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Catalano"'; "'Engagement: Serving local and global communities'"  
'''Chapter 6: Community colleges, engineering, and social justice Lisa A. McLoughlin'''  
'''Chapter 7: Low socioeconomic status individuals: An invisible minority in engineering Michele L Strutz, Marisa K. Orr, and Matthew W. Ohland'''; ''Chapter 8: Viewing access and persistence in engineering through a socioeconomic lens Matthew W. Ohland, Marisa K. Orr, Valerie Lundy-Wagner, Cindy P. Veenstra, and Russell A. Long'''; ''Chapter 9: An alternative tour of Ford Hall: Service toward education and transformation Donna Riley'''; ''Index''

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### Sommario/riassunto

This book is aimed at engineering academics worldwide, who are attempting to bring social justice into their work and practice, or who would like to but don't know where to start. This is the first book dedicated specifically to University professionals on Engineering and Social Justice, an emerging and exciting area of research and practice. An international team of multidisciplinary authors share their insights and invite and inspire us to reformulate the way we work. Each chapter is based on research and yet presents the outcomes of scholarly studies in a user oriented style. We look at all three areas of an engineering academic's professional role: research, teaching and community engagement. Some of our team have created classes which help students think through their role as engineering practitioners in society. Others are focusing their research on outcomes that are socially just and for client groups who are marginalized and powerless. Yet others are consciously engaging local community groups and exploring ways in which the University might ~serve' communities at home and globally from a post-development perspective. We are additionally concerned with the student cohort and who has access to engineering studies. We take a broad social and ecological justice perspective to critique existing and explore alternative practices. This book is a handbook for any engineering academic, who wishes to develop engineering graduates as well as technologies and practices that are non-oppressive, equitable and engaged. It is also an essential reader for anyone studying in this interdisciplinary juncture of social science and engineering. Scholars using a critical theoretical lens on engineering practice and education, from Science and Technology Studies, History and Philosophy of Engineering, Engineering and Science Education will find this text invaluable.

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