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Nota di contenuto	Cover; Half Title; Title; Copyright; Contents; Introduction; SECTION 1: Zombification in the corporate university; First as tragedy, then as corpse; 'Being' post-death at Zombie University; University life, zombie states and reanimation; The living dead and the dead living: contagion and complicity in contemporary universities; Zombie solidarity; The Journal of Doctor Wallace; SECTION 2: Moribund content and infectious technologies; Zombie processes and undead technologies; The botnet: webs of hegemony/zombies who publish; The intranet of the living dead: software and universities Virtual learning environments and the zombification of learning and teaching in British universities Mapping zombies: a guide for digital pre-apocalyptic analysis and post-apocalyptic survival; Infectious textbooks; SECTION 3 Zombie literacies and pedagogies; Undead universities, the plagiarism 'plague', paranoia and hypercitation; EAP programmes feeding the living dead of academia: critical thinking as a global antibody; Zombies in the classroom: education as consumption in two novels by Joyce Carol Oates; Queer pedagogies in zombie times: parody, neo-liberalism and higher education Zombies are us: the living dead as a tool for pedagogical reflection Escaping the zombie threat by mathematics; Toward a zombie pedagogy: embodied teaching and the student 2.0; SECTION 4:The

Sommario/riassunto

post-apocalyptic terrain; 'Sois mort et tais toi': zombie mobs and student protests; Living-dead man's shoes? Teaching and researching glossy topics in a harsh social and cultural context; Feverish homeless cannibal; A report on the global Viral-Z outbreak and its impact on higher education; Bibliography; List of contributors; Index; Back Cover

Zombies in the Academy taps into the current popular fascination with zombies and brings together scholars from a range of fields, including cultural and communications studies, sociology, film studies, and education, to give a critical account of the political, cultural, and pedagogical state of the university through the metaphor of zombiedom. The contributions to this volume argue that the increasing corporatization of the academy - an environment emphasizing publication, narrow research, and a vulnerable tenure system - is creating a crisis in higher education best understood through the
