

Palace Of Ashes China And The Decline Of American Higher Education

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Palace of Ashes China and the Decline of American Higher Education The Scholar's Four Jewels of China

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In addition to possessing the world & €™s largest economies, China and the United States have extensive higher education systems comparable in size. By juxtaposing their long and distinctive educational traditions, Palace of Ashes offers compelling evidence that American colleges and universities are quickly falling behind in measures such as scholarly output and the granting of doctoral degrees in STEM fields.

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Palace of Ashes argues that the overall quality of U.S. institutions of higher learning has declined over the last three decades. Mark S. Ferrara places that decline in a broad historical context to illustrate how the forces of globalization are helping rapidly developing Asian nations—particularly China—transform their major universities into serious contenders for the world ' s students, faculty, and resources.

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November 12, 2015. In Palace of Ashes: China and the Decline of American Higher Education (Johns Hopkins University Press), Mark S. Ferrara contrasts the " downward trajectory " of American higher education against the rise of China ' s university system. Ferrara, an associate professor of English at the State University of New York at Oneonta, argues that reductions in public funding and deprofessionalization of the faculty have left American higher education ill prepared to compete in ...

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In addition to possessing the world ' s largest economies, China and the United States have extensive higher education systems comparable in size. By juxtaposing their long and distinctive educational traditions, Palace of Ashes offers compelling evidence that American colleges and universities are quickly falling behind in measures such as scholarly output and the granting of doctoral degrees in STEM fields. China, in contrast, has massed formidable economic power in support of its universities in an attempt to create the best educational system in the world. Palace of Ashes argues that the overall quality of U.S. institutions of higher learning has declined over the last three decades. Mark S. Ferrara places that decline in a broad historical context to illustrate how the forces of globalization are helping rapidly developing Asian nations—particularly China—transform their major universities into serious contenders for the world ' s students, faculty, and resources. Ferrara finds that American institutions have been harmed by many factors, including chronic state and federal defunding, unsustainable tuition growth, the adoption of corporate governance models, adjunctification, and the overall decline of humanities education relative to job-related training. Ferrara concludes with several key recommendations to help U.S. universities counter these trends and restore the palace of American higher learning.

"This book offers the first significant examination of the rise of neo-nationalism and its impact on the missions, activities, behaviors, and productivity of leading national universities. This book also presents the first major comparative exploration of the role of national politics and norms in shaping the role of universities in nation-states, and vice versa, and discusses when universities are societal leaders or followers-in promoting a civil society, facilitating talent mobility, in researching challenging social problems, or in reinforcing and supporting an existing social and political order" -

This book takes an in-depth look at the development of the private education sector in modern China. Readers will find valuable data and materials never before presented in such an accessible and transparent way, together with analyses of the major changes and challenges in the course of this development. The book is organized both chronologically and by topic: it employs a past-present-future order that unites the general arrangement; at the same time, each specific subject is approached historically, not only to show the origins of the problem, but also to link it with the historical-comparative context, in which the evaluation of alternative policy choices become highly viable. Further, the book provides a pioneering account of current problems, adopting a fresh perspective to address the most important aspects of Chinese private education reform. The elaboration on topics concerning private school assets, property rights, legal personality, school operators ' entrepreneurship, benefits and investment returns, school autonomy, and the development of teachers and students, is both empirically rich and highly insightful. The book ' s content is chiefly derived from years of fieldwork in private schools and from extensive interviews with hundreds of policy makers, school operators, managers, teachers and students. Since these people are self-conscious about themselves as the actors in and witnesses to the development of Chinese private education over the past three decades, the book places great emphasis on neutrality, allowing the private education landscape to unfold in the context of the privatization of the socialist system after 1978. The book offers an essential guide for anyone who wishes to understand the transformation of Chinese education. It is highly recommendable as a detailed introduction to Chinese education, or as a resource for comparative research on private education from an international perspective.

The United States has been the world's dominant power for more than a century. Now many analysts believe that other countries are rising and the United States is in decline. Is the unipolar moment over? Is America finished as a superpower? In this book, Michael Beckley argues that the United States has unique advantages over other nations that, if used wisely, will allow it to remain the world's sole superpower throughout this century. We are not living in a transitional, post-Cold War era. Instead, we are in the midst of what he calls the unipolar era—a period as singular and important as any epoch in modern history. This era, Beckley contends, will endure because the US has a much larger economic and military lead over its closest rival, China, than most people think and the best prospects of any nation to amass wealth and power in the decades ahead. Deeply researched and brilliantly argued, this book covers hundreds of years of great power politics and develops new methods for measuring power and predicting the rise and fall of nations. By documenting long-term trends in the global balance of power and explaining their implications for world politics, the book provides guidance for policymakers, businesspeople, and scholars alike.

One of the most important relationships that human beings have with plants is changing our consciousness—consider the plants that give us coffee, tea, chocolate, and nicotine. Sacred Bliss challenges traditional attitudes about cannabis by tracing its essential role in the spiritual and curative traditions in Asia, the Middle East, Africa, Europe, and the Americas from prehistory to the present day. In highlighting the continued use of cannabis around the globe, Sacred Bliss offers compelling evidence of cannabis as an entheogen used for thousands of years to evoke peak-experiences, or moments of expanded perception or spiritual awareness. Today, the growing utilization of medical cannabis to alleviate the pain and symptoms of physical illness raises the possibility of using cannabis to treat the mind along with the body. By engaging sacred and secular texts from around the world, Sacred Bliss demonstrates that throughout religious history, cannabis has offered access to increased imagination and creativity, heightened perspective and insight, and deeper levels of thought.

This book explores some of the major forces and changes in higher education across the world between 1945 and 2015. This includes the explosions of higher education institutions and enrollments, a development captured by the notion of massification. There were also profound shifts in the financing and economic role of higher education reflected in the processes of privatization of universities and curricula realignments to meet the shifting demands of the economy. Moreover, the systems of knowledge production, organization, dissemination, and consumption, as well as the disciplinary architecture of knowledge underwent significant changes. Internationalization emerged as one of the defining features of higher education, which engendered new modes, rationales, and practices of collaboration, competition, comparison, and commercialization. External and internal pressures for accountability and higher education ' s value proposition intensified, which fuelled struggles over access, affordability, relevance, and outcomes that found expression in the quality assurance movement.

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The American cultural historian, literary and social critic and college professor Paul Fussell (1924-2012) is primarily noted for his famous work The Great War and Modern Memory, but he also wrote and edited 21 books on a wide variety of topics, ranging from 18th century British literature to works on World War II and sardonic critiques of American society and culture. This book offers a thorough introduction to his writings and thought, and argues for Fussell's importance and relevancy. Covering Fussell's traumatic experience in World War II and the important influence it had on his life and outlook, this intellectual biography puts in context Fussell's perspectives on ethics, the human experience, war, and literature as an evaluative and critical endeavor.

This book provides a rigorous examination into the realities of the current university system in Britain, America and Australia. The radical makeover of the higher education system which began in the 1980s has conventionally been understood as universities being transformed into businesses which sell education and research in a competitive market. This engaging and provocative book argues that this is not actually the case. Drawing on lived experience, Watts asserts that the reality is actually a consequence of contradictory government policy and new public management whose exponents talk and act " as-if " universities have become businesses. The result of which is " market crazed governance ", whereby universities are subjected to expensive rebranding and advertising campaigns and the spread of a toxic culture of customer satisfaction surveys which ask students to evaluate their teachers and what they have learned, based on government " metrics " of research " quality ". This has led to a situation where not only the normal teacher-student relationship is inverted, academic professional autonomy is eroded and many students are short-changed, but where universities are becoming places whose leaders are no longer prepared to tell the truth and too few academics are prepared to insist they do. An impassioned and methodical study, this book will be of great interest to academics and scholars in the field of higher education and education policy.

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