

Edited by Karim Dharamsi, David Clemis

Liberal Education

Analog Dreams in a Digital Age

SERIES IN EDUCATION

About the editors

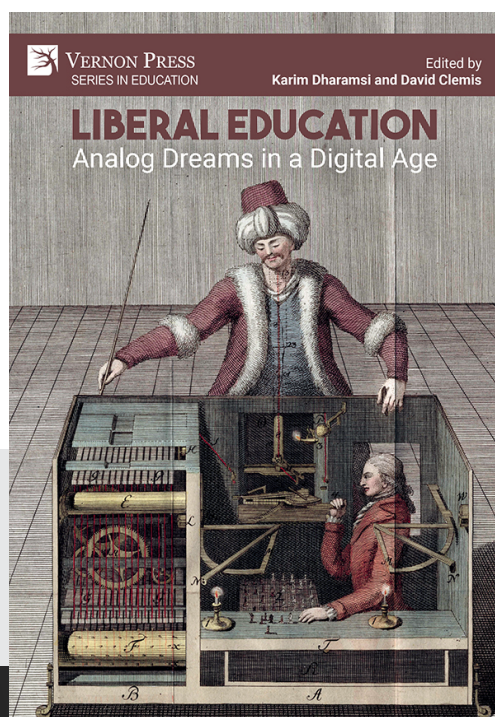
Karim Dharamsi, Ph.D., is Vice-Provost, Academic and Professor of Philosophy at Mount Royal University in Calgary, Canada. He has published articles in the philosophy of history, on the philosophy of R.G. Collingwood, Wittgenstein, Frege, the philosophy of education and liberal education. He has served as chair of the Department of General Education at Mount Royal University and is a former Dean of Arts and Sciences and Professor of Philosophy and Liberal Studies at St. Mary's University in Calgary.

David Clemis, Ph.D., is Director of Liberal Education and Associate Professor of History at Mount Royal University in Calgary, Canada. He has published articles on drug and alcohol history in Early Modern Europe and British social and cultural history. He is a former chair of the Department of General Education at Mount Royal University.

Summary

The essays in this collection contemplate the various intersections and barriers between artificial intelligence along with the values and practices of liberal education. For the proponents of liberal education as a core component of undergraduate education, the study of literature, history, philosophy, and the social sciences, like their objects and their forms of practice, are perceived to be about what is essentially human. In spheres previously thought to be exclusively human domains, modern, digitally-constructed artificial intelligence has profound implications for liberal studies, how they may be practiced, and why they are important. This collection explores the implications of AI and the world it is shaping as a potential threat and augmentation of liberal education. These essays also demonstrate how liberal studies illuminate the meaning and significance of AI and how they have shaped its development and character.

The contributors to this volume write from the perspectives of philosophy, classical studies, political theory, fine art, curriculum development, and computing and information science. Several essays consider how the conventional concerns and agendas of liberal education have acquired a new urgency in the digital age. They reflect upon how the deployment of artificial intelligence confronts and problematizes what it means to be human, and how liberal education is needed to preserve and ensure what makes us humans thrive. Other essays consider how AI must be understood as an extension of our humanity and how the ethos must inform the further development and deployment of new technologies of liberal education. These challenging essays pose hard questions and the unflinching exploration of matters at the cutting edge of science, culture, and how they merge together with education.



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