Docherty, Thomas. "Notes." *For the University: Democracy and the Future of the Institution*. London: Bloomsbury Academic, 2011. 187–190. *Bloomsbury Collections*. Web. 26 Apr. 2023. <<http://dx.doi.org/10.5040/9781849666336.0007>>.

Downloaded from Bloomsbury Collections, www.bloomsburycollections.com, 26 April 2023, 14:55 UTC.

Copyright © Thomas Docherty 2011. You may share this work for non-commercial purposes only, provided you give attribution to the copyright holder and the publisher, and provide a link to the Creative Commons licence.

Notes

Chapter 1 First Principles: The University of the Idea

- 1 For a discussion of this movement, written in the heat of the moment, see J. Sauvageot, A. Geismar, D. Cohn-Bendit, J.-P. Duteuil (1968), *La Révolte étudiante: les animateurs parlent*, Paris: Editions du Seuil.
- 2 See Daniel Bell (1970), 'Quo Warranto? – Notes on the Governance of Universities in the 1970s', in Stephen R. Grabaud and Geno A. Ballotti (eds), *The Embattled University*, New York, NY: George Braziller, p. 233. This is also the source for the Bell quotes that follow.
- 3 For some of the historical background to this, see R.D. Anderson (1995), *Universities and Elites in Britain since 1800*, Cambridge: Cambridge University Press.
- 4 See Bill Readings (1996), *The University in Ruins*, Cambridge MA: Harvard University Press, p. 65.
- 5 It is perhaps worth noting, in passing, that the play addresses the relation of education to debt. Specifically, it sees that debt in a wide context that involves not just money, but also a debt between generations. Strepsides laments the fact that his son, Pheidippides, is a wastrel whose activities increase the family's debts. In our time, we are bearing increasing witness to a situation whereby established adults are visiting debts on to their offspring by *requiring* them, as individuals, to be in financial debt to the State for their University education, through the structuring of fee-paying arrangements. There is more on this later in this book.
- 6 See Martha C. Nussbaum (1997), *Cultivating Humanity*, Cambridge, MA: Harvard University Press, p. 2.
- 7 Nussbaum, *Cultivating Humanity*, pp 28–9.
- 8 Perhaps the most significant advocate of this position, where criticism is aligned with sceptical oppositionalism, is to be found in the work of Edward Said. For his most succinct expression of this position, see especially Edward Said (1984), *The Work, The Text, The Critic*, London: Faber and Faber, p. 28.
- 9 Nussbaum, *Cultivating Humanity*, p. 19.
- 10 John Dewey (1916, reprinted 1985), *Democracy and Education*, Carbondale and Edwardsville, IL: Southern Illinois University Press, p. 103.
- 11 Dewey, *Democracy and Education*, p. 93.
- 12 Hannah Arendt (1972), *Crises of the Republic*, New York, NY: Harcourt Brace & Co., p. 5.
- 13 Aristophanes (1973), *Lysistrata, The Acharnians, The Clouds*, trans Alan H. Sommerstein, Harmondsworth: Penguin, p. 136.
- 14 F.R. Leavis (1948), *Education and the University*, London: Chatto and Windus, p. 24.

- 15 Leavis, *Education and the University*, p. 25.
- 16 Leavis, *Education and the University*, p. 28.
- 17 Alain Badiou (1997), *Saint Paul: La fondation de l'universalisme*, Paris: Presses universitaires de France, p. 11 (author's translation).
- 18 Jacques Rancière (2009), *Moments politiques*, Paris : La Fabrique, p. 92 (author's translation).
- 19 Rancière (2009), *Moments politiques*, p. 92
- 20 See Alain Touraine (1994), *Qu'est-ce que la démocratie?*, Paris: Fayard, p. 24 (author's translation).

Chapter 2 The Student Experience: Living Learning, Living Teaching

- 1 See Jonathan Swift (1976), *Gulliver's Travels and Other Writings*, ed. Louis A. Landa (Oxford: Oxford University Press, p. 301. For the philosophical position behind this, see Michel Serres (1994), *Eclaircissements*, Paris: Garnier-Flammarion, p. 76.
- 2 Who would vaunt themselves as a Gradgrind today? Well, in the time since I originally wrote this sentence, it occurs to me that we do have an answer: Michael Gove, currently Secretary of State for Education. In addition to this Gradgrindery, he has also recently proposed a new solution for improvement of childhood schooling: bring in the retired military as teachers to help instil a bit of discipline. As with Gradgrind, there is no grasp of material reality in such fantasies.
- 3 Charles Dickens (1977), *Hard Times*, reprint, Harmondsworth: Penguin, p. 48. There is a larger question here: facts, or data, are important, certainly. However, data becomes 'information' only once inserted into a sentence that makes a claim about them; and 'information' becomes 'knowledge' only when those sentences are debated and discussed. Too often, in our present predicament, 'data' has become a proxy not just for 'information', but also for 'knowledge'; and we usually call the resulting situation 'league tables'. It is worse, of course, when the data are false: judgements are questionable because they are based not upon knowledge, nor even information, but mere data – or false data.
- 4 See Walter Benjamin (1999), *Selected Writings*, Vol. 2: 1927–1934, Cambridge, MA: Harvard University Press, p. 731.
- 5 See Dewey, *Democracy and Education*, pp. 146–7.
- 6 Dewey, *Democracy and Education*, pp. 147–8.
- 7 Dewey, *Democracy and Education*, p. 148.
- 8 Dickens, *Hard Times*, p. 50.
- 9 Dewey, *Democracy and Education*, p. 148.
- 10 Dewey, *Democracy and Education*, p. 153.
- 11 Said, *The Work, The Text, The Critic*, pp. 28–9; italics added.
- 12 Dewey, *Democracy and Education*, pp. 154–5.

- 13 See Theodor Adorno and Max Horkheimer (1979), *Dialectic of Enlightenment*, trans. John Cumming, London; Verso, p. 148.
- 14 G.W.F. Hegel (1975), *Aesthetics*, Vol. 1, trans. T.M. Knox, Oxford: Oxford University Press, p. 2.
- 15 Hannah Arendt (1968), *Between Past and Future*, Harmondsworth: Penguin, p. 106.

Chapter 3 A Terrifying Silence: Spaces of Research from Discovery to Surveillance

- 1 All quotations here come from Dwight D. Eisenhower (2005), *Public Papers of the Presidents: Dwight D. Eisenhower, 1960–61*, Ann Arbor, MI: University of Michigan Library, pp. 1035–40.
- 2 Jean-François Lyotard argued this, in a different context, in his essay on ‘Time Today’. See Jean-François Lyotard (1984), *Selected Writings*, Oxford: Blackwell.
- 3 See Karl Jaspers (1959), *The Idea of the University*, ed. Karl Deutsch, trans. H.A.T. Reiche and H.F. Vanderschmidt, Boston: Beacon Press, p. 21.

Chapter 4 Leadership: Legitimation and Authority

- 1 See Muriel Spark (1965), *The Prime of Miss Jean Brodie*, Harmondsworth: Penguin, p. 10.
- 2 Spark, *The Prime of Miss Jean Brodie*, p. 44.
- 3 Spark, *The Prime of Miss Jean Brodie*, p. 29.
- 4 Spark, *The Prime of Miss Jean Brodie*, p. 32.
- 5 Spark, *The Prime of Miss Jean Brodie*, p. 36.
- 6 Spark, *The Prime of Miss Jean Brodie*, p. 11.
- 7 Arendt, *Between Past and Future*, p. 106.
- 8 Karl Marx (1978), *The Eighteenth Brumaire of Louis Bonaparte*, Peking: Foreign Languages Press, p. 9.
- 9 Frank Kermode (1977), *The Sense of an Ending*, Oxford: Oxford University Press, p. 39.
- 10 Kermode (1977), *The Sense of an Ending*, p. 39.
- 11 Slavoj Žižek (2003), *The Puppet and the Dwarf*, Cambridge, MA: MIT Press, pp. 105–6.
- 12 Žižek, *The Puppet and the Dwarf*, pp. 110–11.
- 13 The Smith example, and the King example here, are both as reported in *Times Higher Education*, April 2009 and October 2010.
- 14 R. Bolden, J. Gosling, A. Marturano and P. Dennison (2003), *A Review of Leadership Theory and Competency Frameworks*, Exeter: Centre for Leadership Studies. The text is available at: <http://centres.exeter.ac.uk/cls/research/abstract.php?id=29> [accessed 24 March 2011].
- 15 See Robert Greenleaf (2002), *Servant Leadership*, Mahwah, NJ: Paulist Press.

Chapter 5 Assessment: Controlling Conformity

- 1 Walter J. Ong (1958), *Ramus: Method and the Decay of Dialogue*, Cambridge, MA: Harvard University Press, p. 121.
- 2 This paper is available from Andrew Abbott's University of Chicago webpages. I am grateful to Nigel Thrift for drawing the paper to my attention.

Chapter 6 Finance: Money for Value

- 1 Browne Review (2010), *Securing a Sustainable Future for Higher Education*, <http://www.independent.gov.uk/browne-report>, 12 October, p. 21.
- 2 As reported in *Times Higher Education*, October 2010.
- 3 Charles Dickens (1838), *Oliver Twist*, London: Richard Bentley, chapter 2.
- 4 Stefan Collini made some very similar points regarding the Taxpayer – often ideologically presented as a kind of sullen ogre figure, protecting his hoard, as Collini put it – when he addressed the conference on ‘Why Humanities?’ at Birkbeck University, London, October 2010.
- 5 As reported in the *Guardian*, October 2010.