

# For the Common Good



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Debates about academic freedom have become increasingly fierce and frequent. Legislative efforts to regulate American professors proliferate across the nation. Although most American scholars desire to protect academic freedom, they have only a vague and uncertain apprehension of its basic principles and structure. This book offers a concise explanation of the history and meaning of American academic freedom and it attempts to intervene into contemporary debates by clarifying the fundamental functions and purposes of academic freedom in America. Matthew W. Finkin and Robert C. Post trace how the American conception of academic freedom was first systematically articulated in 1915 by the American Association of University Professors (AAUP) and how this conception was in subsequent years elaborated and applied by Committee A of the AAUP. The authors discuss the four primary dimensions of academic freedom: research and publication, teaching, intramural speech, and extramural speech. They carefully distinguish academic freedom from the kind of individual free speech right that is created by the First Amendment. The authors strongly argue that academic freedom protects the capacity of faculty to pursue the scholar's profession according to the standards of that profession.

作者介绍:

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标签

评论

副标题是美国学术自由的原则。主体部分是四种学术自由它们的理论基础和committee A的相关案例。有几个问题只是稍提及一下，一是一个来自德国的概念怎么在美国完全不同的土壤上生根发芽，进一步的问学术自由怎么获得宪法保护，但并不是本书要回答的问题。另一个比较好奇的是AAUP行使的是什么权力，包括重要的declaration和statement的性质，软法？本书认为学术自由的正当性在专业知识，对此应该和post另一本书一起读，同时认为面对的主要问题是public support和public opinion的平衡，这也许对美国是比较重要的问题，别的大学体制下恐怕不一定。

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书评

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