

1. Record Nr.	UNINA9910955716403321
Autore	Smith George H. <1949->
Titolo	The system of liberty : themes in the history of classical liberalism / / George H. Smith, Cato Institute
Pubbl/distr/stampa	Cambridge : , : Cambridge University Press, , 2013
ISBN	1-107-35729-2 1-107-23418-2 1-107-34142-6 1-107-34767-X 1-107-34517-0 0-511-79332-4
Edizione	[1st ed.]
Descrizione fisica	1 online resource (ix, 225 pages) : digital, PDF file(s)
Classificazione	POL010000
Disciplina	320.51/2
Soggetti	Liberalism Liberty Individualism
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Title from publisher's bibliographic system (viewed on 05 Oct 2015).
Nota di contenuto	Liberalism, old and new -- Liberalism and the public good -- Liberal ideology and political philosophy -- Sovereign state, sovereign self -- The anarchy game -- The radical edge of liberalism -- The idea of freedom -- Conflicts in classical liberalism -- Individualism -- Methodological individualism.
Sommario/riassunto	Liberal individualism, or 'classical liberalism' as it is often called, refers to a political philosophy in which liberty plays the central role. This book demonstrates a conceptual unity within the manifestations of classical liberalism by tracing the history of several interrelated and reinforcing themes. Concepts such as order, justice, rights and freedom have imparted unity to this diverse political ideology by integrating context and meaning. However, they have also sparked conflict, as classical liberals split on a number of issues, such as legitimate exceptions to the 'presumption of liberty', the meaning of 'the public good', natural rights versus utilitarianism, the role of the state in education, and the rights of resistance and revolution. This book

explores these conflicts and their implications for contemporary liberal and libertarian thought.

2. Record Nr.	UNINA9910747595803321
Autore	Davids Nuraan
Titolo	Academic Citizenship, Identity, Knowledge, and Vulnerability / / by Nuraan Davids
Pubbl/distr/stampa	Singapore : , : Springer Nature Singapore : , : Imprint : Springer, , 2023
ISBN	9789819969012 9789819969005
Edizione	[1st ed. 2023.]
Descrizione fisica	1 online resource (175 pages)
Collana	Debating Higher Education: Philosophical Perspectives, , 2366-2581 ; ; 11
Disciplina	378.001
Soggetti	Education - Philosophy Education, Higher Education and state Educational sociology School management and organization Educational Philosophy Higher Education Educational Policy and Politics Sociology of Education Organization and Leadership Philosophy of Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Introduction: Academic conundrums -- Academic identities and citizenship -- Academic citizenship as an agonistic space -- Identities, citizenships, and vulnerabilities -- Diversity as vulnerability -- Academics as embodiments of knowledge -- Academic citizenship as curiosity -- The vulnerability of unlearning -- Identity and transformation -- Stories as reclamations of knowledge --

Responsibility and being other-wise -- Concluding reflections:
Academic citizenship, collegiality, and trust.

Sommario/riassunto

This book brings into contestation the idea of academic citizenship as a homogenous and inclusive space. It delves into who academics are and how they come to embody their academic citizenship, if at all. Even when academics hold similar professional standings, their citizenship and implied notions of participation, inclusion, recognition, and belonging are largely pre-determined by their personal identity markers, rather than what they do professionally. As such, it is hard to ignore not only the contested and vulnerable terrain of academic citizenship, but the necessity of unpacking the agonistic space of the university which both sustains and benefits from these contestations and vulnerabilities. The book is influenced by a postcolonial vantage point, interested in unblocking and opening spaces, thoughts, and voices not only of reimagined embodiments and expressions of academic citizenship but of hitherto silenced and discounted forms of knowledge and being. It draws on academics' stories at various universities located in South Africa, USA, UK, Hong Kong, and the Philippines. It steps into the unexplored constructions of how knowledge is used in the deployment of valuing some forms of academic citizenship, while devaluing others. The book argues that different kinds of knowledge are necessary for both the building and questioning of theory: the more expansive our immersion into knowledge, the greater the capacities and opportunities for unlearning and relearning. .
