

Learning Cluster 2016

Liberal Arts: In Comparison and in Action!

MAA 302

M-F 10-1130, 1-2pm

Professor Shane Barter

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This Learning Cluster seeks to better understand Liberal Arts education. It is a collaborative effort between the instructor and students, who hope to learn together where liberal arts education comes from, what it entails, how it is understood around the world, how it varies by university, and where it is going. The class is comprised of persons from seven different countries trying to understand what seems to be, in large part, an American gift to the world. This class will help all of us to better understand Liberal Arts education in general as well as Soka University in particular.

Evaluation

20%	Book Review (3-4 pages)	Due Wednesday 13 January
30%	Participation	Ongoing
10%	Coordinate Campus Visits	Varies
05%	Campus Visit Journal Reflections	Friday, 29 January
05%	LC Fair	Wednesday, 03 February
30%	Research Paper (6-8 pages)	Thursday, 04 February

Book Review & Presentation: 20% of your grade will be earned through writing a 3-4 page review of a major study of liberal arts education and then presenting it briefly in class. Remember, a good book review is not a wikipedia-style summary, but instead an analysis of what the book offers or where it falls short. Please see below, for a list of recommended titles (first come, first serve!). **Wednesday, 13 January**

Participation: 30% of your grade will be based on respectful participation: Helping to plan the course, asking insightful questions, engaging with classmates, punctuality, attending classes, and communicating with me regarding assignments. All of that good stuff. **Evaluation ongoing**

Coordinate Campus Visits: 10% of your grade will be based on working in small groups to plan our visits to regional liberal arts schools. Students will contact various individuals and institutions at each school to arrange our visits, focusing on areas of university life they are most interested in. Remember, email will not always suffice, as you will likely have to pick up the phone. And while campus tours will be easy to book, actually coordinating with professors to join classes will be immensely difficult, although this is probably our Holy Grail. This grade will also include brief presentations to our class before we go to each school, sharing with us some of the basics so that we can hit the ground running.

Journals: 5% of your grade will be based on journals that document your thoughts on our visit to other schools. Let me know how you feel visiting other schools, your impressions of their approach, and reflect back on SUA. **Friday, 29 January**

LC Fair: 5% of your grade will be based on what you put into the Learning Cluster Fair. This includes planning, set up, sharing our class experiences, and cleanup. **Wednesday, 03 February**

Research Paper: 30% of your grade will be earned through a brief (8-10 page) research paper that analyzes some element of liberal arts education. Topics will be selected in coordination with the professor. I expect a clear research question and argument. **Due Thursday, 04 February**

Budget

Travel includes a three day (two night) trip to the Claremont, Whittier, and Occidental Colleges and a day trip to Chapman.

	<u>Estim</u>	<u>Actual</u>
<u>Transport</u>		
15 person van rental x 3 days (<u>see Appendix I</u>)	\$620	\$640
Fuel	\$130	\$55
Other Transport / Parking / Transit	\$50	\$15
Metrolink (return) to Chapman University (12 x \$11.50, 1 x 15.50)	\$150	\$142
<u>Accommodation (see Appendix II)</u>		
Four rooms, two nights at Fairfield Inn Ontario CA (4 students / room)	\$1020	\$790
<u>Meals</u>		
1 Breakfast, 4 Lunches, 3 Dinners (8 meals) x \$10 X 13 persons	\$1040	\$780
Dinner 20 JAN (250); lunch 21 JAN (125); dinner 21 JAN (100); lunch 22 JAN (125); dinner 28 JAN (180)		
<u>Gifts / Honoraria</u>	\$200	\$170
Soka gifts (\$120), LC Fair props (\$50)		
<u>Contingency</u>	\$190	
Total Budget	\$3400	\$2600.82
LC Base Budget: \$2000. Supplemental Grant: \$1400		

12 January Tuesday Session 01	Introduction What is liberal arts education? <i>Overview, about the course, late planning</i>
<i>Readings</i>	Agresto, John. "The Suicide of the Liberal Arts," <i>Wall Street Journal</i> (07 August 2015). AND Cohen, Scott. " The Boutique Liberal Arts? " <i>Liberal Education</i> (2014); pp. 60-65. AND Gaposchkin, Cecilia. " Just What Are the Liberal Arts Anyway? " <i>Huffington Post</i> (20 July 2015). AND Nugent, Georgia. Liberal Arts in Action: Past, Present, & Future (Council of Independent Colleges: 2015). AND Strauss, Leo. " What is Liberal Education? " (1959).
BREAK (1130-1)	
Session 02	History What are the origins of liberal arts education? <i>The Seven Liberal Arts, Greece, Jesuits, Dewey, Freyre</i>
<i>Readings</i>	Hawkins, Hugh. "The Making of the Liberal Arts College Identity," in <i>Distinctively American: The Residential Liberal Arts Colleges</i> , edited by Steven Koblik & Stephen R. Graubard (Transaction, 2010); pp. 1-26. AND West, Andrew Fleming. " The Seven Liberal Arts ," in <i>Alcuin and the Rise of the Christian Schools</i> (Scribner's and Sons, 1912).

13 January Wednesday Session 03	Exploring the Liberal Arts What are some of the debates and challenges related to liberal arts education? <i>Students present their book reviews</i>
<i>Readings</i>	Books!
BREAK (1130-1)	
Session 04	Exploring the Liberal Arts II Is liberal arts education for the rich?
<i>Readings</i>	Harris, Harold. "Elitism & The Liberal-Arts College," <i>The Journal of Higher Education</i> 37:8 (1966); pp. 457-459. AND Lind, Michael. "Why the Liberal Arts Still Matter," <i>Wilson Quarterly</i> 30:4 (2006); pp. 52-58. AND Nussbaum, Martha C. " The Liberal Arts are not Elitist ," <i>The Chronicle of Higher Education</i> (2010).
Book Reviews Due	

14 January Thursday Session 05	The Liberal Arts Experience: Students What is it like to study the liberal arts? Who enrolls in liberal arts colleges?
<i>Readings</i>	Umbach, Paul D. and George D. Kuh. "Student Experiences with Diversity at Liberal Arts Colleges: Another Claim for Distinctiveness," <i>The Journal of Higher Education</i> 77:1 (2006); pp. 169-192.
BREAK	
Session 06	The Liberal Arts Experience: Professors What is it like to teach the liberal arts? What are the trade-offs between publishing and teaching? <i>Publishing, tenure, students, adjuncts, evaluations</i>
<i>Readings</i>	Marston, Susan H. and Gerald J. Brunetti. "Job Satisfaction of Experienced Professors at a Liberal Arts College," <i>Education</i> 130:2 (2009); pp. 323-347. AND Ruscio, Kenneth P. "The Distinctive Scholarship of the Selective Liberal Arts College," <i>The Journal of Higher Education</i> 58:2 (1987); pp. 205-222.

15 January Friday Session 07	Liberal Arts in Comparison: Global Is liberal arts education ‘American’?
<i>Readings</i>	Bhatta, Sulav. “ Liberal Arts Education and the United States ,” <i>Inspire</i> (13 December 2013).
BREAK	
Session 08	Liberal Arts in Comparison: Global Ctd How is liberal arts education taught and understood around the world?
<i>Readings</i>	Baker, Norma Jo and Chad D. Thompson. “Ideologies of Civic Participation in Central Asia: Liberal Arts in the Post-Soviet Democratic Ethos,” <i>Education, Citizenship, and Social Justice</i> 5:1 (2010); pp. 57-71. AND Fischer, Karin. “Bucking Norms, Asia Tries Liberal Arts,” <i>Chronicle of Higher Education</i> (05 February 2012). AND Jenkins, Nash. “ Alarm Over Huge Cuts to Humanities and Social Sciences at Japanese Universities ,” <i>Time</i> (16 September 2015). AND Kingston, Jeff. “ Universities Fending Off Attacks on the Liberal Arts ,” <i>The Japan Times</i> (October 2015). AND Postiglione, Gerard A. “ China Weighs the Value of American Liberal Arts ,” <i>Chronicle of Higher Education</i> (29 August 2013). AND Roth, Micheal. “ American Liberal Education is Happening in Singapore ,” <i>The Atlantic</i> (16 October 2015).

18 January Monday	MLK Holiday
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19 January Tuesday Session 09	Liberal Arts in Comparison: Domestic How is liberal arts education taught and understood at different schools? <i>Donors, Rankings, Missions, majors, languages, religious liberal arts schools</i>
<i>Readings</i>	Delucchi, Michael. “Staking a Claim: The Decoupling of Liberal Arts Mission Statements from Baccalaureate Degrees Awarded in Higher Education,” <i>Sociological Inquiry</i> 70:2 (2000); pp. 157-171. AND Holcomb, Gay L. et al. “Faithful Change: Exploring and Assessing Faith Development in Christian Liberal Arts Undergraduates,” <i>New Directions for Institutional Research</i> 122 (2004); pp. 93-103. AND US News, “ National Liberal Arts Colleges Rankings ” (2015)
BREAK	
Session 10	Campus Life & The Liberal Arts <i>Residential Life, Student Associations, Study Abroad, Financial Aid, Volunteering, Athletics, Fraternities</i>
<i>Readings</i>	Williams, Tracy Rundstrom. “Exploring the Impact of Study Abroad on Students’ Intercultural Communication Skills: Adaptability and Sensitivity,” <i>Journal of Studies in International Education</i> 9:4 (2005); pp. 356-371.
Students Present Overviews of Occidental & Claremont	

20 January Wednesday	Road Trip! Drive to Occidental, Claremont
<i>Schedule</i>	0900: Shane picks up our sweet, sweet ride 1130: Info Session Admissions and Financial Aid (3 people, lower AGC Room 119) 1400: Meet with Professor Sophal Ear (World Affairs), students
<i>Hotel</i>	Two nights, Fairfield Inn, Ontario CA

21 January Thursday	The Claremont Colleges Explore Claremont McKenna, Pomona, Scripps, Harvey Mudd, and Pitzer
<i>Schedule</i>	0935: Class with John Seery, The Idea of America 0935: Class with Gary Kates, Enlightenment Capitalism 1100: Meet with Professor John Seery (Pomona) 1100: Meet with Professor Gary Kates (Pomona) 1330: Bill Ascher (Roberts Environmental Center), Claremont McKenna College (231 Kravis) 1445: Class with Bill Alves, Critical Inquiry 1500: Campus Tour 1600: Meet with Professor Bill Alves (Harvey Mudd) 1600: Pomona Students

22 January Friday	Road Trip! Drive from Claremont, to Whittier and home
<i>Schedule</i>	1100: Meet with Professor Gil Gonzalez (Theatre) 1200: Meet with Joanne Hash (Psychology) 1300: Meet with Christine Hill, Service Learning 1500: Tour of Whittier
AM: Students Present Overview of Whittier	

25 January Monday Session 11	Liberal Arts: Curriculum (What we learn) What do we learn in liberal arts education? What is Core and why do we have it? <i>Religion, Language, Mathematics, Critical & Classical Theories, Core, Requirements</i>
<i>Readings</i>	Flaherty, Colleen. " Doing Themselves In ," <i>Inside Higher Ed</i> (20 October 2014). AND Jay, Paul. " How Not to Defend the Liberal Arts ," <i>Inside Higher Ed</i> (27 October 2014). AND Moore, David S. "Statistics among the Liberal Arts," <i>Journal of the American Statistical Association</i> 93:444 (1998); pp. 1253-1259.
BREAK	
Session 12	Liberal Arts: Pedagogy (How we learn) Guest Instructor: Phat Vu (confirmed) <i>Minerva, Evergreen, Williams Tutorial</i>
<i>Readings</i>	Smallwood, Scott, " Me & My Professor ," <i>The Chronicle of Higher Education</i> (2002). AND Thomas Aquinas College, " A Liberating Education " (please read the school's description)

26 January Tuesday Session 13-14	Debating the Liberal Arts AM: Students organize debates PM: Present debates (special guests: Soka Education Grad Students)
1) Should professors promote social activism?	
<i>Readings</i>	Lang, Eugene. "Distinctively American: The Liberal Arts College," <i>Daedalus</i> 128:1 (1999); pp. 133-150.
2) Should universities demand community service / service learning?	
<i>Readings</i>	Barber, Benjamin and Richard Battistoni. "A Season of Service: Introducing Service Learning into the Liberal Arts Curriculum," <i>PS: Political Science and Politics</i> 26:2 (1993); pp. 235-240.
3) Is grade inflation a problem in the liberal arts? Why do grades matter so much to students?	
<i>Readings</i>	Kohn, Alfie. " The Dangerous Myth of Grade Inflation ," <i>Chronicle of Higher Education</i> (8 November 2002). AND

	<p>Germain, Marie-Line, and Terri A. Scandura, "Grade Inflation and Student Individual Differences as Systematic Bias in Faculty Evaluations," <i>Journal of Instructional Psychology</i> 32:1 (2005); pp. 58-67.</p> <p style="text-align: center;">AND</p> <p>Sonner, Brenda S. "A is for Adjunct: Examining Grade Inflation in Higher Education," <i>Journal of Education for Business</i> 76:1 (2000); pp. 5-8.</p>
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4) Should liberal art colleges concern themselves with the employability of their graduates?

<i>Readings</i>	Humphreys, Debra and Patrick Kelly, <i>How Liberal Arts and Sciences Majors Fare in Employment: A Report on the Earnings and Long-Term Career Paths</i> (Association of American Colleges and Universities: 2014).
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27 January Wednesday Session 15	<p>Liberal Arts Education: Changes, What it is not</p> <p>Which forms of education are not liberal arts? <i>Vocational schools, tertiary education, specialization</i></p>
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<i>Readings</i>	<p>Baker, Vicki L. and Roger G. Baldwin. "A Case Study of Liberal Arts Colleges in the 21st Century: Understanding Organizational Change and Evolution in Higher Education," <i>Innovations in Higher Education</i> 40 (2015); pp. 247-261.</p> <p style="text-align: center;">AND</p> <p>Wallace, Lane. "Multicultural Critical Theory. At B-School?" <i>New York Times</i> (9 January 2010).</p>
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*****BREAK*****

Session 16	<p>Academic Publishing</p> <p><i>Blind peer review, citation indexes, university and private presses</i></p>
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<i>Readings</i>	Students will read article submitted to leading conflict journal and / or Shane Barter and Ian Osburn's dialogue with Professor Isak Svensson
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*****Students Present Overviews of Saddleback and Chapman*****

28 January Thursday	<p>Train Trip!</p> <p>Visit Saddleback College and Chapman</p>
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<i>Schedule</i>	<p>0830: Leave Soka, to Saddleback 1130: Train leaves Laguna Niguel (also 1230), half an hour to Orange 1500: Chapman Tour: Office of Admissions Argyros Forum, 386 N. Center St, AF 213 1700: Train leaves Orange (also 1640, 1720, 1738, 1835, 1922)</p>
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29 January Friday Session 17	<p>Liberal Arts: Effects</p> <p>What do students do with a liberal arts education?</p>
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<i>Readings</i>	Humphreys, Debra and Patrick Kelly, <i>How Liberal Arts and Sciences Majors Fare in Employment: A Report on the Earnings and Long-Term Career Paths</i> (Association of American Colleges and Universities: 2014).
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Choose Two

Axelrod, Paul et al. "Against all Odds? The Enduring Value of Liberal Education in Universities, Professions, and the Labour Market," *The Canadian Journal of Higher Education* 31:2 (2001); pp. 47-78.

AND

Hanson, Jana M. et al. "Do Liberal Arts Colleges Make Students More Liberal? Some Initial Evidence," *Higher Education* 64 (2012); pp. 355-369.

AND

Pascarella, Ernest T., et al. "Do Liberal Arts Colleges Really Foster Good Practices in Undergraduate Education?" *Journal of College Student Development* 45:1 (2004); pp. 57-74.

AND

Seifert, Tricia A. et al. "The Effects of Liberal Arts Experiences on Liberal Arts Outcomes," *Research in Higher Education* 49:2 (2008); pp. 107-125.

BREAK

Session 18

Essay Tutorials

Journal Reflections Due

01 February

Liberal Arts & Soka Education

Monday
Session 19

What is Soka education? Is it synonymous with liberal arts? What are the differences?

John Dewey, Daisaku Ikeda, SUA's Expansion

Readings

Goulah, Jason and Takao Ito. "Daisaku Ikeda's Curriculum of Soka Education: Creating Value through Dialogue, Global Citizenship, and 'Human Education' in the Mentor-Disciple Relationship," *Curriculum Inquiry* 42:1 (2012); pp. 56-79.

BREAK

Session 20

Activity with Professor Goulah's LC

02 February

The Future of Liberal Arts Education

Tuesday
Session 21

Conclusions, course evaluations, planning LC Fair

Is liberal arts education under attack?

Readings

Baker, Vicki, Roger G. Baldwin, and Sumedha Makker. "Where Are They Now? Revisiting Breneman's Study of Liberal Arts Colleges," *Liberal Education* 98:3 (2012); pp. 48-53.

AND

Bowen, William G. "[More to Hope than Fear: The Future of the Liberal Arts College](#)," speech at Lafayette College (11 April 2012).

AND

Cronon, William. "[Only Connect: The Goals of Liberal Education](#)," *American Scholar* 67:4 (1998); pp. 73-81.

AND

Dewey, John. "[The Problem of the Liberal Arts College](#)," *The American Scholar* 14:3 (1944); pp. 276-280.

AND

Doughty, Howard A. "Restructuring the Pleas for the Liberal Arts in an Age of Technology in Ascendancy," *College Quarterly* 13:2 (2010); pp. 1-6.

AND

McClure, Maureen. "MOOCs, Wicked Problems, and the Spirit of Liberal Arts," *The Journal of General Education* 63:4 (2014); pp. 269-286.

BREAK

Session 22

Work on LC Fair

03 February

Learning Cluster Fair

Wednesday

Research Papers Due: Thursday, 04 February

Books for Review (* in Ikeda Library, ✓ instructor copy)

- Abelson, Paul. *The Seven Liberal Arts: A Study in Medieval Culture* (Columbia University Press, 1906). Claimed by Julia.
- * ✓ Aveni, Anthony. *Class Not Dismissed: Reflections on Undergraduate Teaching and Teaching the Liberal Arts* (University of Colorado Press, 2014).
- ✓ Benson, Lee, et al. *Dewey's Dream: Universities and Democracies in an Age of Education Reform* (Temple University Press, 2007). Claimed by Koton.
- * ✓ Bérubé, Michael. *What's Liberal about the Liberal Arts? Classroom Politics and 'Bias' in Higher Education* (Norton, 2006).
- ✓ Breneman, David W. *Liberal Arts Colleges: Thriving, Surviving, or Endangered?* (Brookings Institute, 1994).
- Chopp, Rebecca et al. *Remaking College: Innovation in the Liberal Arts* (Johns Hopkins University Press, 2013).
- * ✓ Farnham, Nicholas H. and Adam Yarmolinsky, editors. *Rethinking Liberal Education* (Oxford University Press, 1996).
- * ✓ Ferrall, Victor. *Liberal Arts at the Brink* (Cambridge, MA: Harvard University Press, 2011). Claimed by Ha Chau.
- * ✓ Freedman, James O. *Liberal Education and the Public Interest* (University of Iowa Press, 2003). Claimed by Brian.
- * Kimball, Bruce A. *Orators and Philosophers: A History of the Idea of Liberal Education* (College Board 1995). Claimed by Zaw.
- * ✓ Koblik, Steven and Stephen Richards Graubard, editors. *Distinctively American: The Residential Liberal Arts Colleges* (Transaction Publishers, 2010).
- ✓ Mannoia, V. James. *Christian Liberal Arts: An Education that Goes Beyond* (Rowman & Littlefield: 2000).
- * ✓ Moulakis, Athanasios. *Beyond Utility: Liberal Education for a Technological Age* (University of Missouri Press, 1994). Claimed by Prasan.
- * ✓ Nussbaum, Martha C. *Cultivating Humanity: A Classical Defense of Reform in Liberal Education* (Harvard University Press, 1997).
- * ✓ Readings, Bill. *The University in Ruins* (Harvard University Press, 1996).
- Roche, Mark Williams. *Why Choose the Liberal Arts?* (University of Notre Dame Press, 2010). Claimed by Kana.
- * ✓ Roth, Michael S. *Beyond the University: Why Liberal Education Matters* (Yale University Press, 2014). Claimed by Max.
- Schuster, Marilyn R. and Susan R. van Dyne. *Women's Place in the Academy: Transforming the Liberal Arts Curriculum* (Rowman and Allanheld, 1985).
- * ✓ Selingo, J.J. *College (Un)Bound: The Future of Higher Education and What It Means for our Students* (Houghton Mifflin Harcourt, 2013). Claimed by Khyla.
- ✓ Sykes, Charles J. *Profscam: Professors and the Demise of Higher Education* (St. Martin's Press, 1989).
- * ✓ Weaver, J. Denny and Gerald Biesecker-Mast. *Teaching Peace: Nonviolence and the Liberal Arts* (Rowman & Littlefield, 2003).
- * ✓ Verne, Donald Phillip. *The Art of Humane Education* (Cornell University Press, 2002). Claimed by Ted.
- * Zakaria, Fareed. *In Defense of a Liberal Education* (W.W. Norton, 2015). Claimed by Guts.