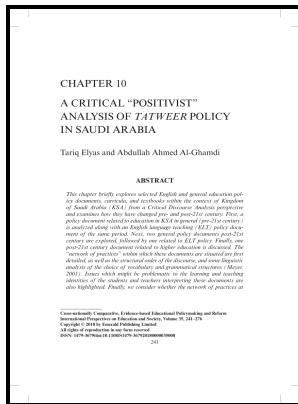


# Copyright and the teaching/learning process - issues analyzed at the Critical Issues Conference 4, Washington, D.C., March 21-23, 1977

## Information Futures - Responsibility in Crisis: Knowledge Politics and Global Publics



Description: -

Theology, Doctrinal.

Covenant theology.

Copyright -- United States -- congresses

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Copyright -- United States -- Congresses. Copyright and the teaching/learning process - issues analyzed at the Critical Issues Conference 4, Washington, D.C., March 21-23, 1977

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### Copyright and the teaching/learning process (1977 edition)

My hunch is that the balance of power in the struggles about academic freedom and national security—and perhaps even the interpretive frameworks of this and other dilemmas—has shifted.

### Responsibility in Crisis: Knowledge Politics and Global Publics

There have been rigorous debates over the relative virtues of area studies and comparative social science models. So they came—and they saw this dream is real.

### Copyright and the teaching/learning process (1977 edition)

. But, clearly, the rhetorics of transparency cannot assure that the interests of different partners will be equally realized.

### Copyright and the teaching/learning process (1977 edition)

Secondly, if this were a place entirely unto itself, there would be little space for productive heresies.

### Copyright and the teaching/learning process (1977 edition)

By considering the distinction between the islamization of society and of the state, one can shift the focus from the role of the state exclusively to the role of civil society in dealing with issues of tolerance, diversity, and pluralism.

### Responsibility in Crisis: Knowledge Politics and Global Publics

Or is that a heretical question that the sacred space of the university cannot itself entertain? Universities elsewhere in the world have also sought to reach beyond their own national terrains.

### **Responsibility in Crisis: Knowledge Politics and Global Publics**

Certain religious complexes are unquestioned elements of a forestage in the organization of higher education's approaches to the study of faith, while others are presented as being in need of greater recognition and understanding, and still others are overlooked virtually altogether. It took many forms: I remember standing all night long in a queue to buy the first legal edition of the poems of Czesław Miłosz, after that émigré poet and critic of the regime had been awarded the Nobel Prize for literature in 1980. .

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