

American Academic Culture In Transformation Fifty Years Four Disciplines

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The Dream of a Democratic Culture T. Lacy

2013-11-26 This book presents a moderately revisionist history of the great books idea anchored in the following movements and struggles: fighting anti-intellectualism, advocating for the liberal arts, distributing cultural capital, and promoting a public philosophy, anchored in mid-century liberalism, that fostered a shared civic culture.

The Right Side of the Sixties Laura Jane Gifford
2012-07-25 The 1960s were a transformative era for American politics, but much is still unknown about the growth of conservatism during the period when it was radically reshaped and became the national political force that it is today. In their efforts to chronicle the national politicians and organizations that led the movement, previous histories have often neglected local perspectives, the role of religion, transnational exchange, and other aspects that help to explain conservatism's enduring influence in American politics. Taken together, the contributions gathered here offer a cutting-

edge synthesis that incorporates these overlooked developments and provides new insights into the way that the 1960s shaped the trajectory of postwar conservatism.

How Professors Think Michèle Lamont
2010-01-01 Excellence. Originality. Intelligence. Everyone in academia stresses quality. But what exactly is it, and how do professors identify it? In the academic evaluation system known as Ópeer review,Ó highly respected professors pass judgment, usually confidentially, on the work of others. But only those present in the deliberative chambers know exactly what is said. Michèle Lamont observed deliberations for fellowships and research grants, and interviewed panel members at length. In *How Professors Think*, she reveals what she discovered about this secretive, powerful, peculiar world. Anthropologists, political scientists, literary scholars, economists, historians, and philosophers don't share the same standards. Economists prefer mathematical models,

historians favor different kinds of evidence, and philosophers don't care much if only other philosophers understand them. But when they come together for peer assessment, academics are expected to explain their criteria, respect each other's expertise, and guard against admiring only work that resembles their own. They must decide: Is the research original and important? Brave, or glib? Timely, or merely trendy? Pro-diversity or interdisciplinary enough? Judging quality isn't robotically rational; it's emotional, cognitive, and social, too. Yet most academics' self-respect is rooted in their ability to analyze complexity and recognize quality, in order to come to the fairest decisions about that elusive god, Excellence. In *How Professors Think*, Lamont aims to illuminate the confidential process of evaluation and to push the gatekeepers to both better understand and perform their role.

Perestroika! Kristen Renwick Monroe
2005-09-30 An examination of the movement

that has turned the discipline of political science upside down This superb volume describes the events and ramifications of a revolt within the political science discipline that began in 2000 with a disgruntled e-mail message signed by one "Mr. Perestroika." The message went to seventeen recipients who quickly forwarded it to others, and soon the Perestroika revolt became a major movement calling for change in the American political science community. What is the Perestroika movement? Why did it occur? What has it accomplished? What remains to be done? Most important, what does it tell us about the nature of political science, about methodological pluralism and diversity, about the process of publishing scholarly work, and about graduate education in the field? The contributors to the book—thoughtful political scientists who offer a variety of perspectives—set the Perestroika movement in historical and comparative contexts. They address many topics related to heart of the

debate—a desire for tolerance of methodological diversity—and assess the changes that have come in the wake of Perestroika. For political scientists and their graduate students, and for those interested in the history or sociology of Social Sciences, this volume is essential reading. Creating Interdisciplinary Campus Cultures Julie Thompson Klein 2010-01-11 Praise for Creating Interdisciplinary Campus Cultures "Klein's analysis shows convincingly that from research in the sciences to new graduate-level programs and departments, to new designs for general education, interdisciplinarity is now prevalent throughout American colleges and universities. . . . Klein documents trends, traces historical patterns and precedents, and provides practical advice. Going directly to the heart of our institutional realities, she focuses attention on some of the more challenging aspects of bringing together ambitious goals for interdisciplinary vitality with institutional, budgetary, and governance systems. A singular

strength of this book, then, is the practical advice it provides about such nitty-gritty issues as program review, faculty development, tenure and promotion, hiring, and the political economy of interdisciplinarity. . . . We know that readers everywhere will find [this book] simultaneously richly illuminating and intensively useful." —from the foreword by Carol Geary Schneider, president, Association of American Colleges and Universities "Klein reveals how universities can move beyond glib rhetoric about being interdisciplinary toward pervasive full interdisciplinarity. Institutions that heed her call for restructured intellectual environments are most likely to thrive in the new millennium." —William H. Newell, professor, Interdisciplinary Studies, Miami University, and executive director, Association for Integrative Studies "In true interdisciplinary fashion, Julie Klein integrates a tremendous amount of material into this book to tell the story of interdisciplinarity across the sciences, social sciences, and

humanities. And she does so both from the theoretical perspective of 'understanding' interdisciplinarity and from the practical vantage of 'doing' interdisciplinarity. This book is a must-read for faculty and administrators thinking about how to maximize the opportunities and minimize the challenges of interdisciplinary programming on their campuses." —Diana Rhoten, director, Knowledge Institutions Program, and director, Digital Media and Learning Project, Social Science Research Counsel

The Marketplace of Ideas: Reform and Resistance in the American University (Issues of Our Time) Louis Menand

2010-01-18 Argues that outdated institutional structures and higher educational philosophies are negatively contrasting with significant changes in today's faculties and student bodies with a result that higher education is more competitive and less applicable, in a critical report that recommends what practices should

be salvaged or discarded. 30,000 first printing.

Envisioning the Future of Doctoral Education Chris M. Golde 2006-01-30 The development of students as “stewards of the discipline” should be the purpose of doctoral education. A steward is a scholar in the fullest sense of the term—someone who can imaginatively generate new knowledge, critically conserve valuable and useful ideas, and responsibly transform those understandings through writing, teaching, and application. Stewardship also has an ethical and moral dimension; it is a role that transcends a collection of accomplishments and skills. A steward is someone to whom the vigor, quality, and integrity of the field can be entrusted. The most important period of a steward’s formation occurs during formal doctoral education. *Envisioning the Future of Doctoral Education* is a collection of essays commissioned for the Carnegie Initiative on the Doctorate. The question posed to the essayists in this volume

was, "If you could start de novo, what would be the best way to structure doctoral education in your field to prepare stewards of the discipline?" The authors of the essays are respected thinkers, researchers, and scholars who are experienced with and thoughtful about doctoral education.

American Academic Culture in

Transformation Thomas Bender 2021-03-09 In the half century since World War II, American academic culture has changed profoundly. Until now, those changes have not been charted, nor have their implications for current discussions of the academy been appraised. In this book, however, eminent academic figures who have helped to produce many of the changes of the last fifty years explore how four disciplines in the social sciences and humanities--political science, economics, philosophy, and literary studies--have been transformed. Edited by the distinguished historians Thomas Bender and Carl Schorske, the book places academic

developments in their intellectual and socio-political contexts. Scholarly innovators of different generations offer insiders' views of the course of change in their own fields, revealing the internal dynamics of disciplinary change. Historians examine the external context for these changes--including the Cold War, Vietnam, feminism, civil rights, and multiculturalism. They also compare the very different paths the disciplines have followed within the academy and the consequent alterations in their relations to the larger public. Initiated by the American Academy of Arts and Sciences, the study was first published in *Daedalus* in its 1997 winter issue. The contributors are M. H. Abrams, William Barber, Thomas Bender, Catherine Gallagher, Charles Lindblom, Robert Solow, David Kreps, Hilary Putnam, José David Saldívar, Alexander Nehamas, Rogers Smith, Carl Schorske, Ira Katznelson, and David Hollinger.

Reading Obama James T. Kloppenberg
2012-02-26 Looks at the origins of President

Obama's ideas, influences, understanding of American history, and interest in compromise, and explains why his aversion to absolutes does not fit in contemporary partisan politics.

The Evolution of College English Thomas P. Miller 2011-01-09 Thomas P. Miller defines college English studies as literacy studies and examines how it has evolved in tandem with broader developments in literacy and the literate. He maps out “four corners” of English departments: literature, language studies, teacher education, and writing studies. Miller identifies their development with broader changes in the technologies and economies of literacy that have redefined what students write and read, which careers they enter, and how literature represents their experiences and aspirations. Miller locates the origins of college English studies in the colonial transition from a religious to an oratorical conception of literature. A belletristic model of literature emerged in the nineteenth century in response

to the spread of the “penny” press and state-mandated schooling. Since literary studies became a common school subject, professors of literature have distanced themselves from teachers of literacy. In the Progressive era, that distinction came to structure scholarly organizations such as the MLA, while NCTE was established to develop more broadly based teacher coalitions. In the twentieth century New Criticism came to provide the operating assumptions for the rise of English departments, until those assumptions became critically overloaded with the crash of majors and jobs that began in 1970s and continues today. For models that will help the discipline respond to such challenges, Miller looks to comprehensive departments of English that value studies of teaching, writing, and language as well as literature. According to Miller, departments in more broadly based institutions have the potential to redress the historical alienation of English departments from their institutional

base in work with literacy. Such departments have a potentially quite expansive articulation apparatus. Many are engaged with writing at work in public life, with schools and public agencies, with access issues, and with media, ethnic, and cultural studies. With the privatization of higher education, such pragmatic engagements become vital to sustaining a civic vision of English studies and the humanities generally.

Franco Modigliani and Keynesian

Economics Antonella Rancan 2020-06-03 This book follows the intellectual path of Franco Modigliani, Nobel Prize winner and one of the most influential Keynesian economists of the twentieth century, tracing his development and examining the impact of his research. The book begins with Modigliani's early work as a young law student in 1930s Italy and traces his development through his emigration to the US, his introduction to Keynes' General Theory at the New School, and his seminal 1944 article on

Keynesian and classical economics. The book also examines Modigliani's pioneering theory of savings: the life-cycle hypothesis (with Richard Brumberg), and the Modigliani-Miller theorem, a cornerstone of modern theory of finance. The book argues that although Modigliani is placed amongst the most prominent Keynesian economists, his connections with Keynesian theory are of secondary importance until the beginning of the 1960s when he joined MIT. This is the first book to place Modigliani's thought in its proper historical context, showing how it related to wider economic concerns and examining the social and political implications of his work. It will be of interest to scholars in the history of economic thought, and especially post-war American Keynesian economics.

The Virtues of Liberalism James T.

Kloppenber 1998-08-06 This spirited analysis--and defense--of American liberalism demonstrates the complex and rich traditions of political, economic, and social discourse that

have informed American democratic culture from the seventeenth century to the present. The *Virtues of Liberalism* provides a convincing response to critics both right and left. Against conservatives outside the academy who oppose liberalism because they equate it with license, James T. Kloppenberg uncovers ample evidence of American republicans' and liberal democrats' commitments to ethical and religious ideals and their awareness of the difficult choices involved in promoting virtue in a culturally diverse nation. Against radical academic critics who reject liberalism because they equate it with Enlightenment reason and individual property holding, Kloppenberg shows the historical roots of American liberals' dual commitments to diversity, manifested in institutions designed to facilitate deliberative democracy, and to government regulations of property and market exchange in accordance with the public good. In contrast to prevailing tendencies to simplify and distort American liberalism, Kloppenberg shows

how the multifaceted virtues of liberalism have inspired theorists and reformers from Thomas Jefferson and James Madison through Jane Addams and John Dewey to Martin Luther King, Jr., and then explains how these virtues persist in the work of some liberal democrats today. Endorsing the efforts of such neo-progressive and communitarian theorists and journalists as Michael Walzer, Jane Mansbridge, Michael Sandel, and E. J. Dionne, Kloppenberg also offers a more acute analysis of the historical development of American liberalism and of the complex reasons why it has been transformed and made more vulnerable in recent decades. An intelligent, coherent, and persuasive canvas that stretches from the Enlightenment to the American Revolution, from Tocqueville's observations to the New Deal's social programs, and from the right to worship freely to the idea of ethical responsibility, this book is a valuable contribution to historical scholarship and to contemporary political and cultural debates.

America's Culture of Professionalism D.

Brown 2014-06-18 America's Culture of Professionalism proves an emerging culture of interdependence is possible if and when enough professionals and laypersons refashion their roles and relationships having both something to contribute and something to learn from each other.

Desperately Seeking Certainty Daniel A.

Farber 2004-03-01 Irreverent, provocative, and engaging, Desperately Seeking Certainty attacks the current legal vogue for grand unified theories of constitutional interpretation. On both the Right and the Left, prominent legal scholars are attempting to build all of constitutional law from a single foundational idea. Dan Farber and Suzanna Sherry find that in the end no single, all-encompassing theory can successfully guide judges or provide definitive or even sensible answers to every constitutional question. Their book brilliantly reveals how problematic foundationalism is and shows how the

pragmatic, multifaceted common law methods already used by the Court provide a far better means of reaching sound decisions and controlling judicial discretion than do any of the grand theories.

Reading for Form Susan J. Wolfson 2016-01-12

Reflecting varieties of theory and practice in both verse and prose from the Middle Ages to the twenty-first century, these essays by many of America's leading literary scholars call for a reinvigorated formalism that can enrich literary studies, open productive routes of commerce with cultural studies, and propel cultural theory out of its thematic ruts. This book reprints Modern Language Quarterly's highly acclaimed special issue Reading for Form, along with new essays by Marjorie Perloff, D. Vance Smith, and Susan Stewart, and a revised introduction by Susan Wolfson. With historical case studies and insightful explorations, Reading for Form offers invaluable material for literary critics in all specializations.

Heidegger in America Martin Woessner

2010-12-20 Heidegger in America explores the surprising legacy of his life and thought in the United States of America. As a critic of modern life, Heidegger often lamented the growing global influence of all things American. However, it was precisely in America where his thought inspired the work of generations of thinkers - not only philosophers but also theologians, architects, novelists, and even pundits. As a result, the reception and dissemination of Heidegger's philosophical writings transformed the intellectual and cultural history of the United States at a time when American influence was itself transforming the world. A case study in the complex and sometimes contradictory process of transnational exchange, Heidegger in America recasts the scope and methods of contemporary intellectual and cultural history in the age of globalization, challenging what we think we know about Heidegger and American ideas

simultaneously.

Beyond Interdisciplinarity Julie Thompson Klein 2021-02-01 Beyond Interdisciplinarity examines the broadening meaning of core concept across academic disciplines and other forms of knowledge. In this book, Associate Editor of The Oxford Handbook of Interdisciplinarity and internationally recognized scholar Julie Thompson Klein depicts the heterogeneity and boundary work of inter- and trans-disciplinarity in a conceptual framework based on an ecology of spatializing practices in transaction spaces, including trading zones and communities of practice. The book includes both "crossdisciplinary" work (encompassing multi-, inter-, and trans-disciplinary forms) as well as "cross-sector" work (spanning disciplines, fields, professions, government and industry, and communities). The first section of the book defines and explains boundary work, discourses of interdisciplinarity, and the nature of interdisciplinary fields. In the second section,

Klein examines dynamics of working across disciplines, including communication, collaboration, and learning with concrete examples and lessons from research projects and programs that transcend traditional fields. The closing chapter examines reasons for failure and success then presents gateways to literature and other resources. Throughout the book, Klein emphasizes the roles of contextualization and historical change while factoring in the shifting relationship of disciplinarity and interdisciplinarity, ascendancy of transdisciplinarity, and intersections with other constructs including Mode 2 knowledge production, convergence, team science, and postdisciplinarity. The conceptual framework she provides also includes the role of boundary objects, agents, and organizations in brokering differences and creating for platforms for change. Klein further explains why translation, interlanguage, and a communication boundary space are vital to achieving intersubjectivity and

collective identity. They foster not only pragmatics of negotiation and integration but also reflexivity, transactivity, and co-production of knowledge with stakeholders beyond the academy. Rhetorics of holism and synthesis compete with instrumentalities of problem solving and transgressive critiques. However, typical warrants today include complexity, contextualization, collaboration, and socially-robust knowledge. Crossing boundaries remains complex, but this book guides readers through the density of pertinent literature while expanding understandings of crossdisciplinary and cross-sector work.

How Do You Know? J.M. Beach 2017-11-13 This book defines the concept and practices of literacy through a discussion of knowledge, information media, culture, subjectivity, science, communication, and politics. Examining the ways in which the spread of literacy and education have caused culture wars in pluralist societies since the 16th century, the author

reviews an interdisciplinary array of scholarly literature to contend that science, and more broadly evidence-based inductive arguments, offer the only reliable source information, and the only peaceful solution to cultural conflict in the 21st century. With a focus on the multifaceted practice of literacy-as-communication as embedded within larger social and political processes, this book offers a comprehensive study of literacy through five core topics: knowledge, psychology, culture, science, and arguing over truth in pluralist democracies. The central thesis of the book argues that we require a new literacy that incorporates reading and writing with advanced cognitive and epistemological skills. Today's citizens need to be able to understand the basic cognitive and cultural processes through which knowledge is created, and they need to know how to evaluate knowledge, peacefully debate knowledge, and productively use knowledge, for both personal decisions and public policy. How

Do You Know? The Epistemological Foundations of 21st Century Literacy is an interdisciplinary study that will appeal to scholars across the sciences and humanities, especially those concerned with pedagogy and the science of learning.

Being a Historian James M. Banner, Jr
2012-04-30 Based on the author's more than 50 years of experience as a professional historian in academic and other capacities, *Being a Historian* is addressed to both aspiring and mature historians. It offers an overview of the state of the discipline of history today and the problems that confront it and its practitioners in many professions. James M. Banner, Jr argues that historians remain inadequately prepared for their rapidly changing professional world and that the discipline as a whole has yet to confront many of its deficiencies. He also argues that, no longer needing to conform automatically to the academic ideal, historians can now more safely and productively than ever before adapt to their

own visions, temperaments and goals as they take up their responsibilities as scholars, teachers and public practitioners. Critical while also optimistic, this work suggests many topics for further scholarly and professional exploration, research and debate.

Economists and Societies Marion Fourcade 2009 'Economists and Societies' explores the role of economists in the modern world. It looks at the extent of their involvement in social programs, the regulatory environment & commerce, & offers analysis of the development of this ubiquitous profession.

Handbook of International Relations Walter Carlsnaes 2012-09-18 The original Handbook of International Relations was the first authoritative and comprehensive survey of the field of international relations. In this eagerly-awaited new edition, the Editors have once again drawn together a team of the world's leading scholars of international relations to provide a state-of-the-art review and

indispensable guide to the field, ensuring its position as the pre-eminent volume of its kind. The Second Edition has been expanded to 33 chapters and fully revised, with new chapters on the following contemporary topics: - Normative Theory in IR - Critical Theories and Poststructuralism - Efforts at Theoretical Synthesis in IR: Possibilities and Limits - International Law and International Relations - Transnational Diffusion: Norms, Ideas and Policies - Comparative Regionalism - Nationalism and Ethnicity - Geopolitics in the 21st Century - Terrorism and International Relations - Religion and International Politics - International Migration A truly international undertaking, this Handbook reviews the many historical, philosophical, analytical and normative roots to the discipline and covers the key contemporary topics of research and debate today. The Handbook of International Relations remains an essential benchmark publication for all advanced undergraduates, graduate students and

academics in politics and international relations.

Balancing Acts Mary Taylor Huber 2023-07-03

Drawing on interviews with Dan Bernstein (psychology, University of Nebraska), Brian Coppola (chemistry, University of Michigan), Sheri Sheppard (mechanical engineering, Stanford University), Randy Bass (American literature, Georgetown University), and colleagues within and outside their institutions and fields, the author looks at the routes these pathfinders have traveled through the scholarship of teaching and learning and at the consequences that this unusual work has had for the advancement of their careers, especially tenure and promotion. In collaboration with the Carnegie Foundation for the Advancement of Teaching

The Instrumental University Ethan Schrum 2019-06-15 In *The Instrumental University*, Ethan Schrum provides an illuminating genealogy of the educational environment in which administrators, professors, and students

live and work today. After World War II, research universities in the United States underwent a profound mission change. The Instrumental University combines intellectual, institutional, and political history to reinterpret postwar American life through the changes in higher education. Acknowledging but rejecting the prevailing conception of the Cold War university largely dedicated to supporting national security, Schrum provides a more complete and contextualized account of the American research university between 1945 and 1970. Uncovering a pervasive instrumental understanding of higher education during that era, *The Instrumental University* shows that universities framed their mission around solving social problems and promoting economic development as central institutions in what would soon be called the knowledge economy. In so doing, these institutions took on more capitalistic and managerial tendencies and, as a result, marginalized founding ideals, such as

pursuit of knowledge in academic disciplines and freedom of individual investigators. The technocratic turn eroded some practices that made the American university special. Yet, as Schrum suggests, the instrumental university was not yet the neoliberal university of the 1970s and onwards in which market considerations trumped all others. University of California president Clark Kerr and other innovators in higher education were driven by a progressive impulse that drew on an earlier tradition grounded in a concern for the common good and social welfare.

Inventing Film Studies Lee Grieveson
2008-11-03 *Inventing Film Studies* offers original and provocative insights into the institutional and intellectual foundations of cinema studies. Many scholars have linked the origins of the discipline to late-1960s developments in the academy such as structuralist theory and student protest. Yet this collection reveals the broader material and

institutional forces—both inside and outside of the university—that have long shaped the field. Beginning with the first investigations of cinema in the early twentieth century, this volume provides detailed examinations of the varied social, political, and intellectual milieus in which knowledge of cinema has been generated. The contributors explain how multiple instantiations of film study have had a tremendous influence on the methodologies, curricula, modes of publication, and professional organizations that now constitute the university-based discipline. Extending the historical insights into the present, contributors also consider the directions film study might take in changing technological and cultural environments. *Inventing Film Studies* shows how the study of cinema has developed in relation to a constellation of institutions, technologies, practices, individuals, films, books, government agencies, pedagogies, and theories. Contributors illuminate the connections between early cinema

and the social sciences, between film programs and nation-building efforts, and between universities and U.S. avant-garde filmmakers. They analyze the evolution of film studies in relation to the Museum of Modern Art, the American Film Council movement of the 1940s and 1950s, the British Film Institute, influential journals, cinephilia, and technological innovations past and present. Taken together, the essays in this collection reveal the rich history and contemporary vitality of film studies. Contributors: Charles R. Acland, Mark Lynn Anderson, Mark Betz, Zoë Druick, Lee Grieveson, Stephen Groening, Haden Guest, Amelie Hastie, Lynne Joyrich, Laura Mulvey, Dana Polan, D. N. Rodowick, Philip Rosen, Alison Trope, Haidee Wasson, Patricia White, Sharon Willis, Peter Wollen, Michael Zryd

Humanities, Culture, and Interdisciplinarity Julie Thompson Klein 2012-02-01 Investigates the changing relationship of humanities, culture, and interdisciplinarity and its impact on

humanities disciplines, American culture studies, and undergraduate education.

The Contours of America's Cold War

Matthew Farish

Sociology in America Craig Calhoun 2008-09-15

Though the word “sociology” was coined in Europe, the field of sociology grew most dramatically in America. Despite that disproportionate influence, American sociology has never been the subject of an extended historical examination. To remedy that situation—and to celebrate the centennial of the American Sociological Association—Craig Calhoun assembled a team of leading sociologists to produce *Sociology in America*. Rather than a story of great sociologists or departments, *Sociology in America* is a true history of an often disparate field—and a deeply considered look at the ways sociology developed intellectually and institutionally. It explores the growth of American sociology as it addressed changes and challenges throughout the

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twentieth century, covering topics ranging from the discipline's intellectual roots to understandings (and misunderstandings) of race and gender to the impact of the Depression and the 1960s. Sociology in America will stand as the definitive treatment of the contribution of twentieth-century American sociology and will be required reading for all sociologists.

Contributors: Andrew Abbott, Daniel Breslau, Craig Calhoun, Charles Camic, Miguel A. Centeno, Patricia Hill Collins, Marjorie L. DeVault, Myra Marx Ferree, Neil Gross, Lorine A. Hughes, Michael D. Kennedy, Shamus Khan, Barbara Laslett, Patricia Lengermann, Doug McAdam, Shauna A. Morimoto, Aldon Morris, Gillian Niebrugge, Alton Phillips, James F. Short Jr., Alan Sica, James T. Sparrow, George Steinmetz, Stephen Turner, Jonathan VanAntwerpen, Immanuel Wallerstein, Pamela Barnhouse Walters, Howard Winant

Employment Research and State Traditions
Carola Frege 2007-09-06 Frege explores the

evolution of employment research, showing how the field of study we know today grew out of industrial and democratic transformations in the 19th century. She traces the influence of distinct state traditions, and draws out the implications for contemporary and future research.

Red Flag Unfurled Ronald Suny 2017-11-14
Reflecting on the fate of the Russian Revolution one hundred years after October, Ronald Grigor Suny-one of the world's leading historians of the period-explores the historiographical controversies over 1917, Stalinism, and the end of "Communism" and provides an assessment of the achievements, costs, losses and legacies of the choices made by Soviet leaders. While a quarter century after the disintegration of the USSR, the story usually told is one of failure and inevitable collapse, Suny reevaluates the promises, missed opportunities, achievements, and colossal costs of trying to build a kind of "socialism" in the inhospitable environment of peasant Russia. He ponders what lessons 1917

provides for Marxism and the alternatives to capitalism and bourgeois democracy.

Valences of Interdisciplinarity Raphael Foshay 2011 A collection of essays on interdisciplinary theory, research, and teaching.

Daedalus, Winter 1997 1997

Imperialism and Internationalism in the Discipline of International Relations David Long 2005-01-01 What were the guiding themes of the discipline of International Relations before World War II? The traditional disciplinary history has long viewed this time period as one guided by idealism and then challenged by realism. This book reconstructs in detail some of the formative episodes of the field's early development and arrives at the conclusion that, in actuality, the early years of International Relations were preoccupied not with idealism and realism but with the dual themes of imperialism and internationalism. Thus, the beginnings of the discipline have resonance with the recently revived discourse of empire and the

global status and policies of the United States as the world's sole superpower. Book jacket.

Rationalizing Capitalist Democracy S.M. Amadae 2003-10-15 Offering a fascinating biography of a foundational theory, Amadae reveals not only how the ideological battles of the Cold War shaped ideas but also how those ideas may today be undermining the very notion of individual liberty they were created to defend.

Reconstructing the University David John Frank 2006 Detailed study of transformations in the teaching and research priorities of universities worldwide, examining how these changes correspond to globally institutionalized understandings of reality.

American Academic Culture in Transformation American Academy of Arts and Sciences 1997

American Higher Education Since World War II Roger L. Geiger 2021-05-25 A masterful history of the postwar transformation of American higher education In the decades after

World War II, as government and social support surged and enrollments exploded, the role of colleges and universities in American society changed dramatically. Roger Geiger provides an in-depth history of this remarkable transformation, taking readers from the GI Bill and the postwar expansion of higher education to the social upheaval of the 1960s and 1970s, desegregation and coeducation, and the ascendancy of the modern research university. He demonstrates how growth has been the defining feature of modern higher education, but how each generation since the war has pursued it for different reasons. Sweeping in scope and richly insightful, this groundbreaking book provides the context we need to understand the complex issues facing our colleges and universities today, from rising inequality and skyrocketing costs to deficiencies in student preparedness and lax educational standards.

History of Universities Mordechai Feingold
2002-09-12 Volume XVII of History of

Universities contains the customary mix of learned articles, book reviews, conference reports, and bibliographical information, which makes this publication such an indispensable tool for the historian of higher education. Its contributions range widely geographically, chronologically, and in subject-matter. The volume is, as always, a lively combination of original research and invaluable reference material.

Changing Perspectives on International Education Patrick O'Meara 2001 More than forty years ago, recognising that higher education would have to take responsibility for educating Americans about other world cultures and societies, the U.S. government passed the National Defense Education Act (later known as the Higher Education Act). Title VI of this act has provided extensive support for foreign languages and area studies development in the nation's universities and colleges. As a result, millions of Americans have been able to acquire

knowledge about other parts of the world. Today, there are new issues, demands, and perspectives. Americans are more likely than ever before to encounter different cultures, business practices, histories, ideologies, and ways of living. In addition, the United States is increasingly called upon to intervene or mediate in regional and local crises far beyond its borders. U.S. educational institutions must continue to help citizens to have informed opinions about complex international problems. This anthology is designed to be used by a range of administrators and planners in U.S. education. It covers the field of international studies as it has developed in the United States, from its beginnings and accomplishments under Title VI to the current paradigmatic shifts taking place in research, teaching, and outreach. A major section is devoted to internationalizing the curriculum of K-12 schools. It concludes with a look at future trends and how these may affect international scholarship and training in the new

century. An extensive bibliography of international resources is also included.

Creativity Ai-Girl Tan 2007 Creativity: A Handbook for Teachers covers topics related to creativity research, development, theories and practices. It serves as a reference for academics, teacher educators, teachers, and scientists to stimulate further dialogue on ways to enhance creativity.

Closed Minds? Bruce L.R. Smith 2010-04-01 Contrary to popular belief, the problem with U.S. higher education is not too much politics but too little. Far from being bastions of liberal bias, American universities have largely withdrawn from the world of politics. So conclude Bruce L. R. Smith, Jeremy Mayer, and Lee Fritschler in this illuminating book. Closed Minds? draws on data from interviews, focus groups, and a new national survey by the authors, as well as their decades of experience in higher education to paint the most comprehensive picture to date of campus

political attitudes. It finds that while liberals outnumber conservatives within faculty ranks, even most conservatives believe that ideology has little impact on hiring and promotion. Today's students are somewhat more conservative than their professors, but few complain of political bias in the classroom. Similarly, a Pennsylvania legislative inquiry, which the authors explore as a case study of conservative activism in higher education, found that political bias was "rare" in the state's public colleges and universities. Yet this ideological peace on campus has been purchased at a high price. American universities are rarely hospitable to lively discussions of issues of public importance. They largely shun serious political debate, all but ignore what used to be called civics, and take little interest in educating students to be effective citizens. Smith, Mayer, and Fritschler contrast the current climate of disengagement with the original civic mission of American colleges and universities. In

concluding, they suggest how universities can reclaim and strengthen their place in the nation's political and civic life.

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