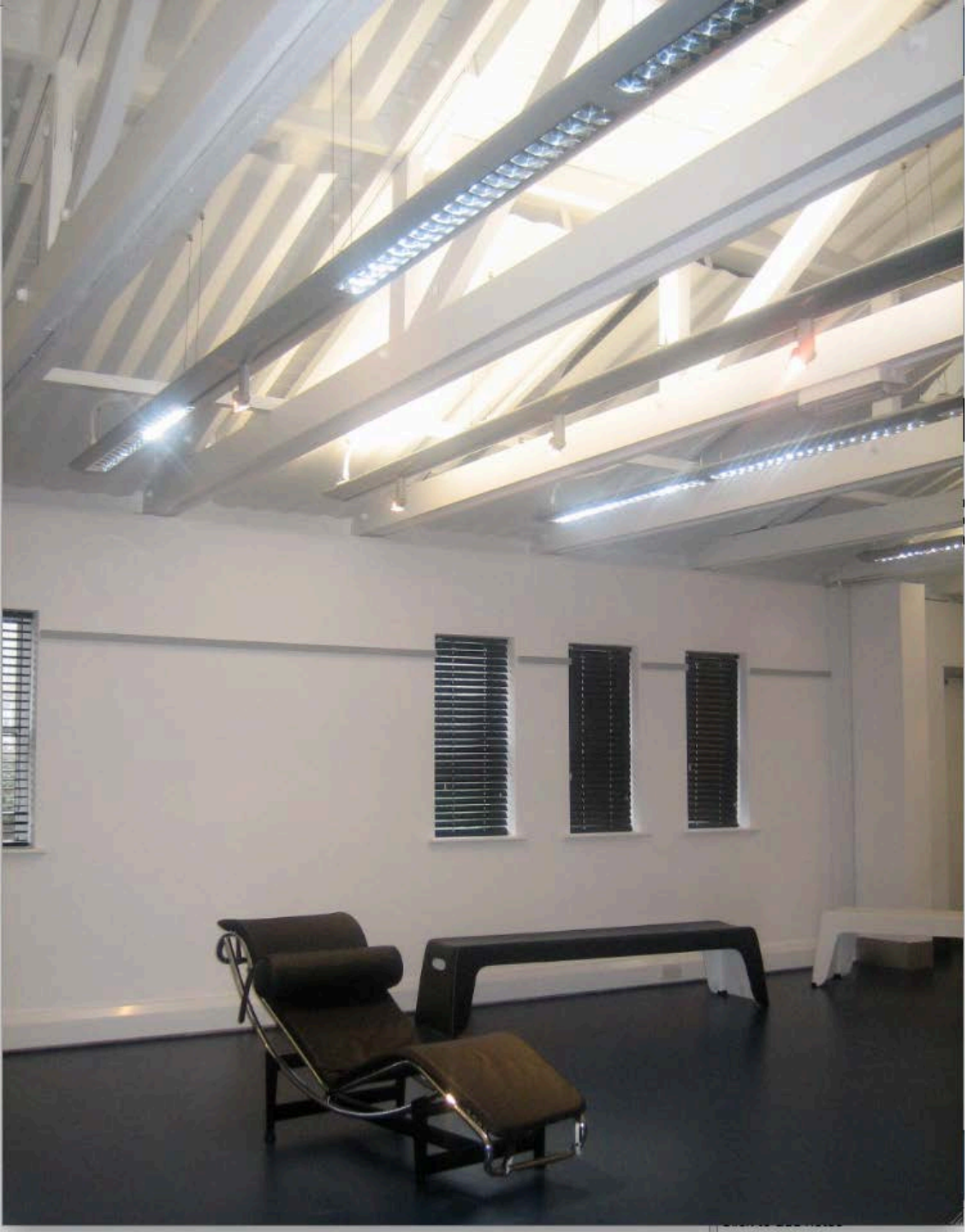
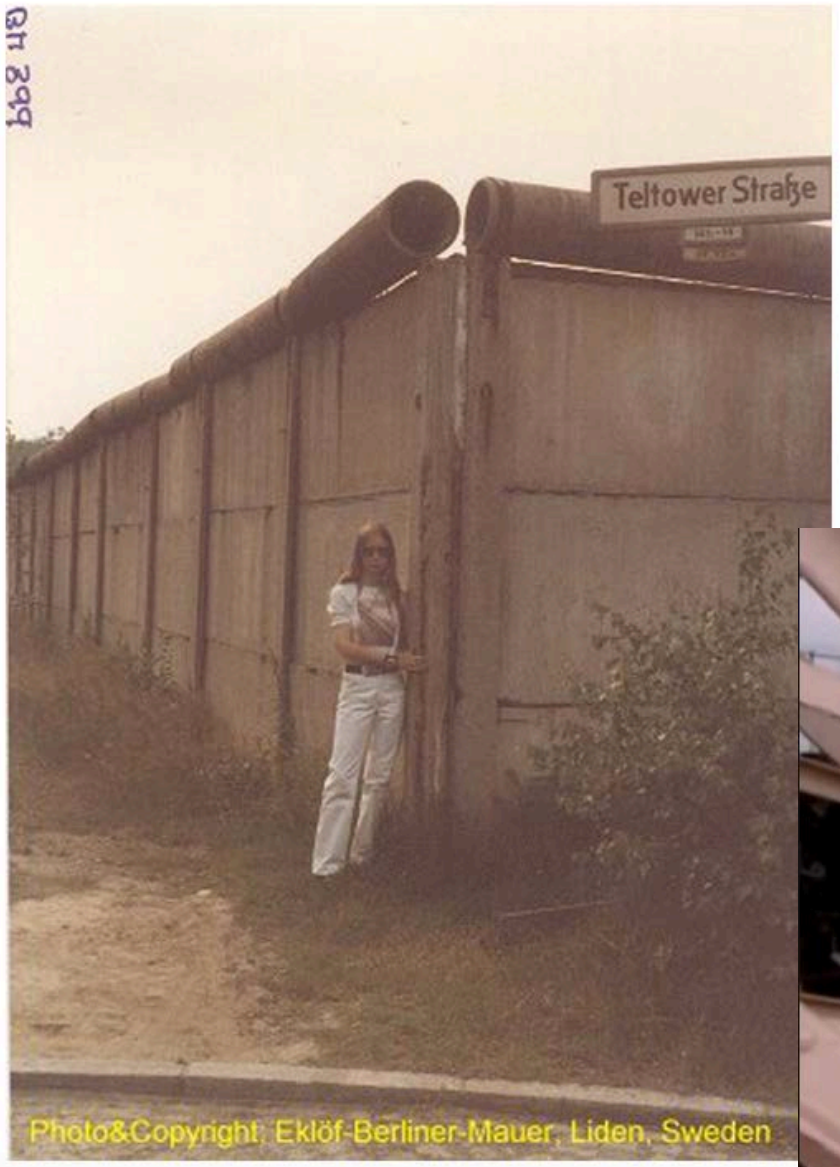


Making it with the University of the Future: pleasure and pedagogy in higher education

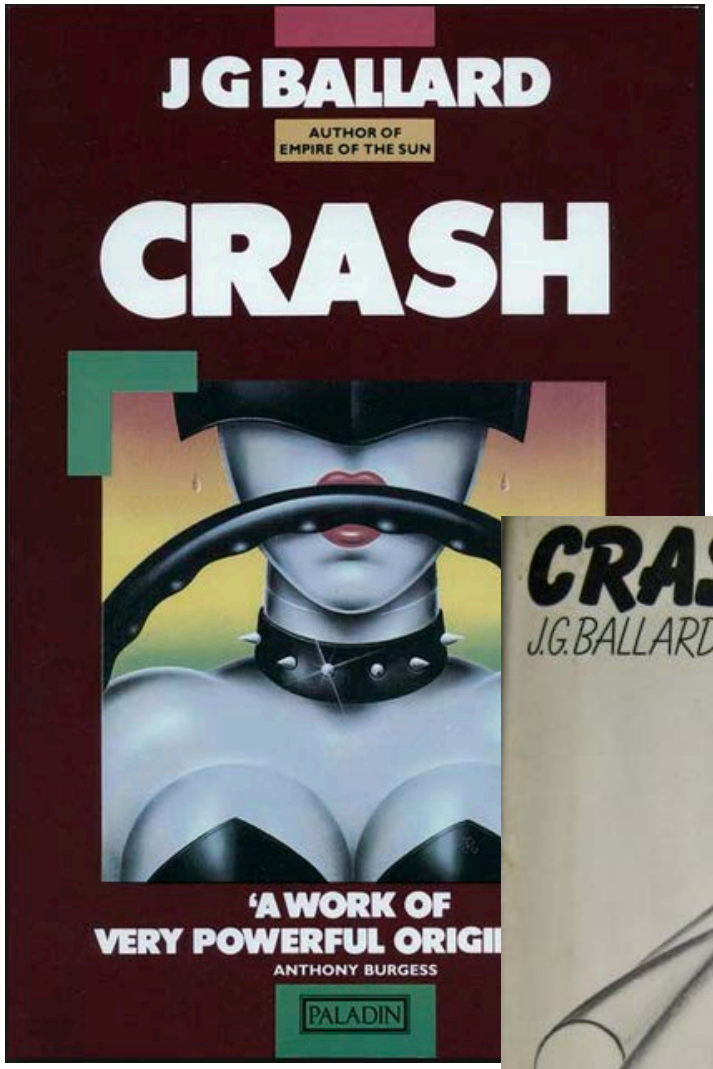
Professor Mike Neary
mneary@lincoln.ac.uk
@mikeneary

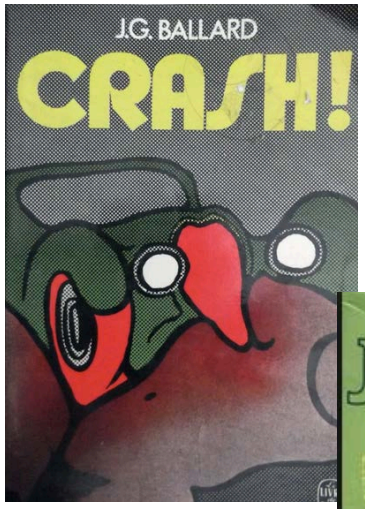
Married to the Berlin Wall: "The Best and Sexiest Wall Ever Existed!"



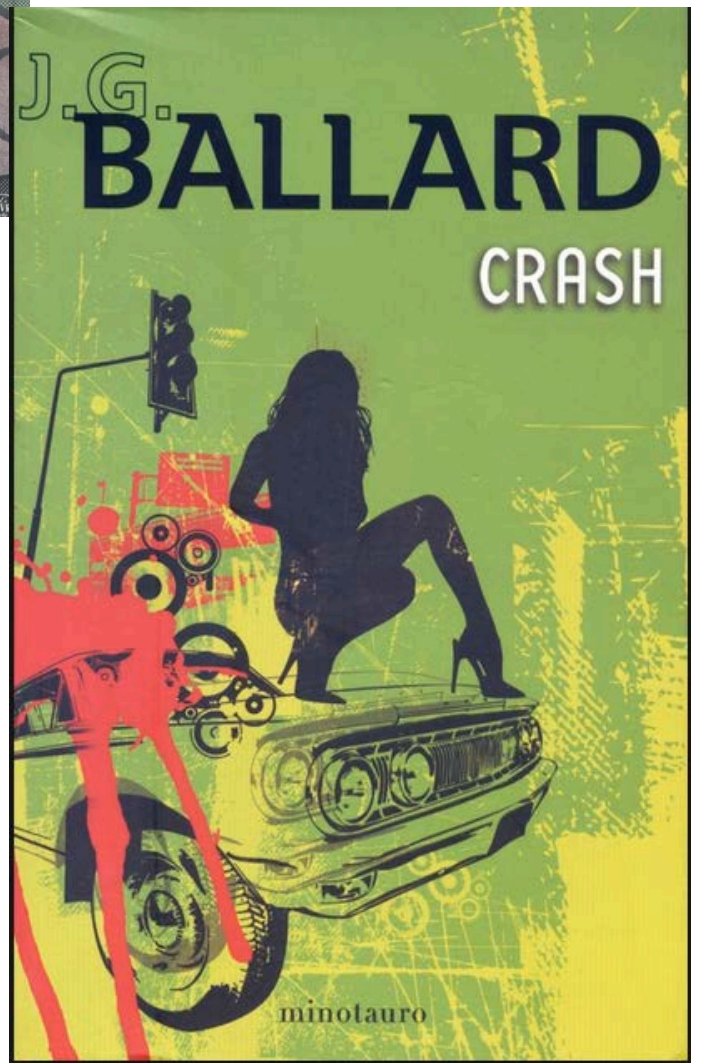
Have you ever wanted to fuck a building?

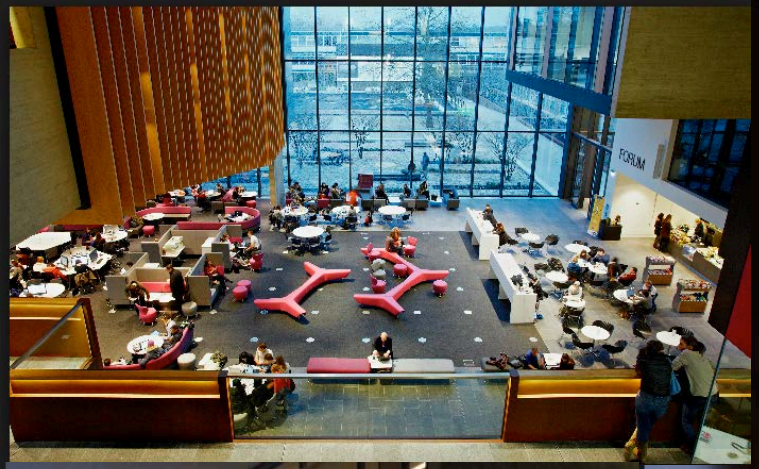
Mrs Eiffel Tower


J G BALLARD
AUTHOR OF
EMPIRE OF THE SUN
CRASH
'A WORK OF
VERY POWERFUL ORIGI
ANTHONY BURGESS
PALADIN


J.G. BALLARD
CRASH!


CRASH
J.G. BALLARD


J.G.
BALLARD
CRASH
minotauro


FORUM

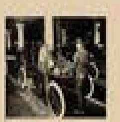

Today's Lecture
1. Introduction: why look at transnational actors?
2. Transnational actors in world politics
3. Explaining transnational actors
4. Film clip and discussion
5. Conclusions
Change Kills

Conscientous objector: WW1

Highland Park

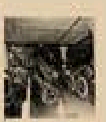
Henry Ford Factory

Assembly Workshop (75 x 860 feet)

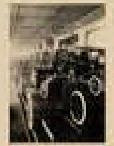


Engine

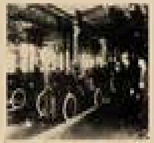
General View



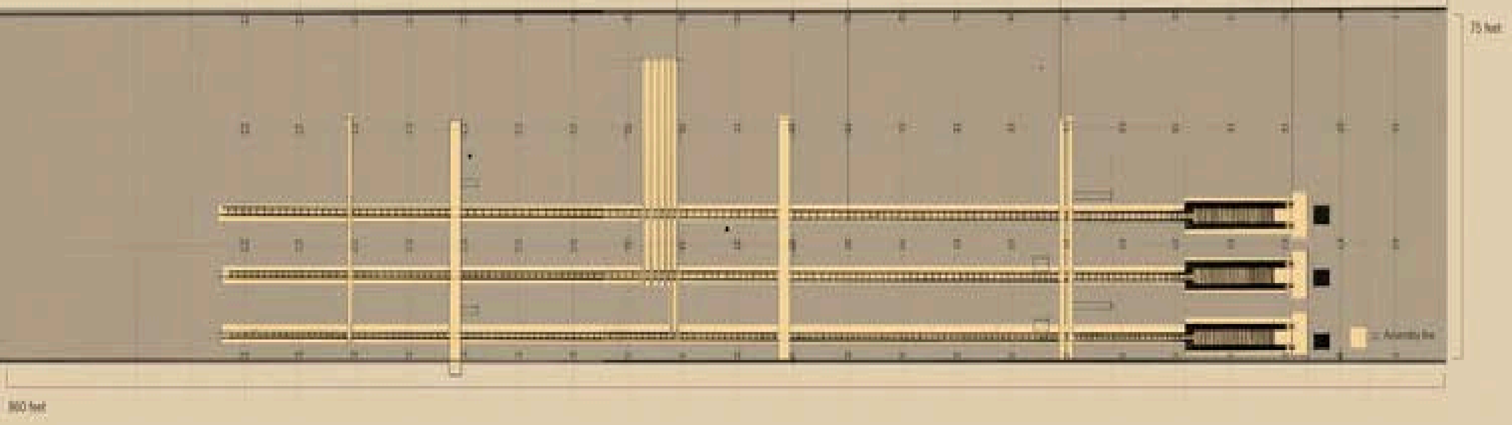
Radiator and Wheel



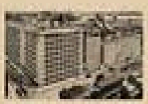
The End



Driving Off



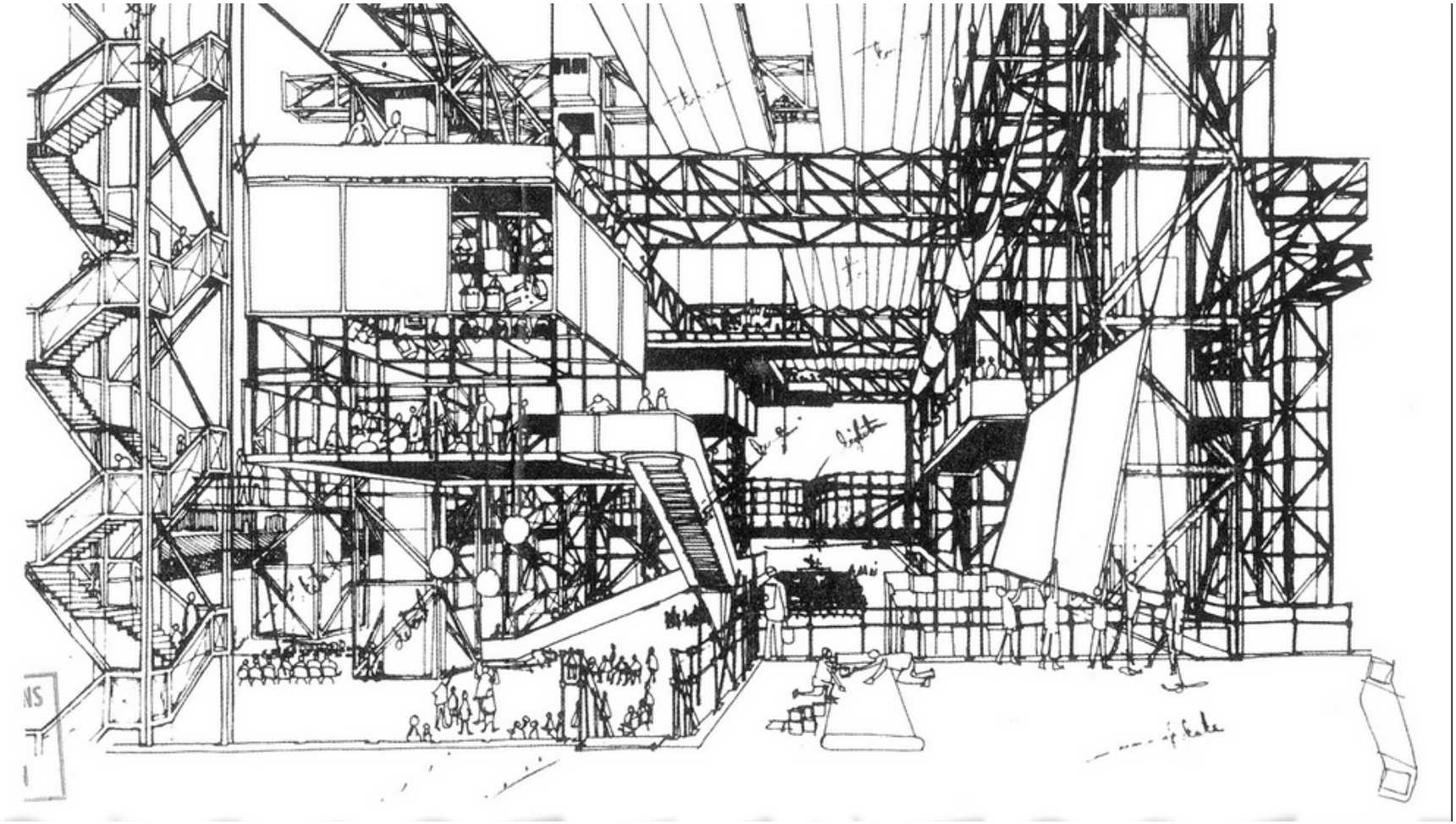
The Beginning of Mass Production

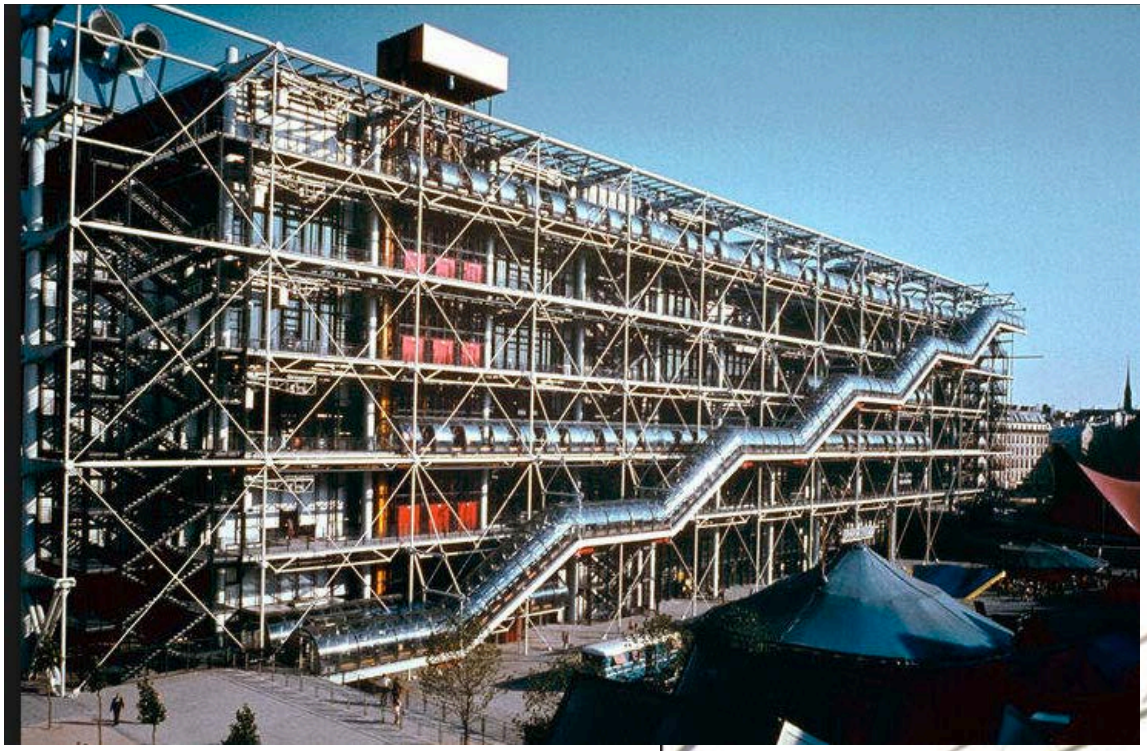


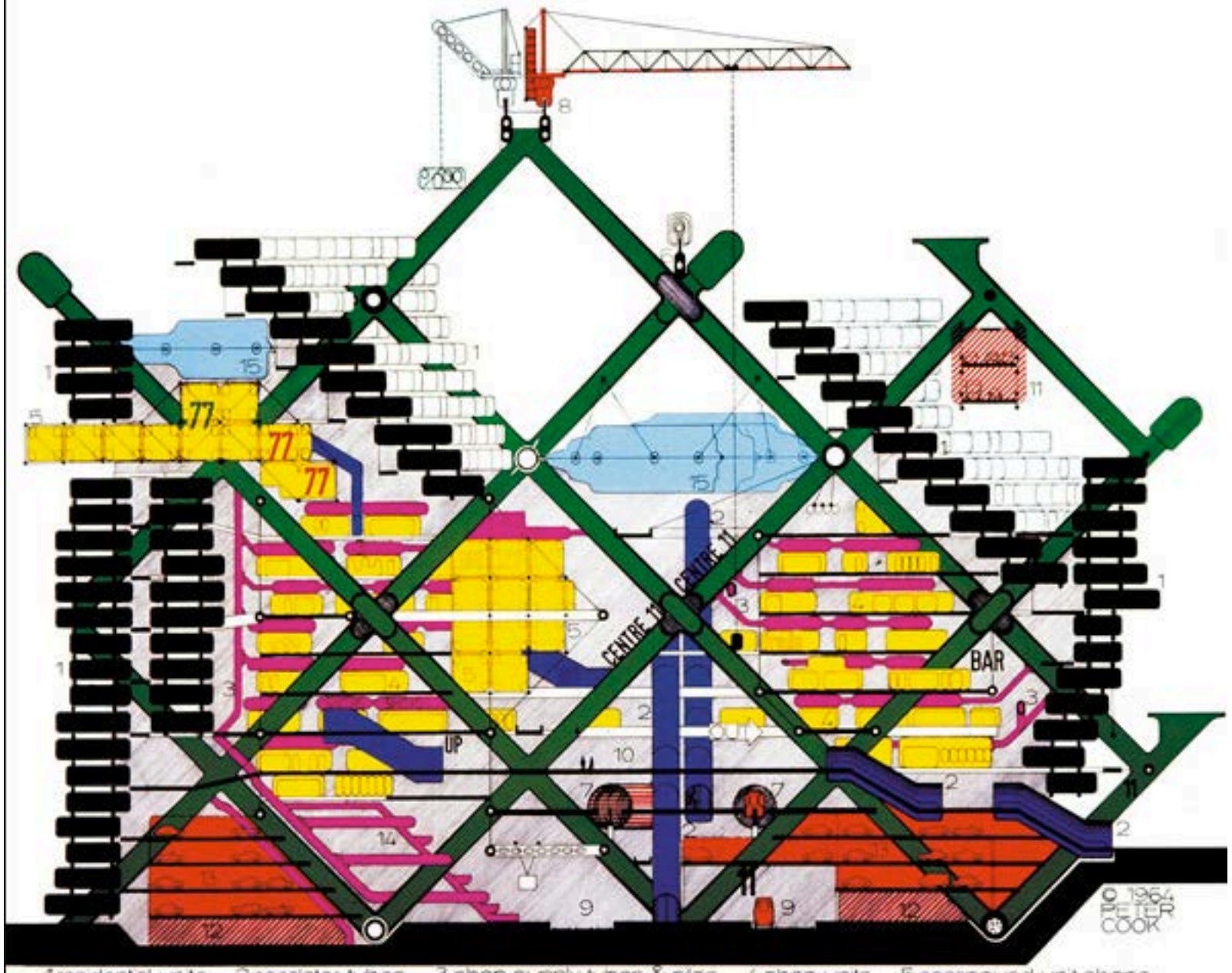
Total Model T Production

1910 1911 1912 1913 1914 1915 1916 1917 1918 1919 1920 1921 1922 1923 1924 1925 1926 1927

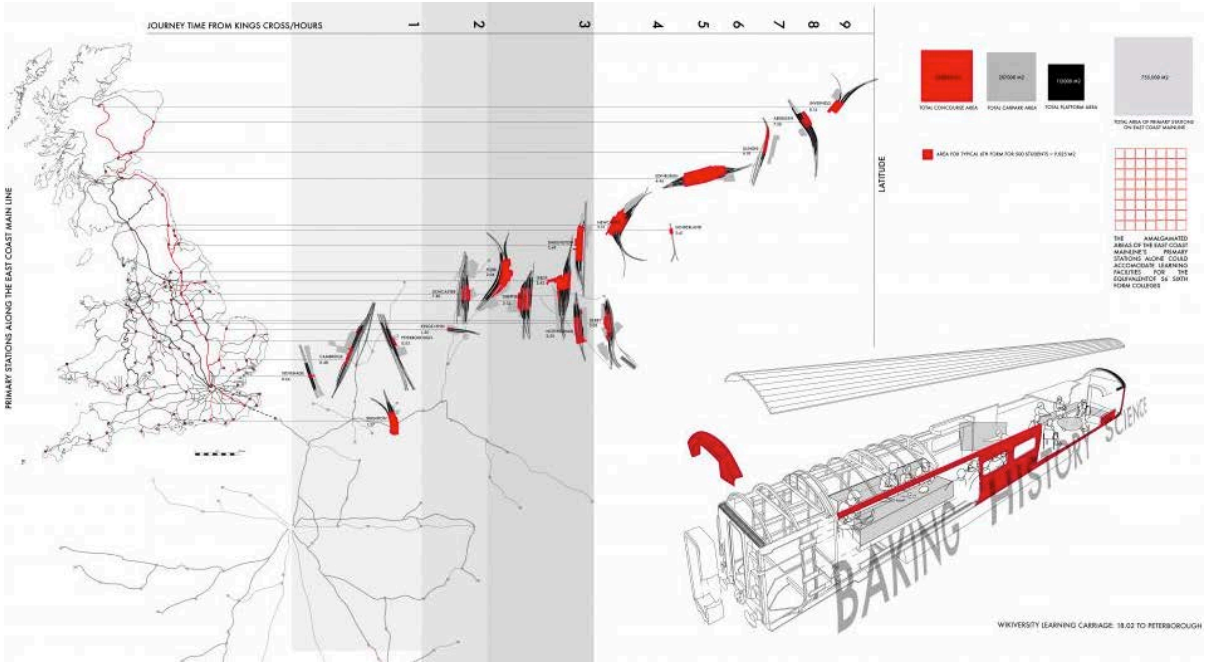

THEATRE
ROYAL
PA

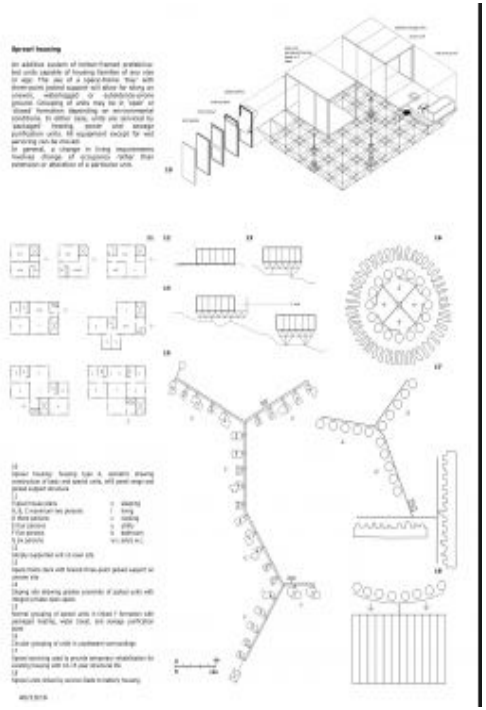


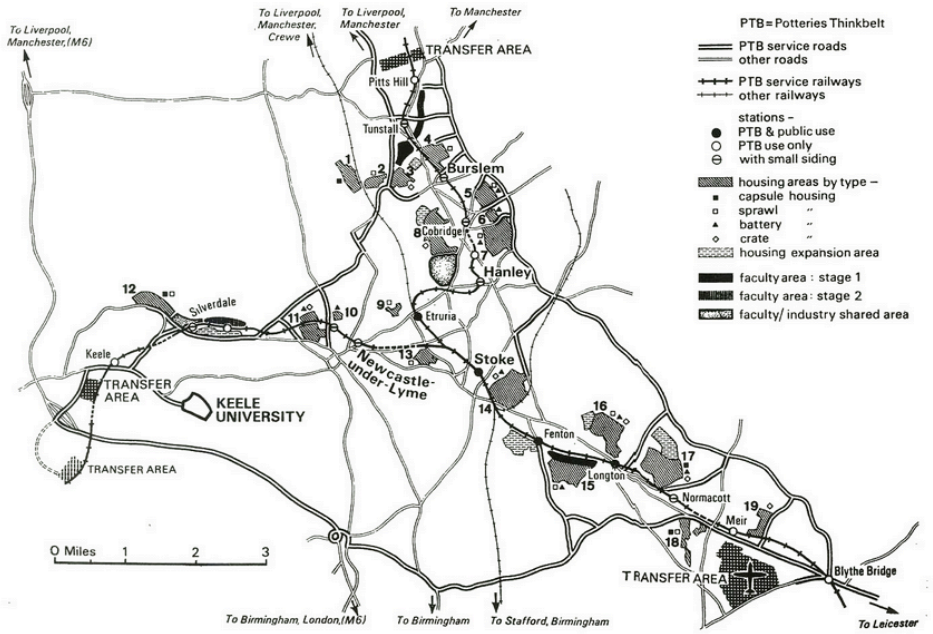


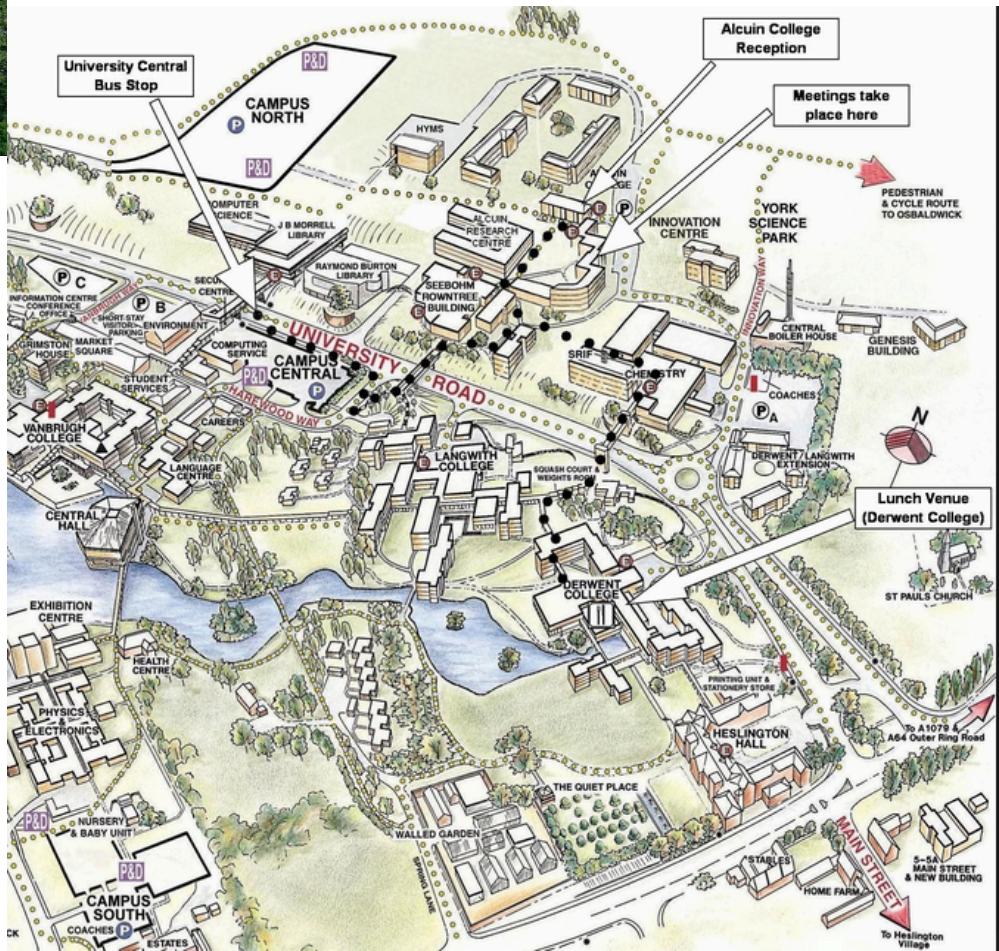


1 residential units 2 escalator tubes 3 shop supply tubes & silos 4 shop units 5 compound unit shops
6 fast monorail 7 local monorail 8 craneway 9 heavy duty railway 10 maximum circulation area
11 fast road 12 local feeder road 13 local parking 14 local goods sorting 15 environment seal balloon


JOURNEY TIME FROM KINGS CROSS/HOURS
1
2
3
4
5
6
7
8
9
PRIMARY STATIONS ALONG THE EAST COAST MAIN LINE
LATITUDE
TOTAL CONCOURSE AREA
TOTAL CARPARK AREA
TOTAL PLATFORM AREA
TOTAL AREA OF PRIMARY STATIONS ON EAST COAST MAINLINE
AREA FOR TYPICAL 6FE FORM FOR 500 STUDENTS = 7,625 M2
THE AMALGAMATED AREAS OF THE EAST COAST MAINLINE'S PRIMARY STATIONS ALONE COULD ACCOMODATE LEARNING FACILITIES FOR THE EQUIVALENT OF 56 SIXTH FORM COLLEGES
BAKING HISTORY SCIENCE
WIKIVERSITY LEARNING CARRIAGE: 18.02 TO PETERBOROUGH




To Liverpool, Manchester,(M6)
To Liverpool, Manchester, Crewe
To Liverpool, Manchester
To Manchester
TRANSFER AREA
Pitts Hill
Tunstall
Burslem
Cobridge
Hanley
Etruria
Silverdale
Keele
TRANSFER AREA
KEELE UNIVERSITY
TRANSFER AREA
Newcastle-under-Lyme
Stoke
Fenton
Longton
Normacott
Meir
TRANSFER AREA
Blythe Bridge
0 Miles 1 2 3
To Birmingham, London,(M6)
To Birmingham
To Stafford, Birmingham
To Leicester
PTB= Potteries Thinkbelt
PTB service roads
other roads
PTB service railways
other railways
stations –
PTB & public use
PTB use only
with small siding
housing areas by type –
capsule housing
sprawl "
battery "
crate "
housing expansion area
faculty area : stage 1
faculty area : stage 2
faculty/ industry shared area


University Central Bus Stop
Alcuin College Reception
Meetings take place here
CAMPUS NORTH
P&D
HYMS
PEDESTRIAN & CYCLE ROUTE TO OSBALDWICK
COMPUTER SCIENCE
J B MORRELL LIBRARY
ALCUIN RESEARCH CENTRE
INNOVATION CENTRE
YORK SCIENCE PARK
RAYMOND BURTON LIBRARY
SECURITY CENTRE
SEEBOHM ROWNTREE BUILDING
INFORMATION CENTRE
CONFERENCE & OFFICE
SHORT-STAY VISITOR PARKING
ENVIRONMENT
INNOVATION WAY
CENTRAL BOILER HOUSE
GENESIS BUILDING
GRIMSTON HOUSE
MARKET SQUARE
COMPUTING SERVICE
UNIVERSITY ROAD
CAMPUS CENTRAL
SRIF
CHEMISTRY
STUDENT SERVICES
HAREWOOD WAY
COACHES
VANBRUGH COLLEGE
CAREERS
LANGWITH COLLEGE
DERWENT / LANGWITH EXTENSION
LANGUAGE CENTRE
SQUASH COURT & WEIGHTS RM
N
Lunch Venue (Derwent College)
CENTRAL HALL
DERWENT COLLEGE
ST PAULS CHURCH
EXHIBITION CENTRE
HEALTH CENTRE
PRINTING UNIT & STATIONERY STORE
PHYSICS & ELECTRONICS
HESLINGTON HALL
To A1079 & A64 Outer Ring Road
THE QUIET PLACE
NURSERY & BABY UNIT
WALLED GARDEN
MAIN STREET
STABLES
5–5A MAIN STREET & NEW BUILDING
HOME FARM
CAMPUS SOUTH
COACHES
ESTATES
To Heslington Village

06 THE SCIENCE OF SPACE

At the core of Learning Landscapes in Higher Education lies the challenge of engaging with academics in the design and development of teaching and learning spaces. A response to this challenge is to develop new academic spaces through the concepts and ideas derived from particular academic subject areas.

This section demonstrates the way in which academic values, within a particular subject tradition, might be mobilised to affect the design of teaching and learning spaces. Written in the paradigm of critical pedagogy, this section considers the way in which sociological categorisations might impact on the shape of pedagogical spaces.

Virginia Woolf ‘Three Guineas’

- ‘*Before you begin to rebuild your college, what is the aim of education, what kind of society, what kind of human being it should seek to produce...the old education of the old college breeds neither a particular respect for liberty nor a particular hatred of war - it is clear that you must rebuild your college differently. It is young and poor; let it therefore take advantages of those qualities and be founded on poverty and youth. Obviously then it must be an experimental college. Let it be built on lines of its own. It must be built not of carved stone and stained glass, but some cheap, easily combustible material, which does not hoard dust and perpetuate traditions. Do not have chapels. Do not have museums and libraries with chained books and first editions under glass cages. Let the pictures and the books be new and always changing. Let it be decorated afresh by each generation, by their own hands. Cheaply.’* (Woolf 2008 198-199)


The Reinvention Centre
For Undergraduate Research
The University of Warwick and Oxford Brookes University
The Reinvention Centre
For Undergraduate Research
TRANSIT
BT05 MTF
www.warwick.ac.uk/go/reinvention

Theory of the Future

The Present: intensification of time and space and matter (socially necessary labour Time, or commodity form) = capitalism = catastrophe
(Neary 2003 *Critique of Political Cosmology*)

The Future: abundance=needs and capacities: theory of social time = communism
(Neary and Rikowski 2002 *Theory of Social Time*)

Principles for the University of the Future

Grounded

Dynamic

Power

Open

Play

Anti-War

Principles for University of the Future

- **Grounded** - the space needs to be grounded theoretically in its own version of historical materialism; and practically, to provide the room for social transformation or utopia, even. The floor should be fascinating, a surface for working on as well as walking on. Giving Gravity and Gravitas. While, at the same time, facilitate a lightness of being by the removal of anything that looks too much like architecture.
- **Dynamic** - the space should promote movement and mobility, demonstrating learning and teaching is more than a mental activity, but requires physicality and bodily functions - inter, intra and extra-mural, or Dance Dance Revolution. The spaces between classes can be transformed into learning events, as corridors, transporters, e.g., lifts and other vehicles, all in an environment that promotes walking as a philosophy and the root of *ped*agogy.

Principles for the University of the Future

- **Power** - the space should be democratic, with all arrangements to be negotiated and agreed. There is no locus of power or powerpoint in the room, no space for teacher or student, and with all of the spaces designed for cooperation and collaboration. There should be Fun House mirrors on the walls to promote distortions of space and time and future possibilities.
- **Open** - the space should be indeterminate and open-ended, as if it has yet to be complete. Sexy. Stretched like a membrane right up to its edges, except there are no edges, only the smooth curves of complexity. This is what we strive for: to be fully rounded. Sometimes we want it so bad it hurts, like an uncomfortable principle which should be reflected in the furniture.

Principles for University of the Future

- **Play** - all work in the spaces should be kept to a minimum and only ever when it enriches life and pleasure. The space should contain the most labour-saving devices and work should be apportioned according to ability. An important part of play is learning to carry out activities that will enhance the life of the group using the space and our own lives as a sort of role-play area.
- **Anti war** - the space should scream anti-war, recognising that violence can be ‘divine’ (Benjamin 1921) justified not as an absolute ethic, but as a sign of the injustice of the world, depending on each circumstance that cannot be pre-judged: as an excess of love, or anti-pornography or ‘Educative Power’ (Benjamin 2009). The concept of educative power should be scrawled on the wall, as graffiti: *Learn, Learn, Learn - Teach, Teach, Teach* (after Zizek 2009)