice and the hard work of real inclusion. This book stands as a wake-up call to all of us who care deeply about socially just education and democracy in our institutions of higher education. It is also a wonderful example of how to write something that really matters!" - Meg Maguire, Professor of Sociology of Education, King's College London

UNDERSTANDING MODERN NIGERIA

ETHNICITY, DEMOCRACY, AND DEVELOPMENT

Cambridge University Press An introduction to the politics and society of post-colonial Nigeria, highlighting the key themes of ethnicity, democracy, and development.

AFTER THE IVORY TOWER FALLS

HOW COLLEGE BROKE THE AMERICAN DREAM AND BLEW UP OUR POLITICS—AND HOW TO FIX IT

HarperCollins From Pulitzer Prize-winning journalist Will Bunch, the epic untold story of college—the great political and cultural fault line of American life "This book is simply terrific." —Heather Cox Richardson, publisher of the "Letters from an American" Substack "A must-read." —Nancy MacLean, author of Democracy in Chains Today there are two Americas, separate and unequal, one educated and one not. And these two tribes—the resentful “non-college” crowd and their diploma-bearing yet increasingly disillusioned adversaries—seem on the brink of a civil war. The strongest determinant of whether a voter was likely to support Donald Trump in 2016 was whether or not they attended college, and the degree of loathing they reported feeling toward the so-called “knowledge economy of clustered, educated elites. Somewhere in the winding last half-century of the United States, the quest for a college diploma devolved from being proof of America’s commitment to learning, science, and social mobility into a kind of Hunger Games contest to the death. That quest has infuriated both the millions who got shut out and millions who got into deep debt to stay afloat. In *After the Ivory Tower Falls*, award-winning journalist Will Bunch embarks on a deeply reported journey to the heart of the American Dream. That journey begins in Gambier, Ohio, home to affluent, liberal Kenyon College, a tiny speck of Democratic blue amidst the vast red swath of white, post-industrial, rural midwestern America. To understand “the college question,” there is no better entry point than Gambier, where a world-class institution caters to elite

students amidst a sea of economic despair. From there, Bunch traces the history of college in the U.S., beginning with the first technical schools, through the landmark GI Bill, and the culture wars of the 60's and 70's, which found their start on college campuses. We see how resentment of college-educated elites morphed into a rejection of knowledge itself—and how the explosion in student loan debt fueled major social movements like Occupy Wall Street. Bunch then takes a question we need to ask all over again—what, and who, is college even for?—and pushes it into the 21st century by proposing a new model that works for all Americans. The sum total is a stunning work of journalism, one that lays bare the root of our political, cultural, and economic division—and charts a path forward for America.

A PRIMER FOR UNIVERSITY PRESIDENTS

MANAGING THE MODERN UNIVERSITY

VIRTUE POLITICS

SOULCRAFT AND STATECRAFT IN RENAISSANCE ITALY

Belknap Press James Hankins challenges the view that the Renaissance was the seedbed of modern republicanism, with Machiavelli as exemplary thinker. What most concerned Renaissance political theorists, Hankins contends, was not reforming laws but shaping citizens. To secure the social good, they fostered virtue through a new program of education: the humanities.

NOTHING LESS THAN GREAT

REFORMING CANADA'S UNIVERSITIES

University of Toronto Press Nothing Less than Great addresses the current challenges faced by Canada's university system and offers solutions to help improve the academic experience of students.

WHEN DEMOCRACY TRUMPS POPULISM

Cambridge University Press Offers the first systematic comparative analysis of the conditions under which populism slides into illiberal rule and the prospects for US democracy.

HOPE FOR DEMOCRACY

HOW CITIZENS CAN BRING REASON BACK INTO POLITICS

Oxford University Press, USA Hope for Democracy recognizes the primary problems that plague contemporary democracy and offers a solution. It tells the story of one civic innovation, the Citizens' Initiative Review (CIR), which asks a small group of citizens to analyze a ballot measure and then provide recommendations on that measure for the public to use when voting. It relies on narratives of the civic reformers who developed and implemented the CIR and the citizens who participated in the initial review. Coupled with extensive research, the book uses these stories to describe how the review came into being and what impacts it has on participants and the public.

THE FALL OF THE FACULTY

Oxford University Press Until very recently, American universities were led mainly by their faculties, which viewed intellectual production and pedagogy as the core missions of higher education. Today, as Benjamin Ginsberg warns in this eye-opening, controversial book, "deanlets"--administrators and staffers often without serious academic backgrounds or experience--are setting the educational agenda. The Fall of the Faculty examines the fallout of rampant administrative blight that now plagues the nation's universities. In the past decade, universities have added layers of administrators and staffers to their payrolls every year even while laying off full-time faculty in increasing numbers--ostensibly because of budget cuts. In a further irony, many of the newly minted--and non-academic--administrators are career managers who downplay the importance of teaching and research, as evidenced by their tireless advocacy for a banal "life skills" curriculum. Consequently, students are denied a more enriching educational experience--one defined by intellectual rigor. Ginsberg also reveals how the legitimate grievances of minority groups and liberal activists, which were traditionally championed by faculty members, have, in the hands of administrators, been reduced to chess pieces in a game of power politics. By embracing initiatives such as affirmative action, the administration gained favor with these groups and legitimized a thinly cloaked gambit to bolster their power over the faculty. As troubling as this trend has become, there are ways to reverse it. The Fall of the Faculty outlines how we can revamp the system so that real educators can regain their voice in curriculum policy.

THE OXFORD HANDBOOK OF POLITICAL PHILOSOPHY

Oxford University Press This volume includes 22 new pieces by leading political philosophers, on traditional issues (such as authority and equality) and emerging issues (such as race, and money in politics). The pieces are clear and accessible will interest both students and scholars working in philosophy, political science, law, economics, and more.

NOT FOR PROFIT

WHY DEMOCRACY NEEDS THE HUMANITIES - UPDATED EDITION

Princeton University Press A passionate defense of the humanities from one of today's foremost public intellectuals In this short and powerful book, celebrated philosopher Martha Nussbaum makes a passionate case for the importance of the liberal arts at all levels of education. Historically, the humanities have been central to education because they have been seen as essential for creating competent democratic citizens. But recently, Nussbaum argues, thinking about the aims of education has gone disturbingly awry in the United States and abroad. We increasingly treat education as though its primary goal were to teach students to be economically productive rather than to think critically and become knowledgeable, productive, and empathetic individuals. This shortsighted focus on profitable skills has eroded our ability to criticize authority, reduced our sympathy with the marginalized and different, and damaged our competence to deal with complex global problems. And the loss of these basic capacities jeopardizes the health of democracies and the hope of a decent world. In response to this dire situation, Nussbaum argues that we must resist efforts to reduce education to a tool of the gross national product. Rather, we must work to reconnect education to the humanities in order to give students the capacity to be true democratic citizens of their countries and the world. In a new preface, Nussbaum explores the current state of humanistic education globally and shows why the crisis of the humanities has far from abated. Translated into over twenty languages, Not for Profit draws on the stories of troubling—and hopeful—global educational developments. Nussbaum offers a manifesto that should be a rallying cry for anyone who cares about the deepest purposes of education.

LEAN SEMESTERS

HOW HIGHER EDUCATION REPRODUCES INEQUITY

Johns Hopkins University Press Informed by the work of scholars and labor activists who have interrogated the various forms of inequity produced and reproduced by institutions of higher education under neoliberalism, *Lean Semesters* serves as a timely and accessible call to action.

THE EVIDENCE LIBERAL ARTS NEEDS

LIVES OF CONSEQUENCE, INQUIRY, AND ACCOMPLISHMENT

MIT Press Empirical evidence for the value of a liberal arts education: how and why it has a lasting impact on success, leadership, altruism, learning, and fulfillment. In ongoing debates over the value of a college education, the role of the liberal arts in higher education has been blamed by some for making college expensive, impractical, and even worthless. Defenders argue that liberal arts education makes society innovative, creative, and civic-minded. But these qualities are hard to quantify, and many critics of higher education call for courses of study to be strictly job-specific. In this groundbreaking book, Richard Detweiler, drawing on interviews with more than 1,000 college graduates aged 25 to 65, offers empirical evidence for the value of a liberal arts education. Detweiler finds that a liberal arts education has a lasting impact on success, leadership, altruism, learning, and fulfillment over a lifetime. Unlike other defenders of a liberal arts education, Detweiler doesn't rely on philosophical arguments or anecdotes but on data. He developed a series of interview questions related to the content attributes of liberal arts (for example, course assignments and majors), the context attributes (out-of-class interaction with faculty and students, teaching methods, campus life), and the purpose attributes (adult life outcomes). Interview responses show that although both the content of study and the educational context are associated with significant life outcomes, the content of study has less relationship to positive adult life outcomes than the educational context. The implications of this research, Detweiler points out, range from the advantages of broadening areas of study to factors that could influence students' decisions to attend certain colleges.

HOW PROPAGANDA WORKS

Princeton University Press Our democracy today is fraught with political campaigns, lobbyists, liberal media, and Fox News commentators, all using language to influence the way we think and reason about public issues. Even so, many

of us believe that propaganda and manipulation aren't problems for us--not in the way they were for the totalitarian societies of the mid-twentieth century. In *How Propaganda Works*, Jason Stanley demonstrates that more attention needs to be paid. He examines how propaganda operates subtly, how it undermines democracy--particularly the ideals of democratic deliberation and equality--and how it has damaged democracies of the past.

THE DARK SIDE OF DEMOCRACY

EXPLAINING ETHNIC CLEANSING

Cambridge University Press Publisher Description

EDUCATION, DEMOCRACY AND CITIZENSHIP REVISITED

PEDAGOGICAL ENCOUNTERS

AFRICAN SUN MeDIA This book contains a revised collection of previously published articles spanning a period of five years (2004-2009) during which my original thoughts on democratic citizenship education have been developed. Central to this book is the notion that democratic citizenship education ought to be deliberative, compassionate and friendly in order that teachers and students (learners) may respect one another and take risks in and through their pedagogical encounters. In this way, hopefully, students and teachers may become more critical, explorative and engaging. - Yusef Waghid

RULE OF LAW REFORM AND DEVELOPMENT

CHARTING THE FRAGILE PATH OF PROGRESS

Edward Elgar Publishing *Rule of Law Reform and Development* stands out as an important contribution. Michael Trebilcock and Ronald Daniels have produced an ambitious, comprehensive, and persuasive book that will be of interest to both rule of law practitioners and academics. . . the book's overall strengths as a near-encyclopaedic appraisal of law and development will ensure its standing as a key resource for this still rapidly evolving field. Irina Ceric, *Canadian Journal of Law and Society* This book offers a sophisticated yet pragmatic account of the proper purposes of rule of law reform, the obstacles to achieving it, and the role that the international community can play.

The procedural conception of the rule of law offers an appealing alternative to both one-size-fits-all universalism on the one hand and unconstrained relativism on the other. Kevin Davis, New York University School of Law, US This is the book that I have been waiting for. Even though rule of law has become the new mantra in development, its meaning remains elusive and its operational content unclear. This book helps us think systematically about it. Grounded in a procedural conceptualization of the rule of law, and supported by detailed case studies, Trebilcock and Daniels analysis lays out a theoretically sophisticated, yet practical agenda for making progress with rule-of-law reforms. Dani Rodrik, Harvard University, US This is a book on the role of legal institutions in economic development that is rich in institutional analysis and nuanced in terms of sensitivity to social, historical and political-economy issues that arise in the implementation of the rule of law. I particularly value its major focus on the need for balance between independence and accountability that afflict any rule of law reform: a balance which is missing in more one-sided accounts in the literature. I believe the book will be widely read and appreciated. Pranab Bardhan, University of California, Berkeley, US Within the law and development literature it is the most knowledgeable and comprehensive book on legal reform. I think that it will find a grateful readership among people working in development agencies, in humanitarian organizations and among scholars and students of development studies. Hans-Bernd Schäfer, University of Hamburg, Germany By identifying the key politico-economic reasons why rule-of-law reforms in developing countries have faltered and drawing out the implications for future strategy, this book is of immense importance and should be widely read. Anthony Ogus, CBE, FBA, University of Manchester, UK This important book addresses a number of key issues regarding the relationship between the rule of law and development. It presents a deep and insightful inquiry into the current orthodoxy that the rule of law is the panacea for the world's problems. The authors chart the precarious progress of law reforms both in overall terms and in specific policy areas such as the judiciary, the police, tax administration and access to justice, among others. They accept that the rule of law is necessarily tied to the success of development, although they propose a set of procedural values to enlighten this institutional approach. The authors also recognize that states face difficulties in implementing this institutional structures and identify the probable impediments, before proposing a rethink of law reform strategies and offering some conclusions about the role of the international community in the rule of law reform. Reviewing the progress in the rule of law reform in developing countries, specifically four regions Latin America, Africa, Central and Eastern Europe, and Asia this book makes a significant contribution to the literature. It will be of great interest to scholars and advanced students, as well as practitioners in the field, including international and bilateral aid agencies working on rule of law reform projects, and international and regional non-governmental organiza

THE MERITOCRACY TRAP

Penguin UK 'This book flips your world upside down. Daniel Markovits argues that meritocracy isn't a virtuous, efficient system that rewards the best and brightest. Instead it rewards middle-class families who can afford huge investments in their children's education ... Frightening, eye-opening stuff' The Times, Books of the Year Even in the midst of runaway economic inequality and dangerous social division, it remains an axiom of modern life that meritocracy reigns supreme and promises to open opportunity to all. The idea that reward should follow ability and effort is so entrenched in our psyche that, even as society divides itself at almost every turn, all sides can be heard repeating meritocratic notions. Meritocracy cuts to the heart of who we think we are. But what if, both up and down the social ladder, meritocracy is a sham? Today, meritocracy has become exactly what it was conceived to resist: a mechanism for the concentration and dynastic transmission of wealth and privilege across generations. Upward mobility has become a fantasy, and the embattled middle classes are now more likely to sink into the working poor than to rise into the professional elite. At the same time, meritocracy now ensnares even those who manage to claw their way to the top, requiring rich adults to work with crushing intensity, exploiting their expensive educations in order to extract a return. All this is not the result of deviations or retreats from meritocracy but rather stems directly from meritocracy's successes. This is the radical argument that *The Meritocracy Trap* prosecutes with rare force, comprehensive research, and devastating persuasion. Daniel Markovits, a law professor trained in philosophy and economics, is better placed than most to puncture one of the dominant ideas of our age. Having spent his life at elite universities, he knows from the inside the corrosive system we are trapped within, as well as how we can take the first steps towards a world that might afford us both prosperity and dignity.