strictly limited with historic photos of the school and its students, images of medical staff and important architectural achievements as of its campus.

Empowering Yale's School of Medicine

Yale University

A History of Yale’s School of Medicine

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is the present status of one of the world’s most excellent medical schools. Witherby’s five-year course of medical education provided the students with the necessary knowledge and skills to become successful doctors. The school also emphasized the importance of research and the development of new treatments and therapies. The medical school was the first in the United States to require students to complete a year-long internship, and it was also the first to require students to take a comprehensive examination. By highlighting key events and participants and setting the development of the institution in the context of changes in American culture and advancements in science, this full-color, beautifully illustrated volume portrays the institution for research, education, and patient care, as well as a hub of medical innovation and discovery.

Ironically, explains Kalman, students of the 1960s helped to create a culture of timidity until an imaginative dean in the 1980s tapped into and domesticated the spirit of the counterculture. After these students left, the repercussions hobbled the school for years. Senior law professors decided against retaining six junior scholars who had conducted research on racial equality. Those scholars had helped to create the American Civil Rights Movement and were suspected of being radicals. Yale’s students between 1981 and 1990 embraced a movement that counteracted the political and cultural norms of the previous decade. Bruce Mann, faculty member and law school deans, were vocal in their support of the “Yale Law Journal” as an example of the spirit of the counterculture.

The development of the modern Yale Law School is deeply intertwined with the story of a group of students in the 1960s who worked to unlock democratic visions of the world. In 1980, a group of students founded the Yale Law Journal, a publication that has since become a leading voice in the field of law. These students were involved in a number of other events and activities that helped to shape the law school’s current status. For example, the 1990s saw the creation of the “Yale Law Journal” as an example of the spirit of the counterculture. After these students left, the repercussions hobbled the school for years. Senior law professors decided against retaining six junior scholars who had conducted research on racial equality. Those scholars had helped to create the American Civil Rights Movement and were suspected of being radicals. Yale’s students between 1981 and 1990 embraced a movement that counteracted the political and cultural norms of the previous decade. Bruce Mann, faculty member and law school deans, were vocal in their support of the “Yale Law Journal” as an example of the spirit of the counterculture.

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Teaching Common Sense
Linda Kulman - 2014-07

How do we teach critical thinking? How can we best tap the critical thinking potential of our students? What obstacles do we need to overcome in order to teach critical thinking effectively? What strategies and methods can we use to foster critical thinking in our classrooms and beyond?

In Teaching Common Sense, Linda Kulman takes a fresh look at the question of how to teach critical thinking in higher education. Drawing on her extensive experience as a professor and educational consultant, Kulman develops a framework for teaching critical thinking that is both practical and effective. Through engaging case studies and real-world examples, she offers insights into the challenges and solutions of teaching critical thinking to students from diverse backgrounds.

Kulman argues that teaching critical thinking is not just about imparting knowledge, but about helping students develop the skills they need to navigate an increasingly complex and changing world. By teaching critical thinking, we empower students to think independently, question assumptions, and make informed decisions. This, in turn, prepares them for success in their personal and professional lives.

Throughout the book, Kulman provides concrete strategies for teaching critical thinking, including ways to create an engaging and supportive classroom environment, develop critical thinking activities, and assess student progress. She also discusses the importance of fostering a culture of critical thinking within institutions, and offers insights into the challenges of implementing critical thinking education on a larger scale.

Teaching Common Sense is an essential resource for educators, policymakers, and anyone interested in promoting critical thinking in our society.