

1. Record Nr.	UNINA9910778207003321
Autore	Ellenzweig Sarah
Titolo	The fringes of belief [[electronic resource] ] : English literature, ancient heresy, and the politics of freethinking, 1660-1760 / / Sarah Ellenzweig
Pubbl/distr/stampa	Stanford, Calif., : Stanford University Press, c2008
ISBN	0-8047-6979-6
Descrizione fisica	1 online resource (255 p.)
Disciplina	820.9/382
Soggetti	English literature - 18th century - History and criticism English literature - Early modern, 1500-1700 - History and criticism Free thought in literature Christianity and literature - England - History - 17th century Christianity and literature - England - History - 18th century Free thought - England - History - 17th century Free thought - England - History - 18th century
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references (p. [209]-227 ) and index.
Nota di contenuto	Introduction : literary culture, the classical past, and the rise of Restoration freethinking -- Libertine precursors. Rochester, Blount, and the faith of unbelief -- Behn, Fontenelle, and the cheats of revealed religion -- Skepticism and piety. Swift's Tale of a tub and the anthropology of religion -- Suspending disbelief : Swift, credulity, and the pious fraud -- Conclusion : Pope's "Essay on man" and the afterlife of English freethinking.
Sommario/riassunto	A literary study of freethinking and religious skepticism in the English Enlightenment. Ellenzweig argues that a literature of English freethinking has been overlooked because it unexpectedly supported aspects of institutional religion. She analyzes works by, among others, John Wilmot, Aphra Behn, Swift and Pope.

2. Record Nr.	UNINA9910823552903321
Autore	Chesterton G. K.
Titolo	The ball and the cross // G. K. Chesterton
Pubbl/distr/stampa	New York, New York : , : Open Road Integrated Media, , 2015 ©2015
ISBN	1-5040-2257-2
Descrizione fisica	1 online resource (160 pages)
Disciplina	813.54
Soggetti	Catholics Atheists Friendship
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph

3. Record Nr.	UNINA9910349340303321
Autore	McCowan Tristan
Titolo	Higher Education for and beyond the Sustainable Development Goals / / by Tristan McCowan
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Palgrave Macmillan, , 2019
ISBN	9783030195977 303019597X
Edizione	[1st ed. 2019.]
Descrizione fisica	1 online resource (365 pages) : illustrations
Collana	Palgrave Studies in Global Higher Education, , 2662-4222
Disciplina	378 378.015
Soggetti	Education, Higher International education Comparative education Education and state Higher Education International and Comparative Education Educational Policy and Politics Education Policy
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Chapter 1. Introduction -- PART I -- Chapter 2. The role of education in development -- Chapter 3. The anatomy of the university -- Chapter 4. The developmental model -- Chapter 5. Three global trends: status competition, commodification and unbundling -- PART II -- Chapter 6. Access -- Chapter 7. Quality -- Chapter 8. Impact on the SDGs -- PART III -- Chapter 9. Limits of the developmental model -- Chapter 10. The post-development university.
Sommario/riassunto	This book analyses the role of the university in working towards the Sustainable Development Goals. In contrast to the previous Millennium Development Goals, higher education is seen to have a crucial role in this new agenda. Yet how can the university fulfil these weighty expectations, and are the dominant trends in higher education supporting or undermining this vision? This book draws on the idea of

the 'developmental university', a model characterised by its porous boundaries with society and commitment to teaching, research and community engagement in the public interest. The author examines case studies from Latin America, Africa and other regions to analyse how this model can be revived, countering recent trends of marketisation, status competition and unbundling. The book also considers alternatives to the developmental model drawing on indigenous knowledge systems, looking beyond the SDG framework to the creation of a new form of society. This timely volume will be of interest and value to those working in the field of sustainable development, and to students and scholars of comparative education, international development and higher education studies. .

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