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Meditations on the Nature of Self; Montaigne and the Limits of Human Reason

Othello in Context: Who Are We? Who Do We Think We Are? Who Are They? How Do We Know? Dock - Alles, was dazu mich trieb / Gott! war so gut! ach war so lieb: Pleasure and Obligation in Faust; The Person in Society; Who Are We, Whose Are We? Women as God's Agents of Change in the Hebrew Bible; Who We Are Through Family and Friends; Rethinking Rites-Music Relations in Confucian Tradition; Politics, Principles, and Death in Antigone; Self-Cultivation and the Chinese Epic: Confucian, Taoist, and Buddhist Themes in Journey to the West; The Morality of Makola in Conrad's An Outpost of Progress
H.G. Wells on Being an Engineer Who We Are and the Case for Economics in the Core Curriculum; Reading Texts and Liberal Education; Core Texts, Introspection, and the Recovery of the Renaissance Ideal in Twenty-First-Century Higher Education; Adverbial Play in Plato's Ion; Remembering Ancient Truths: The Four Roots of Plato's Recollection; Dante Is from Mars; Art and Revolution in the Images of Francisco Goya; Incorporating Eastern Texts into a Western Core: Teaching the Tao Te Ching in Conversation with Wallace Stevens

Sommario/riassunto

This book contains essays of literary and philosophical accounts that explain who we are simply as persons, and essays that highlight who we are in light of communal ties. ACTC educators model the intellectual life for students and colleagues by showing how to read texts carefully and with sophistication.
