

1. Record Nr.	UNINA9910779755703321
Titolo	Greening the academy [[e-book] ] : ecopedagogy through the liberal arts // edited by Samuel Day Fassbinder, Anthony J. Nocella II, and Richard Kahn
Pubbl/distr/stampa	Rotterdam, : Sense Publishers, 2012
ISBN	94-6209-099-8 94-6209-101-3
Edizione	[1st ed. 2012.]
Descrizione fisica	1 online resource (248 p.)
Altri autori (Persone)	FassbinderSamuel Day NocellaAnthony J., II. KahnRichard
Disciplina	370
Soggetti	Universities and colleges - Environmental aspects - United States College campuses - Environmental aspects - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Preliminary Material / Samuel Day Fassbinder , Anthony J. Nocella II and Richard Kahn -- Greening Education / Samuel Day Fassbinder -- Greening Criminology / Piers Beirne and Nigel South -- Greening Sociology / Kishi Animashaun Ducre -- Greening Political Science / Timothy W. Luke -- Greening Philosophy / Steven Best -- Greening Economics / Miriam Kennet and Michelle Gale De Oliveira -- Greening Geography / Donna Houston -- Greening History / Eva-Maria Swidler -- Greening Anthropology / Brian McKenna -- Greening Communication / Tema Milstein -- Greening Literature / Corey Lee Lewis -- Greening Dis-Ability / Anthony J. Nocella II -- Greening Feminism / Greta Gaard -- Can Higher Education Take Climate Change as Seriously as the CIA and the Stratigraphy Commission of the Geological Society of London? / David A. Greenwood -- Contributors' Biographies / Samuel Day Fassbinder , Anthony J. Nocella II and Richard Kahn.
Sommario/riassunto	This is the academic Age of the Neoliberal Arts. Campuses—as places characterized by democratic debate and controversy, wide ranges of opinion typical of vibrant public spheres, and service to the larger

society—are everywhere being creatively destroyed in order to accord with market and military models befitting the academic-industrial complex. While it has become increasingly clear that facilitating the sustainability movement is the great 21st century educational challenge at hand, this book asserts that it is both a dangerous and criminal development today that sustainability in higher education has come to be defined by the complex-friendly “green campus” initiatives of science, technology, engineering and management programs. By contrast, *Greening the Academy: Ecopedagogy Through the Liberal Arts* takes the standpoints of those working for environmental and ecological justice in order to critique the unsustainable disciplinary limitations within the humanities and social sciences, as well as provide tactical reconstructive openings toward an empowered liberal arts for sustainability. *Greening the Academy* thus hopes to speak back with a collective demand that sustainability education be defined as a critical and moral vocation comprised of the diverse types of humanistic study that will benefit the well-being of our emerging planetary community and its numerous common locales.

---