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Autore	Cann Colette N.
Titolo	The activist academic : engaged scholarship for resistance, hope and social change // written by Colette N. Cann and Eric J. DeMeulenaere
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Descrizione fisica	1 online resource (xxv, 180 pages)
Disciplina	306.43
Soggetti	Educational sociology
Lingua di pubblicazione	Inglese
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Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Year one : activists entering the academy -- Year two : capturing praxis - critical co-constructed autoethnography -- Year three : framing our work in critical social theory -- Year four : activist research -- Year five : activist pedagogy -- Year six : activist service in schools and the community -- Year seven : community in the undercommons.
Sommario/riassunto	"Donald Trump's election forced academics to confront the inadequacy of promoting social change through the traditional academic work of research, writing, and teaching. Scholars joined crowds of people who flooded the streets to protest the event. The present political moment recalls intellectual forbearers like Antonio Gramsci who, imprisoned during an earlier fascist era, demanded that intellectuals committed to justice "can no longer consist in eloquence ... but in active participation in practical life, as constructor, organizer, 'permanent persuader' and not just a simple orator" (Gramsci, 1971, p. 10). Indeed, in an era of corporate media and "alternative facts," academics committed to justice cannot simply rely on disseminating new knowledge, but must step out of the ivory tower and enter the streets as activists. The Activist Academic serves as a guide for merging activism into academia. Following the journey of two academics, the book offers stories, frameworks and methods for how scholars can marry their academic selves, involved in scholarship, teaching and service, with their activist commitments to justice, while navigating the lived realities of raising families and navigating office politics. This volume invites academics

across disciplines to enter into a dialogue about how to take knowledge to the streets."--
