

European Liberal Arts Initiative Recommended Literature for studying European Liberal Arts Education

Liberal Arts Education have received a renewed attention in Europe over the last three decades. This 'second coming' inspired a considerable body of scholarly literature, primarily in English, distributed across many formats, outlets, and disciplines.

Researchers, educators, students, journalists, and all others interested in liberal arts in Europe now have a one-stop overview of those relevant works. European Liberal Arts Initiative (ELAI) has collected links or bibliographic references of over 100 pieces of relevant scholarly literature to facilitate the exchange of existing and the creation of new knowledge.

This list has been organized according to the focus and size of works included.

Five major foci have been identified: (1) core works containing an overview of European liberal education, (2) case studies of particular programs/institutions/models, (3) special themes, (4) global comparisons, as well as (5) works of relevance discussing history, theory, and the idea of liberal education. In most categories some sub-foci have been identified for clarity of presentation. Classification follows from a judgement of the primary intention and/or usefulness of particular work to particular aim.

With regards to format, in each category works have been roughly divided into peer-reviewed (academic) and other (everything else). Peer reviewed works have been further split according to size into short (encyclopaedia entries, magazine briefs), mid-size (journal articles, book chapters) and long (books, journal issues, dissertations). In case of edited volumes and journal issues, individual contributions have only been listed separately when they are directly relevant to European liberal arts. Not peer reviewed works include especially lectures, pamphlets, and works of advocacy. Empty sub-categories are not listed.

As of now, this list is intended to be updated on a quarterly basis.

If you would like to propose a new item to be added, a correction of existing entry, or general feedback about the list, please email ELAI at [info \(at\) liberal-arts.eu](mailto:info@liberal-arts.eu) Likewise, if you have trouble accessing any of the listed resources, do get in contact, as we might be able to help.

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Note:

Secondary scholarly works offer the best possible introduction for those seeking an overview of the what and the why of European liberal education. Other types of relevant literature might include (a) primary sources for the tradition/idea of liberal (arts) education, (b) works discussing liberal (arts) education developments in the United States, (c) primary materials about European liberal education (descriptions from programme websites, curricula, marketing materials, advocacy organisations etc.) and (d) coverage of those developments in national and international media. Those other types of works, and literature in other languages, would require more work in the future. If you would like to help with this endeavour, consider joining ELAI Research Group by following this link <https://groups.google.com/d/forum/elairesearch/join>.



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1 FOCUS: CORE WORKS ON CONTEMPORARY EUROPEAN LIBERAL ARTS

1.1 SUB-FOCUS: EMPIRICAL (MORE COMPARATIVE)

1.1.1 PEER-REVIEWED

Short

Research Centre for Education and the Labour Market (ROA), Maastricht University. (2018). *Liberal Arts & Sciences Programmes alumni survey factsheet 2017*. Maastricht. Retrieved from <https://www.universitycolleges.info/wp-content/uploads/2018/05/Factsheet-LAS-Alumni-Survey.pdf>

Mid-size

Telling, K. (2018). Selling the Liberal Arts Degree in England: Unique Students, Generic Skills and Mass Higher Education. *Sociology*, 1–17.
<https://doi.org/10.1177/0038038517750548>

Van der Wende, M. (2017). The emergence of liberal arts and sciences education in Europe: A comparative perspective. In *The Evolution of Liberal Arts in the Global Age* (pp. 128–148). Routledge.

van der Wende, M. C. (2011). The Emergence of Liberal Arts and Sciences Education in Europe: A Comparative Perspective. *Higher Education Policy*, 24, 233 – 253.
<https://doi.org/10.1057/hep.2011.3>

1.1.2 OTHER

Boetsch, L., Balli, V., & Schreel, L. (2017). *Guide to Emerging Liberal Arts and Sciences Practices in the EU*. Retrieved from <http://www.ecolas.eu/eng/wp-content/uploads/2017/11/Handbook-final-BLASTER.pdf>

Dekker, T. J. (2019). *The 7 democratic virtues of liberal education*. Maastricht: Maastricht University. Retrieved from https://ppp.maastrichtuniversity.nl/sites/default/files/The_7_democratic_virtues_of_liberal_education.pdf

Hoff, T., & Kontowski, D. (2017). *ELAI database*. Retrieved from www.liberal-arts.eu

1.2 SUB-FOCUS: CONCEPTUAL (MORE GENERAL)

1.2.1 PEER-REVIEWED

Short

Dekker, T. J. (2017c). Liberal Arts in Europe. In M. A. Peters (Ed.), *Encyclopedia of Educational Philosophy and Theory* (pp. 1–6). Singapore: Springer.
https://doi.org/10.1007/978-981-287-532-7_569-1

1.2.2 OTHER

- Jenainati, C., Jelicic, V., Fisher, R., & Monk, N. (2017). *Companion to Undergraduate Research in the Liberal Arts and Sciences*. BLASTER. Retrieved from http://www.ecolas.eu/eng/wp-content/uploads/2017/11/1-curlas_2017.pdf
- Pleschová, G., Monk, N., Fisher, R., Gaydon, P., Loyens, S., & Rikkers, R. (2017). *Learning and Teaching in the Liberal Arts. A Teacher Training Kit*. BLASTER. Retrieved from <http://www.ecolas.eu/eng/wp-content/uploads/2017/06/Learning-and-Teaching-in-the-Liberal-Arts-small.pdf>
- Schwartz-Leeper, G. (2018, September 11). A Guide to Liberal Education Programmes. Liberal Arts at University of Warwick. Retrieved from <https://warwick.ac.uk/fac/arts/schoolforcross-facultystudies/liberalarts/prospectivestudents/laguide/>
- University College Deans Network. (2014). *Statement on the Role, Characteristics, and Cooperation of Liberal Arts and Sciences Colleges in the Netherlands*. Retrieved from <https://www.universitycolleges.info/>

2 FOCUS: CASE STUDIES

2.1 SUB-FOCUS: WESTERN EUROPE

2.1.1 PEER-REVIEWED

Mid-size

- Boon, L. (2014). Liberal Arts and Sciences in the Netherlands Development and Relation to Interdisciplinary Education. In P. Weingart & B. Padberg (Eds.), *University Experiments in Interdisciplinarity. Obstacles and Opportunities* (pp. 37–48). Bielefeld: Transcript Verlag.
- Eschenbruch, N., Gehrke, H.-J., & Sterzel, P. (2016). University College Freiburg: Toward a New Unity of Research and Teaching in Academia. In C. W. Kirby & C. M. van der Wende (Eds.), *Experiences in Liberal Arts and Science Education from America, Europe, and Asia: A Dialogue across Continents* (pp. 91–108). New York: Palgrave Macmillan US. https://doi.org/10.1057/978-1-349-94892-5_7
- Gombrich, C. (2017). Integrating Sciences and Engineering in the Liberal Arts Curriculum. In M. A. Peters (Ed.), *Encyclopedia of Educational Philosophy and Theory* (pp. 1–6). Singapore: Springer Singapore. https://doi.org/10.1007/978-981-287-532-7_563-1
- Kontowski, D., & Kretz, D. (2017). Liberal Education under Financial Pressure: The Case of Private German Universities. In R. Deem & H. Eggins (Eds.), *The University as a Critical Institution?* (Higher Edu, pp. 111–133). Rotterdam - Boston - Taipei: Sense Publishers. https://doi.org/10.1007/978-94-6351-116-2_7
- van der Wende, M. C. (2012). *Trends towards global excellence in undergraduate education: taking the liberal arts experience into the 21st century*. Berkeley. Retrieved from <http://www.auc.nl/binaries/content/assets/projectsites/amsterdam-university-college/publicaties-mvdw/rops.wende.excellenceugeducation.12.3.2012.pdf?2850959376929>
- van der Wende, M. C. (2013). An Excellence Initiative in Liberal Arts and Science Education: The Case of Amsterdam University College. In Q. Wang, Y. Cheng, & N. C. Liu (Eds.), *Building World-Class Universities. Different Approaches to a Common Goal* (pp. 89–102). Shanghai: Sense Publishers.
- van der Wende, M. C., & Reumer, C. (2010). *Excellence and Diversity : The Emergence of Selective Admission Policies in Dutch Higher Education - A Case Study on Amsterdam University College*. Retrieved from <http://www.cshe.berkeley.edu/excellence-and-diversity-emergence-selective-admission-policies-dutch-higher-education-case-study>

Long

- Tak, H., & Oomen, B. (Eds.). (2012). *De disciplines voorbij. De colleges van Hans Adriaansens*. Middelburg: De Drukkery. Retrieved from <http://www.ucr.nl/about-ucr/history-UCR/Pages/De-Disciplines-Voorbij—De-Colleges-van-Hans-Adriaansens.aspx> <http://www.ucr.nl/about-ucr/history-UCR/Documents/1.html>

2.1.2 OTHER

- Adriaansens, H. P. M. (2014). The Dutch Mix: the international university college. St. Petersburg. Retrieved from <http://opendekoepel.nl/wp-content/uploads/2015/11/St.-Petersburg-the-Dutch-Mix-kopie-2.pdf>
- Adriaansens, H. P. M. (n.d.). Roosevelt Academy as a Liberal Arts & Sciences College Philosophy and implementation.
- Adriaansens, H. P. M. (2017). The Future of University Colleges (or the emancipation of the bachelor's) Hans Adriaansens (24.10.2017 lecture in the Hague). Retrieved from <http://www.ecolas.eu/eng/wp-content/uploads/2017/12/LEZING-24-OKTOBER-ed.pdf>
- Dekker, T. J. (2017b). Liberal Arts Education : Systemic Opportunities & Educational Possibilities – Lessons from the Netherlands. In K. Mayrberger (Ed.), *NEXD17 November Expert Days 2017* (Universitätskolleg-Schriften Band 23, pp. 87–99). Hamburg: Universität Hamburg. Retrieved from <https://www.universitaetskolleg.uni-hamburg.de/publikationen.html>
- Rose, P. I. (2004). Pyramids to Replace Pillars. The Liberal Arts and the European University (unpublished 2004 paper).

2.2 SUB-FOCUS: EASTERN EUROPE

2.2.1 PEER-REVIEWED

Mid-size

- Abrahám, S. (2017). BISLA and ECOLAS: Hubs of the Liberal Arts in Europe. In T. Purington & J. Skaggs (Eds.), *American universities abroad : the leadership of independent transnational higher education institutions* (pp. 103–120). Cairo, New York: American University in Cairo Press.
- Axer, J. (2016). The University as the Common Enemy of Opposing Views of Well-Being. In D. W. Harward (Ed.), *Well-being and higher education : a strategy for change and the realization of education's greater purposes* (pp. 83–86). Washington, DC: Bringing Theory to Practice.
- Darvas, P. (1997). Institutional innovations in higher education in Central Europe. Agenda for Research and Co-operation. *Tertiary Education and Management*, 3(2), 119–132. <https://doi.org/10.1080/13583883.1997.9966915>
- Detweiler, R. A., & Axer, J. (2012). International Perspectives on Liberal Education: An Assessment in Two Parts. *Transforming Undergraduate Education. Theory That Compels and Practices That Succeed*, 225–252.
- Ivanova, Y., & Sokolov, P. (2015). Prospects for Liberal Arts Education Development in Russian Universities. Overview of Proceedings of the Liberal Education in Russia and the World Conference. *Voprosy Obrazovaniya/ Educational Studies. Moscow*, 4(4), 72–91. <https://doi.org/10.17323/1814-9545-2015-4-72-91>

- Kontowski, D. (2016a). On the verge of liberal arts education: the case of MISH in Poland. *Working Papers in Higher Education Studies*, 2(1), 58–94. <http://www.wphes-journal.eu/index.php/wphes/article/view/18>¹
- Kontowski, D. (2016b). Recession in Polish Liberal Arts? Shifting Priorities of Students at the MISH, University of Warsaw and their Consequences for the Institution. In J. Fazlagić & A. Erkol (Eds.), *Images of Intellectual Capital* (pp. 88–99). Newcastle upon Tyne: Cambridge Scholars Publishing.
- Koposov, N., & Khapaeva, D. (2001). Experimenting with Liberal Education in Russia: The Break with Soviet-Era Conventions. In I. Heyward & N. M. Shklyar (Eds.), *Russia's Fate through Russian Eyes. Voices of the New Generation* (pp. 322–341). Boulder, Colorado: Westview Press.
- Mikhailov, A. (2009). University in Exile : The Experience of the Twenty- First Century. *Social Research*, 76(3), 849–866. <https://www.jstor.org/stable/40972161>

Long

- Becker, J. (Ed.). (2017). *Voprosy Obrazovaniya/ Educational Studies. Moscow 2015 4 Special Issue: Liberal Education*. <https://doi.org/10.1016/j.geog.2017.11.004>

2.2.2 OTHER

- Axer, J. (1997). What is liberal education? Can it support both freedom and equality? Is it for everybody? *Kritika a Kontext*, 4, 116–118.
- Axer, J. (1998). How the Classical Tradition Can Serve to Promote Liberal Education in the Twenty-First Century. The East--Central Europe Case Example. *Kritika and Kontext*, 1, 113–116.
- Farnham, N. (1999). *Liberal Education in Central and Eastern Europe (1.07.1999 lecture at Smolny Institute, St. Petersburg)*.

¹ Expanded Polish version available as: Kontowski, D. (2016c). Wariacja na temat: MISH a edukacja liberalna. *Nauka i Szkolnictwo Wyższe*, 1(47), 87–120. <http://pressto.amu.edu.pl/index.php/nsw/article/view/7535>

3 FOCUS: THEMES IN LE

3.1 SUB-FOCUS; STUDENT PERSPECTIVES

3.1.1 PEER-REVIEWED

Short

Dirksen, J. T. (2017). Liberal Arts Education in Europe, A Student's View of. In M. A. Peters (Ed.), *Encyclopedia of Educational Philosophy and Theory* (pp. 1–7). Singapore: Springer Singapore. https://doi.org/10.1007/978-981-287-532-7_565-1

Mid-size

Bergland, B. (2018). The incompatibility of neoliberal university structures and interdisciplinary knowledge: A feminist slow scholarship critique. *Educational Philosophy and Theory*, 50(11), 1031–1036. <https://doi.org/10.1080/00131857.2017.1341297>

Claus, J., Meckel, T., & Pätz, F. (2018). The new spirit of capitalism in European Liberal Arts programs. *Educational Philosophy and Theory*, 50(11), 1011–1019. <https://doi.org/10.1080/00131857.2017.1341298>

Cooper, N. (2018). Evaluating the liberal arts model in the context of the Dutch University College. *Educational Philosophy and Theory*, 50(11), 1060–1067. <https://doi.org/10.1080/00131857.2017.1341299>

Haberberger, C. (2018). A return to understanding: Making liberal education valuable again. *Educational Philosophy and Theory*, 50(11), 1052–1059. <https://doi.org/10.1080/00131857.2017.1342157>

Lundbye Cone, L. (2018). Towards a university of Halbbildung : How the neoliberal mode of higher education governance in Europe is half-educating students for a misleading future. *Educational Philosophy and Theory*, 50(11), 1018–1028. <https://doi.org/10.1080/00131857.2017.1341828>

Smith, A. J. (2018). Economic precarity, modern liberal arts and creating a resilient graduate. *Educational Philosophy and Theory*, 50(11), 1037–1044. <https://doi.org/10.1080/00131857.2017.1341826>

Tidbury, I. (2018). Is twenty-first-century liberal arts modern? *Educational Philosophy and Theory*, 50(11), 1045–1051. <https://doi.org/10.1080/00131857.2017.1341827>

Long

Dirksen, J. T. V., Kontowski, D., & Kretz, D. (Eds.). (2017). *What Is Liberal Education and What Could It Be? European Students On Their Liberal Arts Education*. Delphi: LESC. Retrieved from <http://liberal-arts.eu/ebook/>

Tubbs, N., & Dirksen, J. T. (2018). Introduction for Special Issue of Submissions from European Liberal Education Student Conference. *Educational Philosophy and Theory*, 50(11), 1008–1010. <https://doi.org/10.1080/00131857.2017.1358316>

3.2 SUB-FOCUS: CORE TEXTS AND GREAT BOOKS

3.2.1 PEER-REVIEWED

Short

- Lee, J. S. (2017). Core Texts and Liberal Education. In M. A. Peters (Ed.), *Encyclopedia of Educational Philosophy and Theory* (pp. 1–8). Singapore: Springer Singapore.
https://doi.org/10.1007/978-981-287-532-7_566-1
- Taylor, M. (2017). Liberal Arts for Teachers, Pupils, and Schools. In M. A. Peters (Ed.), *Encyclopedia of Educational Philosophy and Theory* (pp. 1–6). Singapore: Springer Singapore. https://doi.org/10.1007/978-981-287-532-7_581-2

Long

- Cohen de Lara, E., & Drop, H. (Eds.). (2017). *Back to the Core: Rethinking the Core Texts in Liberal Arts & Sciences Education in Europe*. Wilmington: Vernon Press.

3.3 SUB-FOCUS: US-EUROPE COMPARISONS

3.3.1 PEER-REVIEWED

Mid-size

- Harward, D. W. (2007). Why the Effort to Establish Liberal Education in East---Central Europe Might Prove Interesting for American Educators. In J. Kieniewicz (Ed.), *Autonomia uniwersytetu. jej przyjaciele i wrogowie* (pp. 123–136). Warszawa: Fundacja Instytut "Artes Liberales."
- Kontowski, D. (2016c). The Paradox of "Practical Liberal Arts". Lessons from the Wagner College Case for Liberal (Arts) Education in Eastern Europe. *Educational Studies. Moscow*, 3(3), 80–109. <https://doi.org/10.17323/1814-9545-2016-3-80>²

Long

- Mehrens, P. (2006). *Learning from Liberal Arts Education Ideas for the Improvement of Undergraduate Education in Sweden*. Uppsala. Retrieved from <http://uu.diva-portal.org/smash/get/diva2:109174/FULLTEXT01.pdf>
- O'Connor, M., & Wilczek, P. (2011). *Collegium / College / Kolegium. Kolegium i wspólnota akademicka w tradycji amerykańskiej i europejskiej*. Boston - Warszawa: Sub Lupa. Retrieved from https://www.academia.edu/4252669/Piotr_Wilczek_Mark_OConnor_eds_Collegium_College_Kolegium.College_and_the_Academic_Community_in_the_European_and_the_American_Tradition.Boston_Warsaw_2011_288_pp

² Also available in Russian: Kontowski, D. (2016). Парадокс «практических либеральных искусств» Пример Вагнер-колледжа и его значение для либерального образования в Восточной Европе. *Voprosy Obrazovaniya / Educational Studies (Moscow)*, 3, 80–109. <https://doi.org/10.17323/1814-9545-2016-3-80-109>

3.3.2 OTHER

Rose, P. I. (2007). *Smith in the Netherlands: A Transatlantic Connection*. Retrieved from <http://www.smith.edu/news/2007-08/SmithintheNetherlands.php>

4 FOCUS: Global (non-US) liberal education

4.1.1 PEER-REVIEWED

Short

- Godwin, K. A. (2015b). The Worldwide Emergence of Liberal Education. *International Higher Education*, (79), 2–4. <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/5835/5199>
- Haishao, P., Wenqin, S., & Dingkai, H. (2018). Liberal Arts and Suzhi Education. In M. A. Peters (Ed.), *Encyclopedia of Educational Philosophy and Theory* (pp. 1–5). Singapore: Springer Singapore. https://doi.org/10.1007/978-981-287-532-7_570-1
- Long, K. A. (2018a). Battle of the Brand: Independent “American” Universities Abroad. *International Higher Education*, (95), 4. <https://doi.org/10.6017/ihe.2018.95.10680>

Mid-size

- Becker, J., & Gillespie, S. (2017). Adapting Liberal Arts and Sciences as a System of Education. In T. Purington & J. Skaggs (Eds.), *American universities abroad : the leadership of independent transnational higher education institutions* (pp. 267–286). Cairo, New York: American University in Cairo Press.
- Detweiler, R. A. (2017). Achieving Liberal Arts Education Transnationally: Where From, How, and Where To? In T. Purington & J. Skaggs (Eds.), *American universities abroad : the leadership of independent transnational higher education institutions* (pp. 11–26). Cairo, New York: American University in Cairo Press.
- Gillespie, S. (2001). Opening Minds: The International Liberal Education Movement. *World Policy Journal*, Winter, 79–89. <https://www.jstor.org/stable/40209781>
- Godwin, K. A. (2015a). The Counter Narrative: Critical Analysis of Liberal Education in Global Context. *New Global Studies*, 9(3), 223–244. <https://doi.org/10.1515/ngs-2015-0033>
- Godwin, K. A. (2017a). New Perspectives on Legitimacy for American and Liberal Education: From Marginalization to Disruptive Innovation? In T. Purington & J. Skaggs (Eds.), *American universities abroad : the leadership of independent transnational higher education institutions* (pp. 311–324). Cairo, New York: American University in Cairo Press.
- Godwin, K. A. (2017b). Précis of a Global Liberal Education Phenomenon: The Empirical Story. In P. Marber & D. Araya (Eds.), *The Evolution of Liberal Arts in the Global Age* (pp. 87–105). Taylor and Francis.
- Godwin, K. A., & Altbach, P. G. (2016). A Historical and Global Perspective on Liberal Arts Education: What Was, What Is, and What Will Be. *International Journal of Chinese Education*, 5, 5–22. <https://doi.org/10.1163/22125868-12340057>
- Long, K. A. (2017). America and American universities abroad: Towards a public diplomacy research agenda. In T. Purinton & J. Skaggs (Eds.), *American universities abroad: The leadership of independent transnational higher education institutions* (pp. 287–310). Cairo, Egypt: AUC Press.

Long

- Becker, J. (Ed.). (2017). *Voprosy Obrazovaniya/Educational Studies. Moscow 2015 4 Special Issue: Liberal Education*. <https://doi.org/10.1016/j.geog.2017.11.004>
- Godwin, K. A. (2013). *The Global Emergence of Liberal Education : A Comparative and Exploratory Study* (PhD Thesis). Boston College. Retrieved from <http://hdl.handle.net/2345/bc-ir:104384>
- Godwin, K. A., & Pickus, N. (2017). *Liberal Arts and Sciences Innovation in China: Six Recommendations to Shape the Future*. Chestnut Hill, MA: Center for International Higher Education, Boston College. Retrieved from https://www.bc.edu/content/dam/files/research_sites/cihe/pubs/CIHE_Perspective/CIHE_Perspectives_8_ENGLISH_13NOV2017.pdf
- Jung, I., Nishimura, M., & Sasao, T. (2016). *Liberal arts education and colleges in East Asia : possibilities and challenges in the global age*. Singapore: Springer.
- Kirby, W. C., & van der Wende, M. C. (Eds.). (2016). *Experiences in Liberal Arts and Science Education from America, Europe, and Asia*. New York: Palgrave Macmillan US. <https://doi.org/10.1057/978-1-349-94892-5>
- Long, K. A. (2018b). The Emergence of the American University Abroad. *Columbia University*. <https://doi.org/10.7916/d8vh7588>
- Marber, P., & Araya, D. (Eds.). (2017). *The Evolution of Liberal Arts in the Global Age*. Milton: Taylor and Francis.
- Peterson, P. M. (2012). *Confronting challenges to the liberal arts curriculum: perspectives of developing and transitional countries*. New York: Routledge.
- Purington, T., & Skaggs, J. (Eds.). (2017). *American universities abroad : the leadership of independent transnational higher education institutions*. Cairo and New York: American University in Cairo Press.

4.1.2 OTHER

- Al-Hendawi, M., Ahmed, A., & Albertine, S. (Eds.). (2019). *Tradition Shaping Change. General Education in the Middle East and North Africa*. Washington, DC: Association of American Colleges and Universities. <https://www.aacu.org/publications/mena>
- Marginson, S. (2017). Liberal Arts Education in the Age of STEM. Presented at the Liberal Arts Education in an Asian context: Achievements, challenges and perspectives. Retrieved from <https://www.researchcghe.org/perch/resources/lingnan-liberal-arts-21-nov-2017-1.docx>

5 FOCUS: Philosophy, Theory, and History of (European) Liberal Education

5.1.1 PEER-REVIEWED

Short

- DeNicola, D. R. (2014). Liberal Education (An Overview). In D. C. Philips (Ed.), *Encyclopedia of Educational Theory and Philosophy* (pp. 475–8). SAGE Publications. Retrieved from <https://cupola.gettysburg.edu/phillfac/34/>
- Gombrich, C. (2016). Polymathy, New Generalism, and the Future of Work: A Little Theory and Some Practice from UCL's Arts and Sciences Degree. In W. C. Kirby & M. C. van der Wende (Eds.), *Experiences in Liberal Arts and Science Education from America, Europe, and Asia: A Dialogue across Continents* (pp. 75–89). New York: Palgrave Macmillan US. https://doi.org/10.1057/978-1-349-94892-5_6
- Howes, R. (2017). Liberal Arts, A Modern View. In M. A. Peters (Ed.), *Encyclopedia of Educational Philosophy and Theory* (pp. 1–6). Singapore: Springer Singapore. https://doi.org/10.1007/978-981-287-532-7_567-1
- Mehrens, P. (2017). Liberal Arts Education. In M. A. Peters (Ed.), *Encyclopedia of Educational Philosophy and Theory* (pp. 1288–1293). Singapore: Springer Singapore. https://doi.org/10.1007/978-981-287-588-4_483
- Torralba, J. M. (2017). Liberal Education, Character and Virtue in. In M. A. Peters (Ed.), *Encyclopedia of Educational Philosophy and Theory* (pp. 1–5). Singapore: Springer Singapore. https://doi.org/10.1007/978-981-287-532-7_568-1
- Yacek, D., & Kimball, B. (2017). Liberal Arts and Teacher Education. In M. A. Peters (Ed.), *Encyclopedia of Educational Philosophy and Theory* (pp. 1–7). Singapore: Springer Singapore. https://doi.org/10.1007/978-981-287-532-7_564-1

Mid-size

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