

1. Record Nr.	UNINA9910785908803321
Autore	Mirowski Philip <1951->
Titolo	Science-mart [[electronic resource]] : privatizing American science / / Philip Mirowski
Pubbl/distr/stampa	Cambridge, Mass., : Harvard University Press, 2011
ISBN	0-674-06113-6
Descrizione fisica	1 online resource (464 p.)
Disciplina	338.973/06
Soggetti	Science - Economic aspects - United States Research - Economic aspects - United States Privatization - United States Science - United States - History - 20th century Science - United States - History - 21st century
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 (p. 391-447) and index.
Nota di contenuto	Front matter -- Index -- 1. Viridiana Jones and the Temple of Mammon. Or, Adventures in Neoliberal Science Studies -- I Why We Should Not Depend Upon the Existing Content of an "Economics of Science" -- 2 The "Economics of Science" as Repeat Offender -- II A Modern Economic History of Science Organization -- 3. Regimes of American Science Organization -- 4 Lovin' Intellectual Property and Livin' with the MTA. Retracting Research Tools -- 5 Pharma's Market. New Horizons in Outsourcing in the Modern Globalized Regime -- III Where We Are Headed -- 6 Has Science Been "Harmed" by the Modern Commercial Regime? -- 7 The New Production of Ignorance. The Dirty Secret of the New Knowledge Economy -- Notes -- Bibliography -- Acknowledgments -- Index
Sommario/riassunto	This trenchant study analyzes the rise and decline in the quality and format of science in America since World War II. During the Cold War, the U.S. government amply funded basic research in science and medicine. Starting in the 1980's, however, this support began to decline and for-profit corporations became the largest funders of research. Philip Mirowski argues that a powerful neoliberal ideology promoted a radically different view of knowledge and discovery: the

fruits of scientific investigation are not a public good that should be freely available to all, but are commodities that could be monetized. Consequently, patent and intellectual property laws were greatly strengthened, universities demanded patents on the discoveries of their faculty, information sharing among researchers was impeded, and the line between universities and corporations began to blur. At the same time, corporations shed their in-house research laboratories, contracting with independent firms both in the States and abroad to supply new products. Among such firms were AT&T and IBM, whose outstanding research laboratories during much of the twentieth century produced Nobel Prize-winning work in chemistry and physics, ranging from the transistor to superconductivity. Science-Mart offers a provocative, learned, and timely critique, of interest to anyone concerned that American science-once the envy of the world-must be more than just another way to make money.

2. Record Nr.	UNINA9910959327003321
Autore	Cork Lorna
Titolo	Supporting Black Pupils and Parents : Understanding and Improving Home-school Relations // by Lorna Cork
Pubbl/distr/stampa	Boca Raton, FL : , : Taylor and Francis, an imprint of Routledge, , [2007] ©2004
ISBN	1-134-29754-8 1-281-15858-5 9786611158583 0-203-46296-3
Edizione	[First edition.]
Descrizione fisica	1 online resource (392 p.)
Disciplina	371.82996041 378.1/98/1 378.1981
Soggetti	Students, Black - Social conditions Home and school Discrimination in education Parent-teacher relationships
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 and index.
Nota di contenuto	<p>Contents; Foreword; Acknowledgements; Chapter 1 Introductory insights; The context; Some issues; The focus; The research strategy; An overview of the chapters; Chapter 2 A parent is a parent is a parent?; The 1980s: A pivotal decade of protest and policy; The 1990s and beyond the millennium; Key policy developments; Theoretical insights; Culture and cultural capital; Chapter 3 Linkaid: 'You're here for the school'; Home-school liaison: salient features; Support to pupils and their families: case studies; School one: Actdale; Chamberlain and his family; 'We told them from day one'</p> <p>'Didn't wanna know' Attempting to meet the needs of Chamberlain, his family and school; 'My child has no protection'; 'More focused on schooling than they are on discipline'; 'A go ahead, open type of person'; 'I went through all the right channels'; Attempts to support; The Clark family; 'They should inform me'; 'You do need to push your child more'; Supporting the Clark family; An achievement session: 'Start of a good thing'; Beyond the school; School two: Actmount; The Wambu family; Supporting the Wambu family; 'Giving of her best'; The Brewster family; 'It's a struggle for me'</p> <p>Key emergent themes 'Doesn't realise how powerful she is'; 'I should be able to get a C'; 'I'm white, my husband is Black'; 'What language do they speak in Jamaica?'; 'I'm doing this job with Black status'; Linkaid: facilitating and constraining factors; 'You sound just like my sister'; 'You have to remember that you are working for the school'; The role of the SLT and Heads of Year: 'A good thing'; 'You have been there for me, you were helping me because there was a need'; Implications for schools; Implications for home-school liaison support; Chapter 4</p> <p>Actionaid: 'We need to know'</p> <p>Actionaid: Community-based action research project</p> <p>The context and rationale of the project; The process of setting up the group; How the organisation was established; Key issues arising from the parents; 'You need to know'; 'Especially Black parents'; Supporting the need to know: education and school processes; Supporting the need to know: Black history and culture - 'They have to know about their roots'; Why especially Black parents: culturally specific support; Supporting the need to know: Black role models; Race: 'It's one of those issues'</p> <p>Supporting Black parents: 'We're sharing our perspective' 'A helpful, kind and different environment'; 'I'm not saying all of them'; 'Our group'; The future of the organisation; Implications for schools; Implications for community-based organisations; Chapter 5</p> <p>Mediaid: 'Let us talk'</p> <p>Mediaid: Mediation; A brief history; A rationale; The nature of the support on offer to families; Pastoral support; Support to families: some cases; Duane's family; Teresa's family; Pablo and his son; 'Where do we turn?'; Parent-related aspects of Mediaid's work; Exclusions; Pastoral support: the parents' culture</p> <p>A Parents' Forum</p>
Sommario/riassunto	<p>Drawing on her extensive teaching experience, Lorna Cork explores the day-to-day needs and expectations of black parents and their children in education. Exclusion rates of black children in the UK and around the world continue to rise, highlighting that something is very wrong with the way their teaching and learning is supported in today's schools. Focusing on contemporary situations and using real-life case studies, Cork emphasises the human consequences of the true issues behind the statistics. This topical text offers a detailed look at five key organisations that exist to support black parents. It examines their home-school interventions and discusses the central issues arising out</p>

of their efforts. The fascinating evidence offers fresh perspectives and provides much needed advice and guidance to all those seeking to improve co-operation between black families, schools and communities - all who share the goal of supporting the learning and attainment of the black child. Any education professional, student teacher, staff at an LEA, and anyone with a serious interest in race issues is sure to find this essential reading.

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