

# The Closing Of The American Mind

**Wilson Smith, Thomas Bender**

Closing of the American Mind Allan Bloom, 2008-06-30 The brilliant, controversial, bestselling critique of American culture that “hits with the approximate force and effect of electroshock therapy” (The New York Times)—now featuring a new afterword by Andrew Ferguson in a twenty-fifth anniversary edition. In 1987, eminent political philosopher Allan Bloom published *The Closing of the American Mind*, an appraisal of contemporary America that “hits with the approximate force and effect of electroshock therapy” (The New York Times) and has not only been vindicated, but has also become more urgent today. In clear, spirited prose, Bloom argues that the social and political crises of contemporary America are part of a larger intellectual crisis: the result of a dangerous narrowing of curiosity and exploration by the university elites. Now, in this twenty-fifth anniversary edition, acclaimed author and journalist Andrew Ferguson contributes a new essay that describes why Bloom’s argument caused such a furor at publication and why our culture so deeply resists its truths today.

**Summary of the Closing of the American Mind: How Higher Education Has Failed Democracy and Impoverished the Souls of Today's Students by Allan Bloom** Book Zoom, 2021-04-16 Have you been wishing to read *The Closing of the American Mind: How Higher Education Has Failed Democracy and Impoverished the Souls of Today's Students* by Allan Bloom but don't have the time to read the 300-page book or are looking for a reading companion that will help you grasp everything you are reading for easy reference? If you've answered YES, keep reading... You've Just Discovered The Most Detailed Chapter-To-Chapter Summary Of *The Closing of the American Mind: How Higher Education Has Failed Democracy and Impoverished the Souls of Today's Students* By Allan Bloom! Summary And Study Guide Of *The Closing of the American Mind: How Higher Education Has Failed Democracy and Impoverished the Souls of Today's Students* If you are curious to know answers to Your questions regarding *The Closing of the American Mind: How Higher Education Has Failed Democracy and Impoverished the Souls of Today's Students*, you are in luck, as this book breaks down the 300 pages into value-packed 60 pages that will help you grasp the main things talked about in each chapter! This book summary features: \* Summary \* Story Analysis \* Character Analysis \* Themes \* Symbols & Motifs \* Literary Devices \* Important Quotes \* Essay Topics Yes, if you feel you need more than a book review to decide whether to read *The Closing of the American Mind: How Higher Education Has Failed Democracy and Impoverished the Souls of Today's Students*, then this Summary of *The Closing of the American Mind: How Higher Education Has Failed Democracy and Impoverished the Souls of Today's Students* is a

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*The Closing of the American Mind* , Med udgangspunkt i det amerikanske samfund og den amerikanske universitetsverden argumenterer forfatteren for, at det intellektuelle niveau i verden er dalende og at demokratier er i fare, fordi den almene dannelse er ved at smuldre

**Closing of the American Mind** Allan Bloom, 2012-04-03 The brilliant, controversial, bestselling critique of American culture that “hits with the approximate force and effect of electroshock therapy” (The New York Times)—now featuring a new afterword by Andrew Ferguson in a twenty-fifth anniversary edition. In 1987, eminent political philosopher Allan Bloom published *The Closing of the American Mind*, an appraisal of contemporary America that “hits with the approximate force and effect of electroshock therapy” (The New York Times) and has not only been vindicated, but has also become more urgent today. In clear, spirited prose, Bloom argues that the social and political crises of contemporary America are part of a larger intellectual crisis: the result of a dangerous narrowing of curiosity and exploration by the university elites. Now, in this twenty-fifth anniversary edition, acclaimed author and journalist Andrew Ferguson contributes a new essay that describes why Bloom’s argument caused such a furor at publication and why our culture so deeply resists its truths today.

Allan Bloom's *The Closing of the American Mind* Maxine Greene, William M. Birenbaum, 1988

Leo Strauss, the Straussians, and the American Regime Kenneth L. Deutsch, John Albert Murley, 1999 Responding to volatile criticisms frequently leveled at Leo Strauss and those he influenced, the prominent contributors to this volume demonstrate the profound influence that Strauss and his students have exerted on American liberal democracy and contemporary political thought. By stressing the enduring vitality of classic books and by articulating the theoretical and practical flaws of relativism and historicism, the contributors argue that Strauss and the Straussians have identified fundamental crises of modernity and liberal democracy. This book emphasizes the broad range of Strauss's influence, from literary criticism to constitutional thought, and it denies the existence of a monolithic Straussian political orthodoxy. Both critics and supporters of Strauss' thought are included. All political theorists interested in Strauss's extraordinary impact on political thought will want to read this book.

**Essays on the Closing of the American Mind** Robert L. Stone, 1989

**To Be One of Us** Nancy Warehime, 1993-01-01 In the context of the growing debate over the relationship between humanities education and the future of liberal democracy, *To Be One of Us* surveys in dialectical fashion several contemporary humanist thinkers, and analyzes their diverse philosophical positions in relation to John Dewey's claim that creative democracy is the task before us. The cultural roots of these diverse positions are compared on the basis of their

normative conceptions of moral authority. The first section of the text contains analyses of Allan Bloom's conservative platonism, and of several critiques of his discourse of crisis. The second section is an exploration of Rorty's liberal pragmatism and its implications for education and democracy, and of the critique of Rorty which emanates from his political left. Finally, West's prophetic pragmatism is examined, and presented as the philosophical position best suited to creative democracy, given prevailing social, economic, and political realities.

*American Higher Education Transformed, 1940-2005* Wilson Smith, Thomas Bender, 2008-04-11 This long-awaited sequel to Richard Hofstadter and Wilson Smith's classic anthology *American Higher Education: A Documentary History* presents one hundred and seventy-two key edited documents that record the transformation of higher education over the past sixty years. The volume includes such seminal documents as Vannevar Bush's 1945 report to President Franklin D. Roosevelt, *Science, the Endless Frontier*; the U.S. Supreme Court decisions in *Brown v. Board of Education* and *Sweezy v. New Hampshire*; and Adrienne Rich's challenging essay *Taking Women Students Seriously*. The wide variety of readings underscores responses of higher education to a memorable, often tumultuous, half century. Colleges and universities faced a transformation of their educational goals, institutional structures and curricula, and admission policies; the ethnic and economic composition of student bodies; an expanding social and gender membership in the professoriate; their growing allegiance to and dependence on federal and foundation financial aids; and even the definitions and defenses of academic freedom. Wilson Smith and Thomas Bender have assembled an essential reference for policymakers, administrators, and all those interested in the history and sociology of higher education.

Modern Jeremiahs Mark Stephen Jendrysik, 2008-03-20 One of the most enduring themes in American political discourse is the idea of decline. Since the very beginnings of the European settlement of North America there have been voices pointing to an inevitable regression of the people from the standards set by heroic ancestors. This discourse of decay has often taken the form of the jeremiad in which public intellectuals, pundits, and politicians point to the causes of decline and call for a return to older and nobler standards of conduct. The Jeremiad has seen a revival in the last 25 years. Jendrysik traces the history of this form of political discourse from its modern reinvention by Allan Bloom to its current uses by such figures as Bill O'Reilly and Hillary Clinton.

### **A Symposium on Allan Bloom's *The Closing of the American Mind*, 1989**

*The Moral University* Maurice R. Berube, Clair T. Berube, 2010-07-16 *The Moral University* examines the ways that universities act morally toward students, faculty, their communities and the nation. It considers the effectiveness of moral reasoning courses in the curriculum and the growth of leadership courses. The book deals with the myriad ways in which universities act positively toward their communities. It also examines the involvement of universities in national projects. Moreover, the Berubes examine how students and faculty are treated, especially in terms of gender bias. The book concludes

on a positive note with a model moral university.

**Curriculum Windows** Thomas S. Poetter, Kelly Waldrop, Chloé Bolyard, Vicka Bell-Robinson, 2016-01-01 Curriculum Windows: What Curriculum Theorists of the 1980s Can Teach Us about Schools and Society Today is an effort by students of curriculum studies, along with their professor, to interpret and understand curriculum texts and theorists of the 1980s in contemporary terms. The authors explore how key books/authors from the curriculum field of the 1980s illuminate new possibilities forward for us as scholar educators today: How might the theories, practices, and ideas wrapped up in curriculum texts of the 1980s still resonate with us, allow us to see backward in time and forward in time – all at the same time? How might these figurative windows of insight, thought, ideas, fantasy, and fancy make us think differently about curriculum, teaching, learning, students, education, leadership, and schools? Further, how might they help us see more clearly, even perhaps put us on a path to correct the mistakes and missteps of intervening decades and of today? The chapter authors and editor revisit and interpret several of the most important works in the curriculum field of the 1980s. The book's Foreword is by renowned curriculum theorist William H. Schubert.

**Dictionary Of Modern American Philosophers** John R. Shook, 2005-05-15 The Dictionary of Modern American Philosophers includes both academic and non-academic philosophers, and a large number of female and minority thinkers whose work has been neglected. It includes those intellectuals involved in the development of psychology, pedagogy, sociology, anthropology, education, theology, political science, and several other fields, before these disciplines came to be considered distinct from philosophy in the late nineteenth century. Each entry contains a short biography of the writer, an exposition and analysis of his or her doctrines and ideas, a bibliography of writings, and suggestions for further reading. While all the major post-Civil War philosophers are present, the most valuable feature of this dictionary is its coverage of a huge range of less well-known writers, including hundreds of presently obscure thinkers. In many cases, the Dictionary of Modern American Philosophers offers the first scholarly treatment of the life and work of certain writers. This book will be an indispensable reference work for scholars working on almost any aspect of modern American thought.

**The America That I Didn't Know Existed** Francis Kwarteng, 2020-09-09 The American Dream is a popular concept. It is a celebrated mantra. But does it really exist? Even if it does, is it for everyone? The American experiment tells a different story. Examples abound of many for whom the American Dream is an empty rhetoric. Although America prides itself on liberal ideas of equity, social justice and equality for all, harnessing the potential benefits of the American Dream is far from true for many hardworking, educated Americans. Inasmuch as the American Dream may exist for some, white privilege, employment and educational discrimination, racism...may stand in the way of achieving one's fullest potential. This is compounded by the Eurocentric content of the American curriculum which denies equal representation to non-white Americans in the marketplace of ideas, reinforcing their sociopolitical and epistemic marginalization. In a remarkably wide

ranging and moving book Francis Kwarteng has provided us with one of the most honest and earnest assessments of what immigrants find in the United States. The book *The America That I Didn't Know Existed* reminds me of the complex reasons people are attracted to the American society and the disappointment that they find when they sometimes discover that what one reads about America is not truly the best way to know America. Kwarteng has lived, studied, and learned in America and he counts these experiences as blessings as anyone would who has seen possibilities. However, this determined intellectual has shown us a path forward with acceptance and humanity. This riveting book has the making of an incredibly powerful drama as well. Molefi Kete Asante, author of *Erasing Racism: The Survival of the American Nation* Francis Kwarteng's book recounts his personal journey to America by reliving the challenges and struggles he had to overcome to realize that the dream he once imagined was only a mirage. The author provides the rationale behind his decision to come to America and the subsequent disillusion with the gap between his aspirations and realities on American soil. Framed within the intellectual lens of Afrocentricity, Kwarteng exposes and critiques the prevailing dominance of Eurocentric constructs that systemically dehumanizes, and perforce disempowers, persons of African descent. The result of this is a readable, empowering page-turning memoir that will resonate with every African immigrant. Kwame Akonor is Associate Professor of Political Science at Seton Hall University (USA), founding director of the New York-based African Development Institute, and author of *African Economic Institutions*.

**American Nietzsche** Jennifer Ratner-Rosenhagen, 2024-05-31 If you were looking for a philosopher likely to appeal to Americans, Friedrich Nietzsche would be far from your first choice. After all, in his blazing career, Nietzsche took aim at nearly all the foundations of modern American life: Christian morality, the Enlightenment faith in reason, and the idea of human equality. Despite that, for more than a century Nietzsche has been a hugely popular—and surprisingly influential—figure in American thought and culture. In *American Nietzsche*, Jennifer Ratner-Rosenhagen delves deeply into Nietzsche's philosophy, and America's reception of it, to tell the story of his curious appeal. Beginning her account with Ralph Waldo Emerson, whom the seventeen-year-old Nietzsche read fervently, she shows how Nietzsche's ideas first burst on American shores at the turn of the twentieth century, and how they continued alternately to invigorate and to shock Americans for the century to come. She also delineates the broader intellectual and cultural contexts within which a wide array of commentators—academic and armchair philosophers, theologians and atheists, romantic poets and hard-nosed empiricists, and political ideologues and apostates from the Left and the Right—drew insight and inspiration from Nietzsche's claims for the death of God, his challenge to universal truth, and his insistence on the interpretive nature of all human thought and beliefs. At the same time, she explores how his image as an iconoclastic immoralist was put to work in American popular culture, making Nietzsche an unlikely posthumous celebrity capable of inspiring both teenagers and scholars alike. A penetrating examination of a powerful but little-explored undercurrent of twentieth-century American thought and culture,

American Nietzsche dramatically recasts our understanding of American intellectual life—and puts Nietzsche squarely at its heart.

**The Closing of the American Mind** Allan Bloom, 1988

**Kids, Classrooms, and Contemporary Education** Don Closson, 2000 Deals with issues such as student rights, fads in education, and outcome-based education and discusses what families can do to maintain Christian values.

**Radical Conservatism** Robert Brent Toplin, 2006 An unflinching look at the origins, philosophy, meanings, and impact of the radical form of conservatism that currently dominates American politics. Analyzing the literature (books, magazines, newspapers) and broadcast sources that define and promote conservatism, Toplin leads the reader on a provocative tour of the conservative mind as viewed by a liberal tour guide.

**Higher Education in the Information Age** Everette Eugene Dennis, Craig L. LaMay, 1993-01-01 College and university education has long been a material and intellectual luxury in American life. Fewer than 38 percent of Americans have ever attended college, and only about half that number hold bachelor's degrees. While post-World War Two legislation greatly democratized higher education, the editors of this volume contend that the system has never been a public stewardship. Many universities are devoted to private sector research rather than public learning, to productivity rather than democratic discourse, and because of diminished financial opportunities, increasingly exclude poor, working and lower middle class students, many of them people of color. The contributors to this volume recognize that the American system of higher education is the most open and egalitarian in the world. Largely for this reason, it is the only American institution which today enjoys a positive balance of trade. Many more foreign students come to study at American universities than do Americans go to study abroad. The study of higher education in an information age means examining higher education. The place of economics in decision-making is as a vehicle for social mobility. The volume covers a myriad of themes: the role of media ranking universities, and their contribution to low expectations of universities; the disjunction between massive support for college and university sports events and the intellectual and presumed academic missions of these institutions of higher learning; and boosterism as a general phenomenon in funding. Yet, editors and contributors alike emphasize new currents in the educational agenda. The essays cover efforts to close the gap between the mutual recriminations of universities and media leaders. The theme of this volume is that there is a crisis in higher education and a crisis in knowledge—who produces it, controls it, uses it, and benefits by it. Properly understood, the issues common to both higher education and the media have profound implications for public life. This volume is critical of current practices, but also mindful that the university remains a place in which civil forms of discourse are central, and hence of great potential benefit to the dissemination of information and ideas as such. It will be of interest to professional interested in communication and education.

## Decoding **The Closing Of The American Mind**: Revealing the Captivating Potential of Verbal Expression

In a time characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its power to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**The Closing Of The American Mind**," a mesmerizing literary creation penned by a celebrated wordsmith, readers embark on an enlightening odyssey, unraveling the intricate significance of language and its enduring impact on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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### **Table of Contents The Closing Of The American Mind**

- |                                                                                                                                                                                                                                  |                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Understanding the eBook The Closing Of The American Mind <ul style="list-style-type: none"><li>◦ The Rise of Digital Reading The Closing Of The American Mind</li><li>◦ Advantages of eBooks Over Traditional Books</li></ul> | Non-Fiction <ul style="list-style-type: none"><li>◦ Determining Your Reading Goals</li></ul>                                                                                                                           | ◦ The Closing Of The American Mind User Reviews and Ratings                                                                                                                                                                                       |
| 2. Identifying The Closing Of The American Mind <ul style="list-style-type: none"><li>◦ Exploring Different Genres</li><li>◦ Considering Fiction vs.</li></ul>                                                                   | 3. Choosing the Right eBook Platform <ul style="list-style-type: none"><li>◦ Popular eBook Platforms</li><li>◦ Features to Look for in an The Closing Of The American Mind</li><li>◦ User-Friendly Interface</li></ul> | ◦ The Closing Of The American Mind and Bestseller Lists                                                                                                                                                                                           |
|                                                                                                                                                                                                                                  | 4. Exploring eBook Recommendations from The Closing Of The American Mind <ul style="list-style-type: none"><li>◦ Personalized Recommendations</li></ul>                                                                | 5. Accessing The Closing Of The American Mind Free and Paid eBooks <ul style="list-style-type: none"><li>◦ The Closing Of The American Mind Public Domain eBooks</li><li>◦ The Closing Of The American Mind eBook Subscription Services</li></ul> |

- The Closing Of The American Mind Budget-Friendly Options
- 6. Navigating The Closing Of The American Mind eBook Formats
  - ePub, PDF, MOBI, and More
  - The Closing Of The American Mind Compatibility with Devices
  - The Closing Of The American Mind Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of The Closing Of The American Mind
  - Highlighting and Note-Taking The Closing Of The American Mind
  - Interactive Elements The Closing Of The American Mind
- 8. Staying Engaged with The Closing Of The American Mind
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs

- Following Authors and Publishers The Closing Of The American Mind
- 9. Balancing eBooks and Physical Books The Closing Of The American Mind
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection The Closing Of The American Mind
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine The Closing Of The American Mind
  - Setting Reading Goals The Closing Of The American Mind
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of The Closing Of The American Mind
  - Fact-Checking eBook Content of The Closing Of The American Mind
  - Distinguishing Credible

## Sources

- 13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
- 14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

## The Closing Of The American Mind Introduction

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