

# IP101-0 Liberal Arts: Principles and Praxis

**23/24**

**Department**

Liberal Arts

**Level**

Undergraduate Level 2

**Module leader**

William Rupp

**Credit value**

0

**Module duration**

10 weeks

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

This is a core preparatory module on the Liberal Arts course which aims to introduce students to Liberal Arts thinking.

[Module web page](#)

### Module aims

This set of lectures aim to introduce students to Liberal Arts Education and its history. Students will be introduced to Liberal Arts thinking and how it differs from traditional discipline-based thinking. The lectures are structured around areas of intellectual debate.

### Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

Term 1—

- a) "Seeing and Perceiving:" Plato's Cave and Problem-Based Learning
- b) "The Arts Worthy of a Free Person:" Liberal Arts Education from the Ancient World to the Renaissance
- c) "A Natural Aristocracy?" Liberal Arts from the Renaissance to Present Day
- d) Revolution! Education and Equality
- e) Educated: Identity and Higher Education

Term 2 —

- a) Key debates in Liberal Arts Thinking: Case Studies
- b) International Approaches to Liberal Arts
- c) Theoretical Benefits to Liberal Arts Education
- d) Practical Benefits to Liberal Arts Education
- e) Employability: Marketing a Liberal Arts Degree

## Learning outcomes

By the end of the module, students should be able to:

- By the end of the ten-week period of lectures students will be expected to have learnt a brief history of Liberal Arts Education.
- By the end of the ten-week period of lectures students will be expected to have learnt the key principle that inform a Liberal Arts Education.
- By the end of the ten-week period of lectures students will be expected to have learnt the key debates that guide Liberal Arts thinking.
- By the end of the ten-week period of lectures students will be expected to have learnt the theoretical benefits of a Liberal Arts Education.
- By the end of the ten-week period of lectures students will be expected to have learnt the practical benefits of a Liberal Arts Education.

## Indicative reading list

Apple, W. "A Narrow Focus on Vocational Goals" in *Edutopia: A Manifesto for the Reform of Public Education*

Lane, J. 1987. "The Yale Report of 1828 and Liberal Education: A Neorepublican Manifesto" in *History of Education Quarterly* 27.3

Veysey, L. 1973. "Stability and Experiment in American Undergraduate Curriculum" in *Content and Context: Essays on College Education*, ed. Carl Kaysen.

Schmidt, G.P. 1957. *The Liberal Arts College: A chapter in American cultural history.*

Sloan, D. "Harmony, Chaos, and Consensus: The American College Curriculum" in *Teachers College Record* 73 (Dec. 1971): 221-51

"The Regina Beach Manifesto": A Policy for the Liberal Arts (1963)

Kimball, B.A. 2010. *The Liberal Arts Tradition: A Documentary History*

Peterson, P.M. 2012. "Liberal Arts Education in the Undergraduate Curriculum" in *Confronting Challenges to the Liberal Arts Curriculum*

[View reading list on Talis Aspire](#)

## Research element

This is a core module on the Liberal Arts course which aims to facilitate the acquisition by students of a range of methods of enquiry from various disciplines and equip them to deploy those skills in research. Research skills are embedded into the teaching strategy of all of the course's modules which, collaboratively, seek to develop and enhance students' capacity to conduct independently original research into a current problem.

### **Interdisciplinary**

This is a core module on the Liberal Arts course which adopts an interdisciplinary approach spanning the arts, humanities, social and natural sciences fields in order to engage with the major global challenges facing contemporary society, explore these 'big problems,' from a variety of perspectives and consider a range of possible solutions.

### **International**

This is a core module on the Liberal Arts course which adopts an interdisciplinary approach spanning the arts, humanities, social and natural sciences fields in order to engage with debates on topical, local national and international issues. The module also focuses on Liberal Arts around the world, looking at international approaches to the idea of Liberal Arts Education.

### **Subject specific skills**

Oral and written communication

Digital literacy

Professional communication

Working with others

Problem solving

Information technology

Numeracy

Research across various disciplines and using a variety of methods

Peer review

### **Transferable skills**

Complex problem solving skills

Critical thinking

Creativity

People management

Co-coordinating with others

Emotional intelligence

Judgement and decisions making

Service orientation

Negotiation

Cognitive flexibility

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## Study

### Study time

Type	Required	Optional
Lectures		5 sessions of
Seminars		5 sessions of
Total	0 hours	

### Private study description

No private study requirements defined for this module.

### Costs

No further costs have been identified for this module.

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### Assessment

Students can register for this module without taking any assessment.

### Assessment group A1

#### Study time

Non-Assessed Module

The module consists of 10 lectures 1 x hour lectures which students must attend in order to pass. Note that this a non-credit bearing module.

### Feedback on assessment

N/A.

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### Availability

### Courses

This module is Core for:

- Year 1 of UVCA-LA99 Undergraduate Liberal Arts