

1. Record Nr.	UNINA9910954065003321
Autore	Reardon Jenny <1972->
Titolo	The postgenomic condition : ethics, justice, and knowledge after the genome // Jenny Reardon
Pubbl/distr/stampa	Chicago : , : University of Chicago Press, , [2017] ©2017
ISBN	9780226345192 022634519X
Descrizione fisica	1 online resource : illustrations
Classificazione	CC 7264
Disciplina	611.01816
Soggetti	Human genome - Research - United States - History Genomics - Moral and ethical aspects Genomics - Social aspects Sociogenomics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Frontmatter -- Contents -- 1. The Postgenomic Condition: An Introduction -- 2. The Information of Life or the Life of Information? -- 3. Inclusion: Can Genomics Be Antiracist? -- 4. Who Represents the Human Genome? What Is the Human Genome? -- 5. Genomics for the People or the Rise of the Machines? -- 6. Genomics for the 98 Percent? -- 7. The Genomic Open 2.0: The Public v. The Public -- 8. Life on Third: Knowledge and Justice after the Genome -- Epilogue -- Acknowledgments -- Notes -- Bibliography -- Index
Sommario/riassunto	Now that we have sequenced the human genome, what does it mean? In <i>The Postgenomic Condition</i> , Jenny Reardon critically examines the decade after the Human Genome Project, and the fundamental questions about meaning, value and justice this landmark achievement left in its wake. Drawing on more than a decade of research-in molecular biology labs, commercial startups, governmental agencies, and civic spaces-Reardon demonstrates how the extensive efforts to transform genomics from high tech informatics practiced by a few to meaningful knowledge beneficial to all exposed the limits of long-cherished liberal modes of knowing and governing life. Those in the

American South challenged the value of being included in genomics when no hospital served their community. Ethicists and lawyers charged with overseeing Scottish DNA and data questioned how to develop a system of ownership for these resources when their capacity to create things of value-new personalized treatments-remained largely unrealized. Molecular biologists who pioneered genomics asked whether their practices of thinking could survive the deluge of data produced by the growing power of sequencing machines. While the media is filled with grand visions of precision medicine, The Postgenomic Condition shares these actual challenges of the scientists, entrepreneurs, policy makers, bioethicists, lawyers, and patient advocates who sought to leverage liberal democratic practices to render genomic data a new source of meaning and value for interpreting and caring for life. It brings into rich empirical focus the resulting hard on-the-ground questions about how to know and live on a depleted but data-rich, interconnected yet fractured planet, where technoscience garners significant resources, but deeper questions of knowledge and justice urgently demand attention.

2. Record Nr.	UNINA9910956801403321
Autore	Cummings Colleen
Titolo	Beyond the school gates : can full service and extended schools overcome disadvantage? // Colleen Cummings, Alan Dyson and Liz Todd
Pubbl/distr/stampa	London, : Routledge, 2011
ISBN	1-136-81018-8 1-283-10391-5 9786613103918 1-136-81019-6 0-203-82870-4
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Descrizione fisica	1 online resource (151 p.)
Altri autori (Persone)	DysonAlan ToddLiz
Disciplina	371.030941 371.19
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Lingua di pubblicazione	Inglese
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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 Cover; Beyond the School Gates; Copyright Page; Contents; Acknowledgements; 1. Full service and extended schools - an international movement?; 2. What are they for?; 3. Inside the schools; 4. Challenges and possibilities; 5. Issues in evaluation; 6. Achievements and limitations; 7. Rethinking full service and extended schools; References; Index
Sommario/riassunto	Around the world, schools are being asked to offer new services to students, families and communities in order to overcome the effects of disadvantage. This book critically examines the role of full service and extended schools.