BIBLIOGRAPHY


Zielinski, Siegfried, and David Senior. 2006. Interview with Siegfried Zielinski. Rhizome, Friday April 7. http://rhizome.org/discuss/view/20967/

INDEX

A
academia. See also universities
and activism for social change, 132–7
and capitalist productivity, 137
and colonial oppression, 15, 17
and new media technologies, 28, 29, 40, 41, 50, 73, 105, 112, 113, 132, 136, 139
and reproduction of inequalities, 74
acceleration
experienced by university staff and students, 66
of global inequality and subjugation, 20, 43, 58
of humanist aporia, 8, 36
of Illusions of Democracy and Criticality, 57–61
technologies of, 9, 54, 119, 121, 143
of unfinishable ideals of academia, 6, 33, 102
via electronic learning games, 41
activism, 19, 21, 36, 57, 110, 115, 117, 121–31, 137, 148
activist-research networks, 116
Ali, Ayaan Hirsi, 91
alibis, professional, 82
alterity. See radical alterity
ambiguity, 7, 87, 93, 99, 121
America, 33, 62, 83, 109, 112, 113, 129
Amsterdam, 57, 92, 94
aporia
acceleration of, 36, 65, 67, 69, 75, 105
arising from humanist Enlightenment ideals, 8, 36, 85, 91
as fundamental problematic of universities, v, 5, 8, 42, 65, 69, 86
of hospitality, 77, 86, 87, 91
and new learning technologies, 43, 86, 105
Aristotle, 77, 87, 112
Armitage, John, 51, 79, 145

© The Author(s) 2017
I.M. Hoofd, Higher Education and Technological Acceleration,
DOI 10.1057/978-1-137-51409-7
Aronowitz, Stanley, 3, 65, 69, 77, 81, 83, 86, 91, 119, 139
Asia, vi, 33, 49–52, 57, 62, 63, 73, 86
Asian universities, 36, 50–3, 76
Australian aboriginal peoples, 134
auto-immunity, 1–10, 26, 30, 31, 94, 136, 141–3

B
Barthes, Roland, 28
Beltrán, Luis Ramiro, 112–14
Bergson, Henri, 27
big data research, 101
Biswas, Asit, 100
Bologna Convention on Higher Education in Europe, 122
Boon Yang, Lee, 54
border crossing, 117, 131
‘bottom-up learning’, 62, 65, 148
British Empire(s), 105
Butler, Judith, 77

C
calculation, 5, 6, 24, 33, 101, 102, 143
capitalism and capitalist globalisation, 60, 77, 103, 105, 109, 115, 128.
See also See also neo-liberalism
Castoriadis, Cornelius, 81
CCS. See Creative Community Singapore (CCS)
CFCS. See “Communication for Social Change Consortium (CFSC)”
CfCSC. See University of Queensland Centre for Communication and Social Change (CfCSC)
China/Chinese, 47, 51, 57, 58, 60
Chomsky, Noam, 3
Choon Fong, Shih, 60
Chorn Chuan, Tan, 60
class (social class), 14, 27–9, 35, 37, 42–4, 47, 51, 59, 63, 82, 83, 88, 95, 97, 104, 110, 113, 116, 135, 136, 146
Cold War, 36, 54, 79, 106, 109, 119, 132, 142
Collini, Stefan, 9, 22
colonialism and imperialism
academia’s complicity with colonial domination, 6, 50, 96
changing colonial/postcolonial logic, 50
emancipation from, via humanism, 150
Columbia University, 100, 117
“Communication for Social Change Consortium (CFSC)”, 133, 134
“Communication for Sustainable Social Change (CSSC)”, 132, 133
communication, neoliberal technologies of, 5, 107
complicity of academia, 58, 93
‘compulsory optimism’ and hope, 23, 30, 36, 66, 148
corporate mottos, 103
cosmopolitan personhood. See neo-liberal subject
Cook, Jon, 147
creativity. See critical and creative thought
critical and creative thought

as liberatory, 122, 129
simulation or usurpation of, 52, 55, 56, 58
critical humanities, 8, 10, 17, 141. See also humanities
criticality. See thought
critical pedagogy. See pedagogy
critical theory, 10, 25, 32, 37, 76, 87, 89, 149
CSSC. See “Communication for Sustainable Social Change (CSSC)”
cultural imperialism, 13, 46
culture(s), 5, 14, 24, 37, 38, 40, 44, 48, 54–6, 58–60, 65–8, 70–3, 75, 76, 83–5, 88, 89, 91, 92, 110, 111, 113, 121, 122, 134, 139
cybernetics, 15, 17, 24, 53, 74, 119
digital technologies, 20, 23, 25, 27, 30, 31, 36, 53, 100
Dittrich, Karl, 2, 5, 18, 21, 29
double-bind(s), 65, 86, 99–137, 140, 143
duplicit, 5, 10, 25
Dutch Empire(s), 105
Dutch student protests, 93, 116
Dutch universities, 65, 69, 93, 96, 123

E
Edu-Factory, 116, 121–4, 131, 136, 137
efficiency, 4, 9, 16, 17, 53, 78, 82, 133
Electronic games, 44
electronic learning (e-learning)
massively open online courses (MOOCs), 36, 46, 47, 63
Real Lives, 44–6, 49
elite(s)/elitism, vi, 14, 15, 27, 32, 33, 37, 39, 40, 43, 47, 49, 51, 61–3, 70, 79, 80, 83, 84, 95, 97, 117–19, 122, 124, 128, 129, 137, 140, 144, 145, 147
emancipation, vi, viii, 2–6, 8, 13, 14, 18, 19, 35, 36, 43, 50, 51, 53, 69, 70, 72, 78, 100, 102, 107, 114, 115, 134, 140, 143, 150
Empire. See colonialism and imperialism
empowerment, vi, 9, 35, 36, 40–50, 53, 62, 63, 78, 80, 108, 109, 118, 124, 126, 131, 148
enlightenment, Western, 5. See also emancipation; freedom; humanism; knowledge; progress; reason; truth
entrepreneurship, 56, 79
equality, vi, 47, 48, 81, 85, 100, 103, 105, 109, 132, 133
ethics course, Singapore, 76, 89
ethics, teaching of, 139, 143
Eucken, Walter, 3
Eurocentricity, 20, 23, 35, 40, 42, 49, 51, 88, 95, 117, 139, 143
Europe, vi, 7, 41, 52, 66, 73, 86, 96, 100, 109, 122, 125, 126, 129
‘European man’, 71, 73
European Union, 41, 124, 126
European universities, 6, 49, 67, 97, 122
evaluation, 2, 20
excellence, 15, 48, 59, 60, 66, 83–5, 88, 120, 125, 127, 131, 137
exclusion, 5, 14, 22, 42, 120, 127
exhaustion, 26, 139, 144
exploitation, 27, 46, 56, 58, 105, 107, 117, 120
exposition, 7, 150

F
falsehood of academia, 5, 72
false oppositions, 37, 39, 141
fantasies, 88, 107, 121, 137, 144
fascism, 14, 15, 21, 22, 68, 70
fatality, 8, 36, 137, 149
Federatie Nederlanse Vakbewegingen (Federation of Dutch Unions), 143
financialisation of the globe, 91, 109, 110, 114, 135
Foucault, Michel, 28
freedom, 4, 5, 9, 14, 22, 29, 38, 39, 48, 53, 56, 59, 80, 81, 85, 125, 126, 148
Free University of Los Angeles, 123
Freire, Paulo, 9, 37–40, 46, 48, 57, 58, 62, 63, 70, 92, 111, 112, 126, 139, 141, 149
Pedagogy of the Oppressed, 36, 80, 110
Freud, Sigmund, 118, 119
Friedman, Milton, 3
future(s), 8, 17, 19, 22, 23, 30, 33, 43, 46, 62, 63, 66, 67, 75, 85, 87, 95, 110, 141, 142, 147, 149, 150

G
gender(s), 14, 41, 43, 44, 48, 113, 140
Gendering Cyberspace, 41
Genosko, Gary, 76, 149
Giroux, Henry, 3, 65, 69, 77, 81, 83, 84, 86, 88, 90, 91, 119, 139
globalisation. See capitalism; neo-liberalism
Glocal Research Space, 116, 129–31, 136, 137
‘grand narratives’, 15, 17, 18, 28
Grusin, Richard, 101, 102
Guattari, Félx, 134

H
“hard” sciences, 8, 11, 101, 141, 142, 150
Harney, Stefano, 119, 120, 124, 125
Heidegger, Martin, 14, 15, 17, 19, 21, 36, 51–4, 57, 59–62, 68, 82, 90, 147
Heisenberg, Werner, 142
higher education, v, vi, vii, 3, 4, 6, 10, 33, 35, 41, 42, 46, 49–55, 57, 60, 76, 77, 81, 82, 91, 92, 102, 122, 124, 135
hope. See ‘compulsory optimism’ and hope
hospitality, 77, 86, 87, 89, 91, 96
humanism. See also aporia
and acceleration of ideals of, 9–16, 40, 137
ideals of, 6, 150
internal contradictions of, 6, 26, 36
humanities, 7, 8, 10–13, 17, 20, 42, 50, 60, 65, 66, 68, 69, 73, 75, 76, 85, 89, 90, 92, 95, 99–104, 109, 118, 121, 131, 134, 141, 143, 150. See also critical humanities; ‘digital humanities’
Humboldt, Alexander von, 14, 15, 18, 23, 26, 27, 37, 61, 68, 140
hypocrisy of academia, 5, 8

I
imperialism. See colonialism and imperialism
India, 44–6, 51, 60
innovation(s), vii, 6, 13, 15, 41, 44, 51, 55, 56, 59, 62, 66, 70, 79, 100, 103, 109, 117, 127, 133, 134, 142
interactive learning technologies, 6, 48, 54, 148
interdisciplinarity, 89
Internet, v, 41, 42, 48, 57, 78, 103, 105, 119, 132, 134
inter-subjective relationships, 42, 74, 75, 148
Investigacció (Research), 116, 127
Italian universities, 125
ivory tower(s), 2, 3, 5, 21, 39, 84, 104, 110, 124, 127

J
Janus-faced logic of academia, 76. See also hypocrisy
justice, 2, 3, 8, 9, 33, 44, 46, 47, 50, 59, 61, 62, 77, 81–8, 90, 91, 95–7, 100, 105, 109, 112, 114, 117, 121, 122, 124, 126, 129, 130, 132, 133, 136, 141, 147

K
Kant, Immanuel, 20, 23, 77, 78
Kirchherr, Julian, 100
knowledge
as-capital, 6
as enlightenment value, 5, 7, 13–16, 19, 23, 26, 31, 32, 35, 57, 66, 88, 100, 102, 149
generated by social movements, 130
for knowledge’s sake’, 12, 19
privatisation of, 127
production of, 5, 20, 22, 48, 84, 88, 96, 145
quest for totality, 66, 102, 106, 139
and unknowability, 28, 36, 142, 148
‘knowledge economy’, 7, 56, 62, 65, 66, 68

L
Lacan, Jacques, 28
Laswell, Harold, 112
Latin America, 112, 113, 129
left-wing academics, 110, 148
Levinas, Emmanuel, 77, 86, 87, 89, 90, 97
Lisbon Declaration(s), 126
London, 133
Lyotard, Jean-François, 9–19, 21–5, 28, 36, 43, 61, 66, 68, 71, 106, 144, 150
Postmodern Condition, The, 10, 11, 13, 17, 21, 69, 141

M
Madrid, 68
managerialism, 1, 3, 8, 9
Manovich, Lev, 53
Marí Sáez, Victor Manuel, 115, 116
masculinism, 35, 42, 61, 104
Massachusetts Institute of Technology (MIT), 55, 56
massively open online courses (MOOCs), 36, 46, 47, 63
methods, 11, 15, 36, 41, 54, 65, 69, 73–6, 78, 87–95, 97, 103, 106, 111, 141, 142, 145
Mexico, 44, 46
militarism: logic and institutions, 8, 63, 132
Mill, John Stuart, 77, 78
mission of academia/universities, 67–70, 72, 102
MIT. See Massachusetts Institute of Technology (MIT)
mobility, 41, 42, 44, 50, 80, 114, 116, 122, 124–6, 135
Mohanty, Chandra, 108
MOOCs, 36, 46, 47, 63
Moten, Fred, 119, 120, 124, 125
Mouffe, Chantal, 77
Moulakis, Athanasios, 12
Myrsiades, Kostas, 81

N
narrative as knowledge, 13
National University of Singapore (NUS), x, 50–3, 55, 56, 58, 60–3, 70, 73, 78, 88, 89, 96
neocolonialism. See colonialism and imperialism
neo-liberalism. See also See also
capitalism and capitalist globalisation
critiques of and resistance to, 11, 52, 60, 61, 76, 81, 83, 85, 88–90, 92, 96, 101, 102, 107, 118, 120, 125, 129, 145
and disappearance of subversive thought and action, 58
as dominant culture, 72
and equation of globalisation with emancipation for all, 2–4, 6, 13, 14, 18, 19, 35, 43, 50, 51, 72, 78, 90, 92, 102, 105, 107, 116, 128, 136, 140
examined as sexist and racist, 89
and global inequality, 47
and performance/guise of ethical social change, 2, 3, 20, 29, 96, 103
technological reproduction of, 58
neo-liberal subject
coercive production of communicative subjects, 35, 37, 38, 43, 46, 49–54, 56–8, 60–4
as cosmopolitan, cultured, critical thinker, 43, 49, 63, 72, 79, 83, 88, 95, 118
as creative class in Asian cities, 59
as entrepreneur and organize, 54, 56, 61, 62, 79, 89, 120
as masculinist and Eurocentric, 20, 35, 49, 51, 61, 88, 117, 139
as ‘speed-elite’subjects, 80
See also acceleration;
managerialism; speed-elitism
Netherlands, 6, 41, 58, 66, 92, 93, 141, 143
neutrality of academic work, myth of, 9
New Jersey, 133
new media technologies, 28, 29, 40, 41, 46, 48, 50, 73, 105, 112, 132, 136, 139
new university projects, 116–21
nostalgia
for academy of Enlightenment ideals, 68, 84, 85
for pursuit of social justice and ‘brave new world’; 77, 84, 97

NUS. See National University of Singapore (NUS)

O

objectification/objectivity, 4, 5, 7, 15, 21, 26, 28, 32, 42, 44–6, 49, 52–4, 62, 84, 101, 106, 117, 121, 127, 130, 137, 143

‘old’ university, ideals/myths of. See ‘traditional’ (originary) university

omniscience, 6, 7, 63, 149

online learning. See electronic learning (e-learning)

oppositions, false, 37, 39, 141

oppression(s)/oppressed groups, 2, 5, 9, 15, 18, 36–40, 42–5, 49, 58, 80, 110, 114, 118, 127, 144

optimism. See ‘compulsory optimism’ and hope

Ortega y Gasset, José, 19, 65, 70, 71, 73, 74, 76, 77, 84, 85, 89, 92, 96, 139, 141

Mission of the University, 67–9, 72


‘outside’ of academia, 37

Overland, Martha Ann, 57, 58

performance assessments and indicators, 2

philosophy, 2, 13–17, 19, 23, 24, 26, 27, 30, 50, 52–4, 60, 62, 66, 67, 77, 86, 89, 90, 95–7, 103, 106, 124, 142

Plato, 88

politics/simulation of politics, 14, 15, 20, 27, 32, 37, 51, 58, 66, 68, 70, 72, 77–81, 86, 91, 95, 96, 104, 107, 110, 115, 121, 124, 137, 145

post-colonialism, 96

post-colonies, 6, 61–4, 132

Postmodern Condition, The: A Report on Knowledge, 10

power(s), 9, 12, 16, 17, 19, 21, 24, 35, 43, 48, 49, 61, 62, 77, 80, 83, 89, 90, 93–6, 99, 103, 107, 114, 116, 120, 128, 134, 136

‘primitive’ cultures, 72

privilege(s), 63, 95, 106, 114, 124, 125, 127, 128, 131, 133, 134, 136

productivity, 4, 9, 24, 29, 54, 56, 63, 78, 85, 148

progress, 5, 13–15, 18, 28, 30, 41, 50, 59, 68, 69, 72, 78, 87, 97, 103, 122, 124, 127, 135, 147

Q

quantification, 7, 11, 20, 21, 23, 24, 29, 30, 47, 74, 93, 99, 101, 102

questioning, practices of, 85

R

radical alterity, 20, 42, 105, 111, 119

Rawls, John, 78

Readings, Bill, 48, 59, 66

real (‘real’ social order), 10
Real Lives, 44–6, 49
reason(s), v, vi, 14–17, 19, 20, 32, 35, 38, 48, 59, 66, 68, 71, 73, 76, 83–5, 88, 91, 93, 104, 114, 121, 122, 132, 141, 147, 149
reflexivity within academia, 17, 96
Renaissance City campaign, Singapore, 52, 54, 55, 59, 63
Renaissance Man, 55, 58, 65–73
research, vi, vii, 1, 3, 5–7, 9, 11, 12, 15, 20, 24, 28–30, 32, 33, 48, 50, 53, 55, 58, 63, 67, 68, 71, 73, 74, 79, 80, 82, 83, 95, 99–137, 140, 141, 143–8
research methods, 103
resistance to neoliberal capitalism, 81
restratification, 120, 135
Rete per l’Autoinformazione (Self-informed Network), 123
Rete Picercatori Precari (Network of Precarious Researchers), 116, 125, 126
Rhoades, Gary, 135
Roberts, Joan, 79
Roma La Sapienza, 125
Runte, Roseann, 78

S
Schumpeter, Joseph, 62
sciences, ‘hard’ and ‘soft’, 7–9, 11, 101, 141, 142, 150
Senior, David, 2
Shannon, Claude, 105, 115, 134
Shannon-Weaver model, 115
Simon, Roger, 82–4, 86, 88, 90, 91
Singapore, 6, 50–2, 54–9, 66, 76, 89, 93, 95, 139
Singapore-MIT Alliance, 55
social change, 52, 54, 103, 106, 109–16, 118, 130, 132–7, 141
social media, 25, 99, 100, 103, 119, 121, 132–7
social movements, 114, 115, 122, 127–30
South America, 33, 62
Southeast Asia, 33, 57
Spain/Spanish, 19, 47, 67, 69, 70, 84, 115, 127, 131
Spanish universities, 69
speed. See acceleration
speed-elitism, 32, 33, 37, 39, 47, 49, 51, 61, 117, 118, 122, 124, 129, 137, 140, 145. See also acceleration; universities
Spivak, Gayatri Chakravorty, 48–50, 91
staff, academic, 19, 43, 143–5
standardization of academic assessment, 74
stealth logic and stealth functionality, 7–9, 26, 142
Stengers, Isabelle, 2, 17
Stiegler, Bernard, 121, 147
student-centred learning, 40, 80. See also ‘bottom-up learning’;
interactive learning technologies
students, vi, 2, 5, 8, 19, 25, 26, 37, 40–55, 57–63, 65, 66, 68–70, 72–6, 78–80, 82, 83, 87, 89, 92–7, 99, 123, 125, 140, 142–5
surveillance, 6, 46, 48, 102, 128, 144

T
teaching. See pedagogy
technological acceleration. See acceleration
technologies
of calculation, prediction and visibility, 5, 33, 102, 143
of colonial data collection and classification, 105
of communication, 5–7, 22, 110, 118, 132
INDEX

of knowledge-production, 15, 16, 120, 122, 127, 135
theory, vi, 8–10, 28, 30, 32, 37, 38, 59, 73, 75, 76, 78, 83, 87, 89, 95, 101, 105, 129, 141, 146, 149
thought(s), 2, 3, 15, 24, 25, 27, 31, 32, 35–7, 39, 51–62, 70, 78, 81–4, 87–9, 91, 92, 95, 97, 102, 116–22, 125, 130, 131, 135, 137, 141, 143, 144, 146–8
‘traditional’ (originary) university, ideals/myths of, 1, 2, 12, 147
transformation(s), v, 1, 3, 7, 8, 10, 11, 30, 39, 49, 50, 74, 100, 101, 103, 104, 111, 115–18, 122, 133, 135, 140
truth, 2–4, 6, 8, 9, 12, 14–19, 21, 31, 43, 53, 59, 82, 84, 85, 90, 91, 95, 97, 100, 102, 117, 121, 122, 130, 143, 147, 150
Tzu, Lao, 77

U
UNESCO. See United Nations Education, Scientific and Cultural Organization (UNESCO)
Unfinishability of project of total knowledge, 15
United Nations Education, Scientific and Cultural Organization (UNESCO), 23, 112
universality, 14, 35–64, 86
Universidad Nómada (Nomadic University), 116, 131, 136
universitas, 6, 12, 22, 39, 43, 47, 63, 68, 72, 140
universities, vi, 1, 2, 5, 6, 8, 9, 13, 17, 18, 25, 36, 42, 43, 46, 48–55, 63, 65, 67–70, 76, 80, 86, 88, 92, 93, 96, 97, 116, 122–6, 132, 135, 143. See also Academia; Aporia
as business/industry, 1–5, 12, 20, 46, 54, 78, 81, 139
central problematic of, 17, 35
doctrine of excellence, 84, 85, 120, 127, 131, 137
‘inside’ of, vi, 5, 6, 8, 21, 29, 32, 36, 39, 43, 78, 121
Janus-faced/hypocrisy of, 5, 6, 8, 76, 78, 94
labour conditions of mission of, 67–70, 72, 102
as nomad institutions, 116, 122, 130, 131, 136, 137
‘outside’ of, 13, 26, 37, 39, 62
religious/spiritual aspect of, 24, 26, 30, 87, 148
societal roles, 4
subject to market forces (neoliberalisation), 11
‘traditional’ (originary), 1, 2, 81, 121
University of Amsterdam (UvA), 92, 116, 126
University of Amsterdam protests, 94
University of Leeds, 123
University of Openness, 123
University of Queensland Centre for Communication and Social Change (CfCSC), 132, 134
University of Wisconsin-Madison, 100
unknowability, 28, 30, 32, 36, 103, 142, 148, 149
Utrecht University, 62, 73, 75, 79, 89, 92, 141, 143
UvA. See University of Amsterdam (UvA)
V
Valéry, Paul, 12
violence
  of academia, 6, 32, 77, 109
  of capitalism, 109
  symbolic, 46, 49, 65, 144
Virilio, Paul, 6, 8, 9, 15, 16, 21, 22,
  24–33, 36, 48, 51, 66, 79, 102,
  108, 109, 118, 144, 148
vision Machine, The, 21, 25–31, 33,
  46, 102, 108, 144, 148
visualisation, technologies of, 7, 10,
  101, 133
Vogl, Joseph, 132, 134

W
Ward, Steven, 3, 6, 7, 11, 22, 26, 68
Warsaw Declaration (European
  Union), 124
Weaver, Warren, 115, 134
Western-centricity, 47, 104
whiteness (racial identity), 45, 47, 51,
  53, 61–3, 75, 77, 89, 134, 139

Z
Zhao, Qilan, 57
Zielinski, Siegfried, 2, 21, 29
Zuidhof, Peter-Wim, 93, 94, 104