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Titolo	Democracy and higher education : traditions and stories of civic engagement // Scott J. Peters ; with Theodore R. Alter and Neil Schwartzbach
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Collana	Transformations in higher education : the scholarship of engagement
Altri autori (Persone)	AlterTheodore R SchwartzbachNeil
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Soggetti	Democracy and education - United States Education, Higher - United States - Administration Equality - United States Education, Humanistic - Philosophy United States Politics and government
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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	The public purposes and work question in American higher education. Answering the public purposes and work question ; Questioning the answers ; Developing and using practitioner profiles -- Practitioner profiles. Reaching outside the compartmentalized structure: a profile of Molly Jahn ; It isn't rocket science: a profile of Ken Reardon ; The making is the learning: a profile of Paula Horrigan ; Every interaction is an educational opportunity: a profile of Daniel J. Decker ; To be in there, in the thick of it: a profile of Marcia Eames-Sheavely ; I never set myself up as somebody special: a profile of Antonio DiTommaso ; Is it your problem, or is it a social problem? A profile of Tom Lyson ; My path has been different from my predecessors': a profile of Marvin Pritts ; The expert in the middle: a profile of Frank Rossi ; Leapfrogging back and forth: a profile of John Sipple ; I feel like a missionary: a profile of Tom Maloney ; A sense of communion: a profile of Anu Rangarajan -- Learning from profiles and practice stories. Lessons.
Sommario/riassunto	How are we to understand the nature and value of higher education's

public purposes, mission, and work in a democratic society? How do-  
and how should-academic professionals contribute to and participate  
in civic life in their practices as scholars, scientists, and educators?  
Democracy and Higher Education addresses these questions by  
combining an examination of several normative traditions of civic  
engagement in American higher education with the presentation and  
interpretation of a dozen oral history profiles of contemporary  
practitioners. In his analysis of these pr

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