
Citation:

Hudson-Miles, R and Goodman, J (2024) Cooperative Education, Politics and Art. In: The Art of Resistance, NAFAE Annual Conference, 4 Sep 2024, UCA Canterbury, Kent. (Unpublished)

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Cooperative Education, Politics, and Art

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Routledge Research in Arts Education

COOPERATIVE EDUCATION, POLITICS, AND ART

**CREATIVE, CRITICAL AND COMMUNITY
RESISTANCE TO CORPORATE HIGHER EDUCATION**

Edited by
Richard Hudson-Miles and Jackie Goodman



- Released September 1st 2024
- An edited anthology, focusing on the the alternative art schools which emerged since the Browne Review (2010).
- Also, theoretical essays / polemics challenging the neoliberal paradigm of art education (2010-present).
 - ‘Economisation’ Wendy Brown (2015) the transformation of all previously cultural, political, social concerns to economic ones.
 - Friedman-esque vision of HE which frames students as self-interested market actors rather than citizens bound by a social contract.
 - A form of governmentality

Women's median pre-tax earnings by subject in 2016

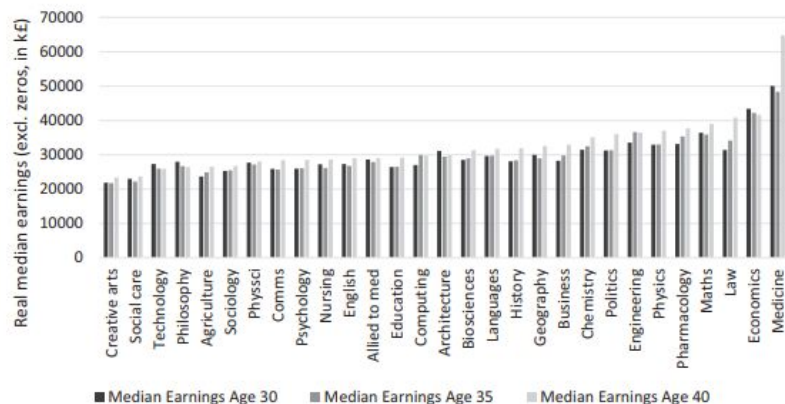


Figure 1.1 Women's median pre-tax earnings by subject in 2016.

Source: Britton, Jack, Lorraine Dearden, Ben Waltmann, and Laura van der Erve. 2020. 'The Impact of Undergraduate Degrees on Lifetime Earnings'. The Institute of Fiscal Studies. <https://ifs.org.uk/publications/impact-undergraduate-degrees-lifetime-earnings>. p. 17.

Men's median pre-tax earnings by subject in 2016

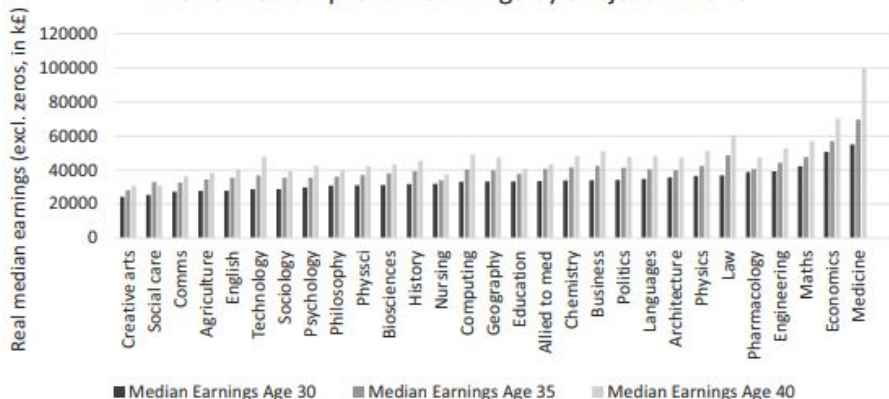


Figure 1.2 Men's median pre-tax earnings by subject in 2016.

Source: Britton, Jack, Lorraine Dearden, Ben Waltmann, and Laura van der Erve. 2020. 'The Impact of Undergraduate Degrees on Lifetime Earnings'. The Institute of Fiscal Studies. <https://ifs.org.uk/publications/impact-undergraduate-degrees-lifetime-earnings>. p. 18.

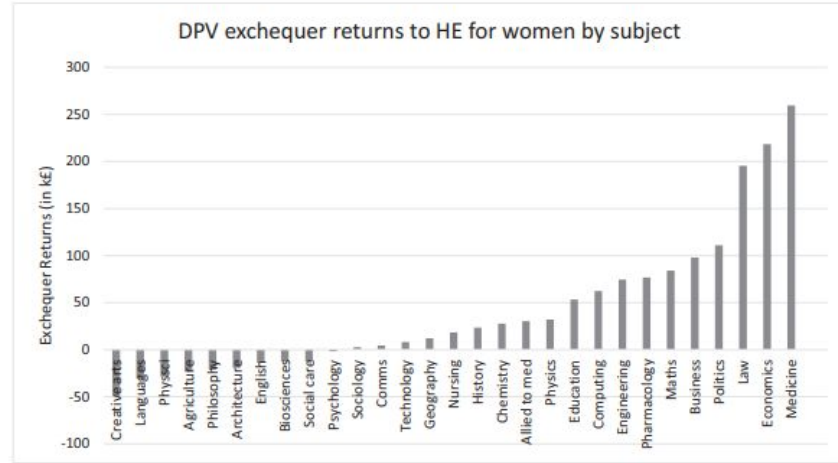


Figure 1.5 DPV exchequer returns to HE for women by subject.

Source: Britton, Jack, Lorraine Dearden, Ben Waltmann, and Laura van der Erve. 2020. 'The Impact of Undergraduate Degrees on Lifetime Earnings'. The Institute of Fiscal Studies. <https://ifs.org.uk/publications/impact-undergraduate-degrees-lifetime-earnings>. p. 61.

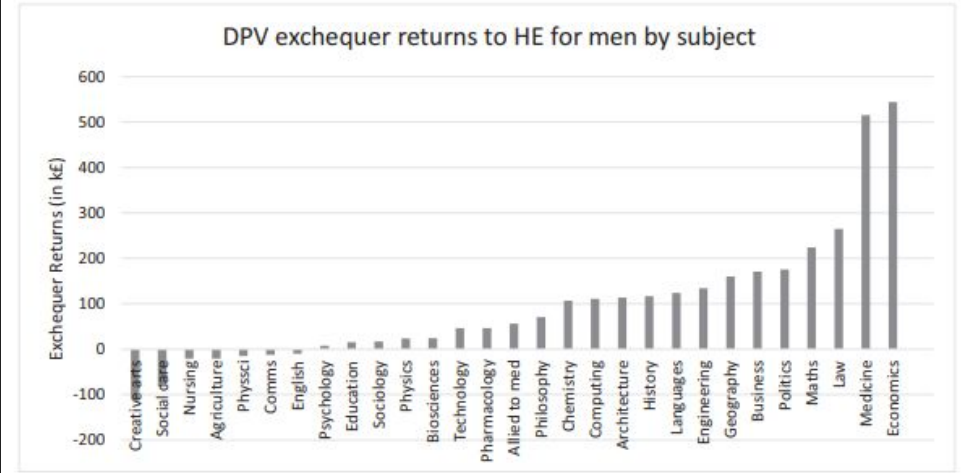


Figure 1.6 DPV exchequer returns to HE for men by subject.

Source: Britton, Jack, Lorraine Dearden, Ben Waltmann, and Laura van der Erve. 2020. 'The Impact of Undergraduate Degrees on Lifetime Earnings'. The Institute of Fiscal Studies. <https://ifs.org.uk/publications/impact-undergraduate-degrees-lifetime-earnings>. p. 62.

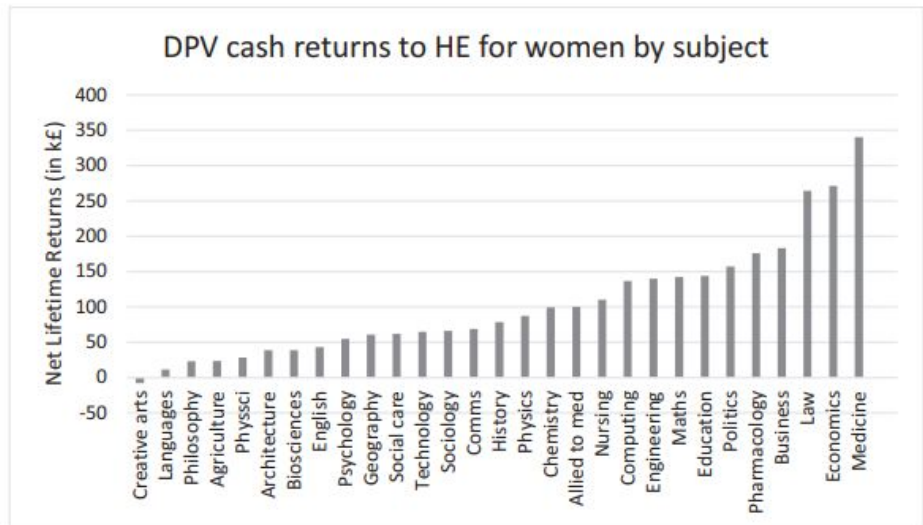


Figure 1.3 DPV cash returns to HE for women by subject.

Source: Britton, Jack, Lorraine Dearden, Ben Waltmann, and Laura van der Erve. 2020. 'The Impact of Undergraduate Degrees on Lifetime Earnings'. The Institute of Fiscal Studies. <https://ifs.org.uk/publications/impact-undergraduate-degrees-lifetime-earnings>. p. 52.

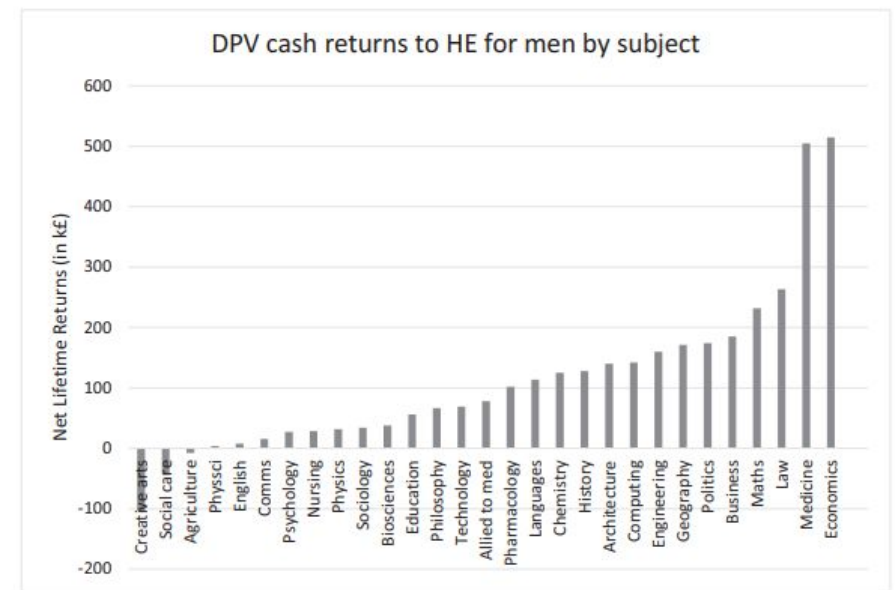


Figure 1.4 DPV cash returns to HE for men by subject.

Source: Britton, Jack, Lorraine Dearden, Ben Waltmann, and Laura van der Erve. 2020. 'The Impact of Undergraduate Degrees on Lifetime Earnings'. The Institute of Fiscal Studies. <https://ifs.org.uk/publications/impact-undergraduate-degrees-lifetime-earnings>. p. 54.



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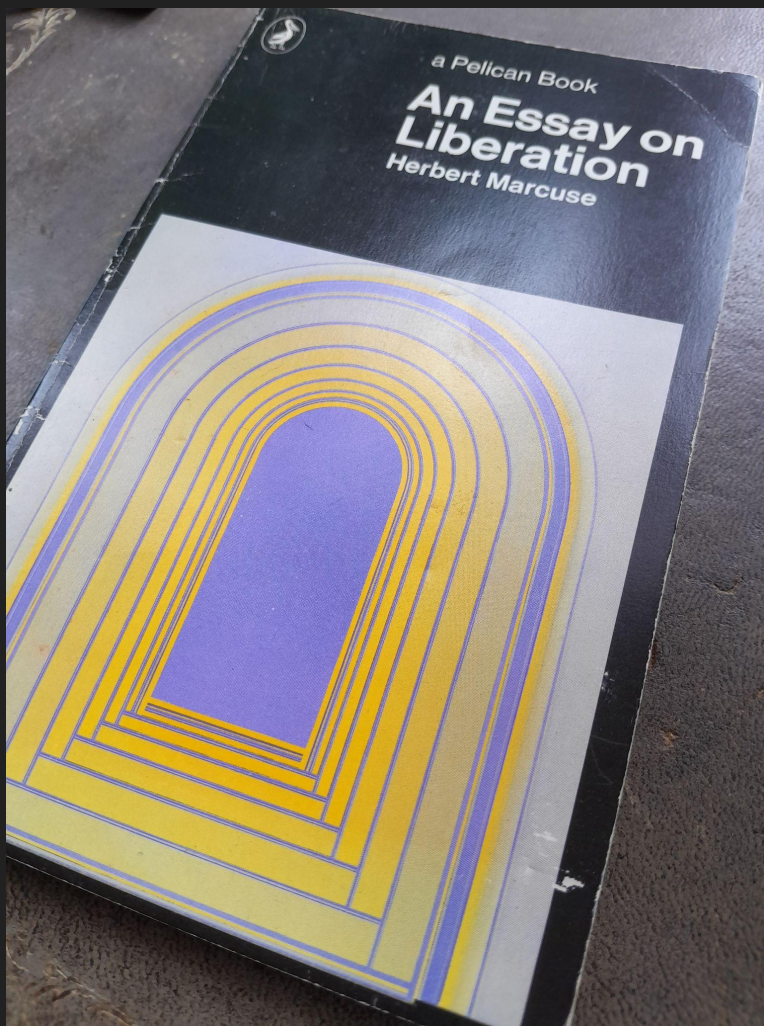
COOPERATIVE EDUCATION, POLITICS, AND ART

**CREATIVE, CRITICAL AND COMMUNITY
RESISTANCE TO CORPORATE HIGHER EDUCATION**

Edited by
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- Our preferred title is ‘Alternative art schools’
 - Para-universities
 - Subversities (de Sousa Santos)
 - Art schools as art works
- Radicalise notions of widening participation
- Testing grounds for progressive student centred pedagogies
 - ‘flipped classroom’ (Bergmann and Sams, 2012)
 - ‘situated learning’ (Lave and Wenger 1991)
 - Freire’s (1996 [1970]) education as conscientização
 - Rancière’s (2009) The Emancipated Spectator.
- Prefigurative Politics



- The Great Refusal - saying No! to the values of consumer society of 'one dimensional man'
- Aesthetic ethos - 'the productive creative process in an environment of freedom' (p. 32)
- A negation of the establishment - a praxis emerging through which 'the struggle is waged for essentially new forms of life'
- The aesthetic as the possible form of a free society
- The life instinct expresses not only what to produce but the form of production

'The liberated consciousness would promote the development of a science and technology free to discover and realize the possibilities of things and men in the production and gratification of life, playing with the potentialities of form and matter for the attainment of this goal. Technique would then tend to become art, and art would tend to form reality: the opposition between imagination and reason, higher and lower faculties, poetic and scientific thought, would be invalidated'.



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COOPERATIVE EDUCATION

- Cooperative movement starts with the Rochdale Pioneers in 1844
- Karl Marx - Economic and Philosophic Manuscripts of 1844
- Friedrich Engels The Conditions of the Working Class in Manchester (1845)
- Co-operatives UK (2024) - ten fundamental values of co-operatives: caring for others, democracy, equity, equality, honesty, openness, self-help, self responsibility, solidarity, and social responsibility.
- Speaking on the occasion of the 150th anniversary of the Rochdale Principles, then Mayor of Rochdale Alan Bagnall reflected that the Pioneers 'showed us how ordinary people working together could be powerful' (in Thompson 1994, v).

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