

**RETHINKING the UNIVERSITY**  
**Leverage and deconstruction**

**SIMON WORTHAM**

# Rethinking The University Leverage And Deconstruction

**John Tiffin, Lalita Rajasingham**



## **Rethinking The University Leverage And Deconstruction:**

*Rethinking the university* Simon Wortham, 2018-09-30 Rethinking the university explores and develops key critical debates in the humanities concerning for example postmodernism New Historicism political criticism cultural studies interdisciplinarity and deconstruction in the context of the various crises widely felt to be facing academic institutions The analysis of the characteristic features of today's university is guided by a close reading of Derrida's work on the question of the academic institution particularly with regard to the motifs of leverage and disorientation This important topic has been the subject of heated debate in recent years and Rethinking the university offers clear and concise summaries of current work in the field as well as exploring original and challenging lines of enquiry on a number of issues of contemporary concern In particular Wortham argues that while Derrida's image of a university walking on two feet presents us with a potentially paralysing problem nevertheless it also enables a strong affirmation of the possibilities of academic life work and effort

Counter-institutions Simon Wortham, 2006 This is an account of Jacques Derrida's involvement in debates about the university Derrida has long argued that philosophy simultaneously belongs and does not belong to the university This book asks whether a broader tension between belonging and not belonging also forms the basis of Derrida's political thinking and activism

*Samuel Weber* Simon Morgan Wortham, 2018-01-12 Title first published in 2003 Weber is probably the only person in his generation who is equally at home in and directly informed about contemporary literary theory and its antecedents in Germany France and the US His theoretical interest in psychoanalysis serves as a viewpoint from which a powerful combination of philosophical linguistic and political concerns are brought together in an uncommonly productive dialectical interplay Paul de Man This book presents the first introductory text examining the work of the contemporary thinker Samuel Weber Accessible compelling and challenging Weber's writing offers a rewarding investigation into the connections between literary and cultural studies media and technology and philosophy and aesthetics in the context of significant intellectual debates and developments linking Europe and North America The critical practice of Weber's various texts is explored in detail along with his studies in philosophy aesthetics deconstruction media technology psychoanalysis and theatre

The Lucid Vigil Stella Gaon, 2019-02-06 Winner of the 2020 Symposium Book Award by the Canadian Society for Continental Philosophy Stella Gaon provides the first fully philosophical account of the critical nature of deconstruction and she does so by turning in an original way to psychoanalysis Drawing on close readings of Freud and Laplanche Gaon argues that Derridean deconstruction is driven by a normative investment in reason's psychological force Indeed deconstruction is more faithful to the principle of reason than the various forms of critical theory prevalent today For if one pursues the classical demand for rational grounds vigilantly one finds that claims to ethical or political legitimacy cannot be rationally justified because they are undone by logical undecidability Gaon's argument is borne out in the cases of Kantian deontology Deweyan pragmatism progressive pedagogy Habermasian moral theory Levinasian ethics and others What emerges is the

groundbreaking demonstration that deconstruction is impelled by a quasi ethical critical drive and that to read deconstructively is to radicalize the emancipatory practice of reason as self critique This important volume will be of great value to critical theorists as well as to Derrida scholars and researchers in social and political thought *Being a University* Ronald Barnett,2010-10-06 The university both in its form and the ideas through which it is understood continues to evolve In this book Ron Barnett questions Just what is it to be a university And what might the university become **Being a University** Ronald Barnett,2010-10-06 There is no single idea of the university Ever since its medieval origin the concept of the university has continued to change The metaphysical university gave way successively to the scientific university and then to the corporate and the entrepreneurial university But what then might lie ahead *Being a University* both charts this conceptual development and examines the future possibilities for the idea of the university Ronald Barnett pursues this quest through an exploration of pairs of contending concepts that speak to the idea of the university such as space and time being and becoming and culture and anarchy On this foundation is developed an imaginative exposition of possible ideas of the university including the liquid university and the authentic university In the course of this inquiry it is argued that Any thought that the idea of the entrepreneurial university represents the end point of the evolution of the idea of the university has to be abandoned The entrepreneurial university is excessively parochial and ill matched to the challenges facing the university A responsibility of the university is precisely that of working out an imaginative conception of its future possibilities The boldest and largest thinking is urgently required The fullest expression of the university s possibilities lies in a reclamation of the universal aspirations that lay in earlier ideas of the university The ecological university represents just such a universal aspiration suited to the unfolding demands of the future *Being a University* will be of wide interest to institutional leaders and managers higher education planners academics in all disciplines and students of higher education in educational policy and politics and the philosophy sociology and theory of education and indeed anyone who believes in the future of the university *University on the Border* Lis Lange,Vasu Reddy,Siseko H. Kumalo,2021-08-27 The volume explores and thinks through the process of decolonising the South African higher education system by examining MustFall The text offers theoretical insights from a historical contemporary and multidisciplinary lens while examining the embedded meanings of the university as an institution idea and set of practices to show the shifts and changes that were inaugurated by MustFall along with the historicities that define the university both locally and globally The retro and prospective insights presented in the book surface the crisis of authority that places the university in a state of precarity which is framed in the book as the border The volume proposes the concept of the border recognising its conceptual and analytical dynamism as a generative space that can facilitate new imaginaries and articulations of this social institution the university **Jewish Intellectuals and the University** M. Morris,2006-12-11 Marla Morris explores Jewish intellectuals in society and in the university using psychoanalytic theory Morris examines Otherness as experienced by Jewish intellectuals who grapple with

anti-Semitism within the halls of academia. She claims that academia breeds uncertainty and chaos. *The Global Virtual University* John Tiffin, Lalita Rajasingham, 2003. This book highlights the emergence of the virtual university to fit the needs of the global information society.

**Culture in Bits** Gary Hall, 2002-08-01. Cultural Studies seems to have lost its way somewhere between today's preoccupation with the empirical and the theory revolutions of the 1980s and 90s. Assessing the work of key theorists across the history of cultural studies. Raymond Williams, Stuart Hall, Meaghan Morris, and Angela McRobbie. *Culture in Bits* argues that the trend towards a more politicized practice is in fact not political enough. Theory and deconstruction in particular can offer a more radical and a more political engagement. Pinpointing the ambiguities that both constitute and disturb cultural studies and outlining a radical agenda for its future. *Culture in Bits* is vital reading for all interested in cultural practice and theory.

**Jewish Studies as Counterlife** Adam Zachary Newton, 2019-06-04. This book tells the story of a Jewish Studies that hasn't fully happened at least not yet. Newton asks what we mean when we say Jewish Studies and when we imagine it not as mere amalgam but as a project. Jewish Studies offers a unique perspective from which to view the horizon of the academic humanities because although it arrived belatedly it has spanned a range of disciplinary locations and configurations from an origin story in nineteenth-century historicism and philology to the emancipatory politics of the Enlightenment to the ethnicity-driven pluralism of the postwar decades to more recent configurations within an interdisciplinary cultural studies. The conflicted allegiances with respect to traditions, disciplines, divisions, stakes, and stakeholders represent the structural and historical situation of the field as it comes into contact with the humanities more broadly. At once a literary and philosophical thinker, Newton deploys a tableau of texts in concert with an ensemble of vivid, elastic tropes not only to theorize Jewish Studies but also to reimagine it as an agent of that potency. Jacques Derrida calls leverage a force multiplier for the field's multiple possibilities. In refiguring a Jewish Studies to come, the book intervenes in a broader discourse about the challenge of professing disciplinary knowledges while promoting transit across their boundaries. *Jewish Studies as Counterlife* further amplifies Newton's career-long articulation of the dialogic as the staging ground of ethical encounter.

*The Blackwell Guide to the Philosophy of Education* Nigel Blake, Paul Smeyers, Richard D. Smith, Paul Standish, 2008-04-15. In this important survey, an international group of leading philosophers chart the development of philosophy of education in the twentieth century and point to significant questions for its future. Presents a definitive introduction to the core areas of philosophy of education. Contains 20 newly commissioned articles, all of which are written by internationally distinguished scholars. Each chapter reviews a problem, examines the current state of the discipline with respect to the topic, and discusses possible futures of the field. Provides a solid foundation for further study.

**Transforming Theological Knowledge** Rian Venter, Francois Tolmie, 2012-01-01. A number of outstanding public intellectuals such as Jonathan Jansen, Crain Soudien, and Lis Lange have been invited to present papers to clarify the conceptual challenge and what this might entail for theology. Well-known theologians such as Conrad Wethmar, Allan Boesak, and Martin Prozesky

reflect on the nature of theology and religion at universities amidst social exigencies Two international theologians Harold Attridge from the prestigious Yale Divinity School and Bram van de Beek from the Free University of Amsterdam share their experiences of institutions that exemplify excellence and ecumenical openness *Higher Education for the Public Good* Brenda Leibowitz, 2012-11-01 The authors of this inspiring collection discuss philosophical approaches and present empirical and practical ideas for teaching and learning at university for the public good Four major aspects of transforming universities are explored the purpose and ethos of the university its conception of graduate attributes the way programmes and teaching are delivered and the institution's approach to academics and their professional development The book will be indispensable to all universities who are evaluating their own principles and practice

**A Poetics of Education** John I'Anson, Alison Jasper, 2025-03-20 At a time when education is routinely and problematically translated into the discourse of learning and teaching to serve a series of instrumental imperatives the question of what we mean by education is raised with renewed urgency This book looks beyond present horizons to imagine education anew It considers ways of theorising education that acknowledge the complexity of its genealogy empirical practice and imbrication within regimes of governance in the light of education's orientation to both the already actualised and the new and unprecedented A specifically educational milieu is characterised by the kinds of existential movements and negotiations to which this gives rise together with a language and grammar for their articulation that points to their urgency and significance A poetics of education an edupoetics is thus a considered response to this exigency Through engaging a variety of felicitous tropes that include the sea and its navigation Serres' opacity Glissant's desire A's precarity Butler's gift Manning and Chiasma Merleau-Ponty it becomes possible to articulate an educational image of thinking that in welcoming the new and unforeseen promotes a radical hospitality to difference The chapters engage a variety of writers to explore how an edupoetics might intersect with a series of specific educational scenes and concerns that include for example the qualities of good research that opens to the other than human the complexities of doctoral supervision the pedagogics of gender and the gift of neurodiversity This book articulates an alternative educational imaginary an edupoetics that gestures towards collectivities gathered around matters of intense concern It will be relevant to scholars in the humanities and social sciences interested in educational theory and the philosophy of education

**Jacques Derrida and the Institution of French Philosophy** Vivienne Orchard, 2017-12-02 Jacques Derrida 1930-2004 was unquestionably one of the most celebrated and reviled French thinkers of the last thirty years Outside France his influence in comparative literature circles through deconstruction and other ideas has been so profound that his personal role as a leader of contemporary French philosophy has been almost overlooked Perhaps because there is no equivalent in English speaking countries to the timetabling of philosophy in the French education system writers on Derrida outside France have not fully appreciated the importance of this political and cultural struggle In this ground-breaking book Orchard examines a hard-fought debate of great importance not only to Derrida himself but also to France's idea of what studying philosophy might

mean after the student uprisings of 1968      **Hope** Simon Wortham,2019-11-14 A colourful map of the current conflict between pessimism and optimism in Western politics and theory Hope attempts to reveal both the deep history and contemporary necessity of political hopefulness Starting in the 17th century with Spinoza Wortham tells the story of the various fallacies and insights of pessimism and optimism through the 18th century with the help of Kant and Voltaire through to the famously nihilistic writings of Nietzsche and the 20th century works of thinkers such as Benjamin Arendt Kristeva and Fanon to name but a few He explores the contemporary significance of ideas such as affirmation sovereignty violence therapy existentialism and of course the oft maligned notion of hopefulness to create a politics of optimism which avoids the pitfalls of uncritical acceptance of the status quo or the newest political idea Short chapters written in an engaging narrative manner enable the reader to follow the story of political optimism over the last 4 centuries inspiring a new way of thinking about the transformative uses of hopefulness      After Whiteness Mike Hill,2004 What comes after white becomes a minority in the United States      After Raymond Williams Hywel Dix,2013-09-15 This volume is not only a detailed look at some of the writing produced in Scotland and Wales in the years surrounding political devolution it also include a look at the ways in which difference sub cultural communities use fiction to renegotiate their relationships with the British whole      **Complexity Theory and the Politics of Education** ,2010-01-01 Complexity theory has become a major influence in discussions about the theory and practice of education This book focuses on a question which so far has received relatively little attention in such discussions which is the question of the politics of complexity The chapters in this book engage with this question in a range of different ways Whereas some contributions make a case for the promotion of complexity in education others focus more explicitly on questions concerning the reduction of complexity in and through education The chapters do so using theoretical historical and empirical arguments paying attention to a range of different educational settings including early childhood education school education post compulsory education lifelong learning and work based education and focusing on different aspects of these practices such as curriculum pedagogy assessment architecture and management Taken together the chapters not only reveal the potential of complexity for engaging with questions about the politics of education in new and different ways They also provide examples of a more reflexive engagement with the politics of complexity in education itself

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