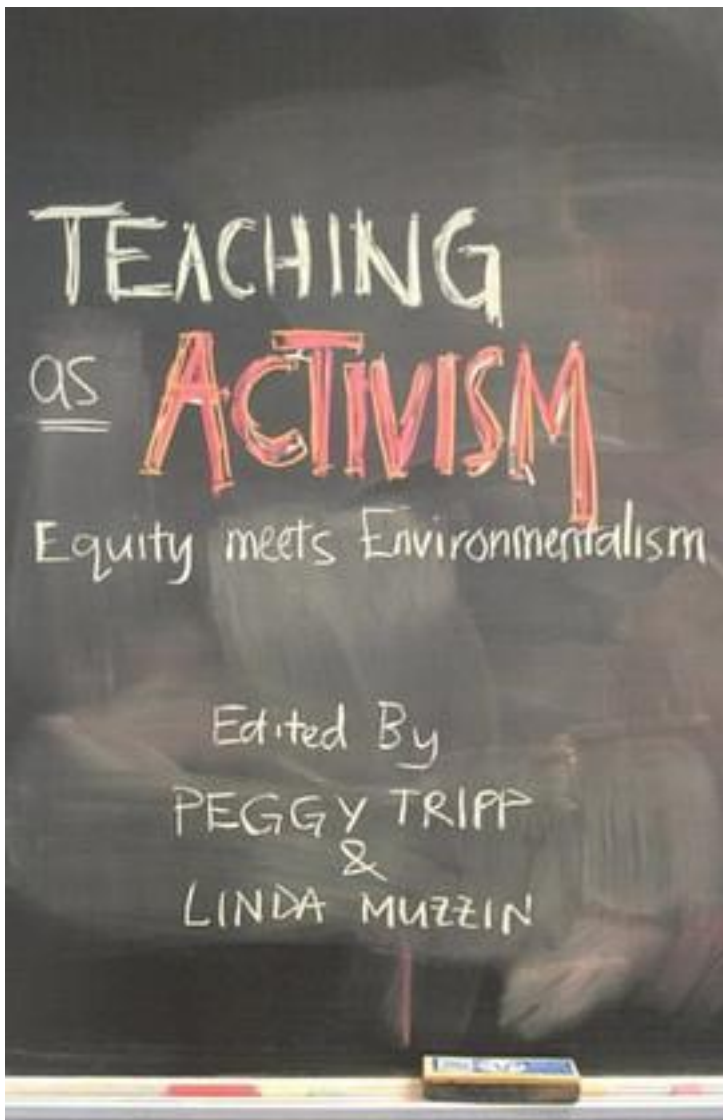


Teaching as Activism



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出版者:McGill Queens Univ Pr

出版时间:2005-9

装帧:HRD

isbn:9780773528079

Weaving together concerns about environmental and social justice, *Teaching as Activism* brings together constructive demands for change and theoretical debate. Written by activists who also teach, the essays challenge the current pedagogical literature with proposals that would bring discussion of social and environmental responsibility into postsecondary science, the classroom, and the community. With backgrounds in feminist science and indigenous knowledges critiques, the contributors emphasize the importance of appreciating indigenous knowledges, recognizing our bias about how knowledge is presently produced, and integrating science with a human spiritual connection to nature. The goals are to question the legacies of colonialism, capitalism, and globalization and create a more inclusive interdisciplinary education. Contributors include Elisabeth Abergel (Glendon College), Marie Battiste (University of Saskatchewan), Vanaja Dhruvarajan (University of Winnipeg), Margrit Eichler (University of Toronto), Leesa Fawcett (York University), Ursula M. Franklin (University of Toronto), Marianne Gosztonyi Ainley (University of Northern British Columbia and University of Victoria), Moira Grant (University of Ontario Institute of Technology), Bob Jickling (Lakehead University), Ann Matthews (University of Toronto), Heather Menzies (Carleton University), Natasha S Myers (Massachusetts Institute of Technology), Njoki N. Wane (University of Toronto), and Barbara Waterfall (Wilfrid Laurier University).

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