

1. Record Nr.	UNINA990000526410403321
Autore	Chew, Soo Hong
Titolo	Integral global optimization : theory, implementation and applications / Chew Soo Hong, Zheng Quan
Pubbl/distr/stampa	Berlin : Springer, ©1988
ISBN	3.540.18772.3
Descrizione fisica	VII,179 p. : ill. ; 25 cm
Collana	Lecture notes in economics and mathematical systems ; 298
Altri autori (Persone)	Zheng, Quan
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2. Record Nr.	UNINA9910777830303321
Autore	Graff Gerald
Titolo	Clueless in academe [[electronic resource] ] : how schooling obscures the life of the mind / / by Gerald Graff
Pubbl/distr/stampa	New Haven, : Yale University Press, c2003
ISBN	9786611731113 1-281-73111-0 0-300-13201-8
Descrizione fisica	1 online resource (320 p.)
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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Front matter -- CONTENTS -- ACKNOWLEDGMENTS -- INTRODUCTION In the Dark All Eggheads Are Gray -- 1 The University Is Popular Culture, But It Doesn't Know It Yet -- 2 The Problem Problem and Other Oddities of Academic Discourse -- 3 The Mixed-Message Curriculum -- 4 Two Cheers for the Argument Culture -- 5 Paralysis by Analysis? -- 6 Unlearning to Write -- 7 Scholars and Sound Bites: The Myth of Academic Difficulty -- 8 Why Johnny Can't Argue -- 9 Outing Criticism -- 10 The Application Guessing Game with Andrew Hoberek -- 11 Hidden Intellectualism -- 12 A Word for Words and a Vote for Quotes -- 13 Wrestling with the Devil -- 14 Deborah Meier's Progressive Traditionalism -- epilogue: How to Write an Argument-What Students and Teachers Really Need to Know -- NOTES -- index
Sommario/riassunto	Gerald Graff argues that our schools and colleges make the intellectual life seem more opaque, narrowly specialized, and beyond normal learning capacities than it is or needs to be. Left clueless in the academic world, many students view the life of the mind as a secret society for which only an elite few qualify. In a refreshing departure from standard diatribes against academia, Graff shows how academic unintelligibility is unwittingly reinforced not only by academic jargon and obscure writing, but by the disconnection of the curriculum and

the failure to exploit the many connections between academia and popular culture. Finally, Graff offers a wealth of practical suggestions for making the culture of ideas and arguments more accessible to students, showing how students can enter the public debates that permeate their lives.

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