

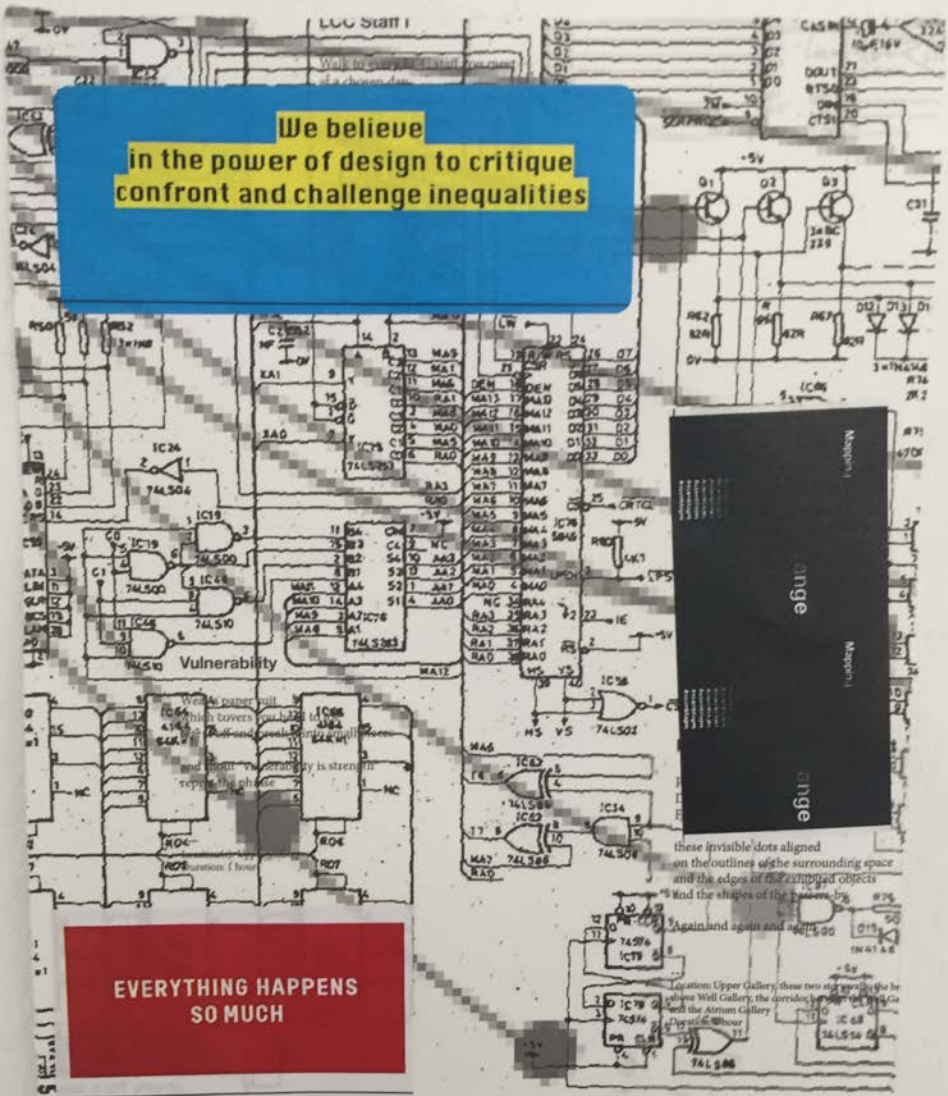
Zen and the Art of Curriculum Design

Mark Ingham

Reader in Critical
and Nomadic
Pedagogies

LCC/Design School

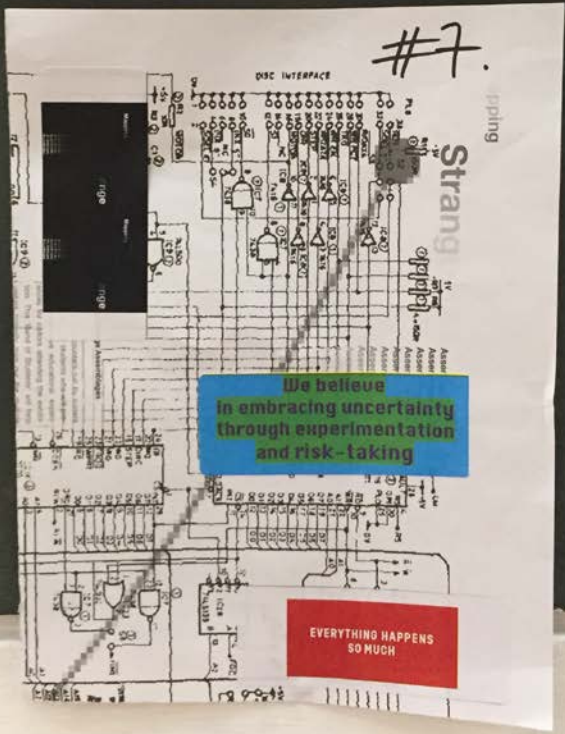
We believe
in the power of design to critique
confront and challenge inequalities



EVERYTHING HAPPENS
SO MUCH

#6

Why do we design curricula that seem to create stress points for staff and students? **Can we create 'smooth' rather than 'striated' courses** that flex and meander, rather than rush and, straight as an arrow, hurtle towards submission?

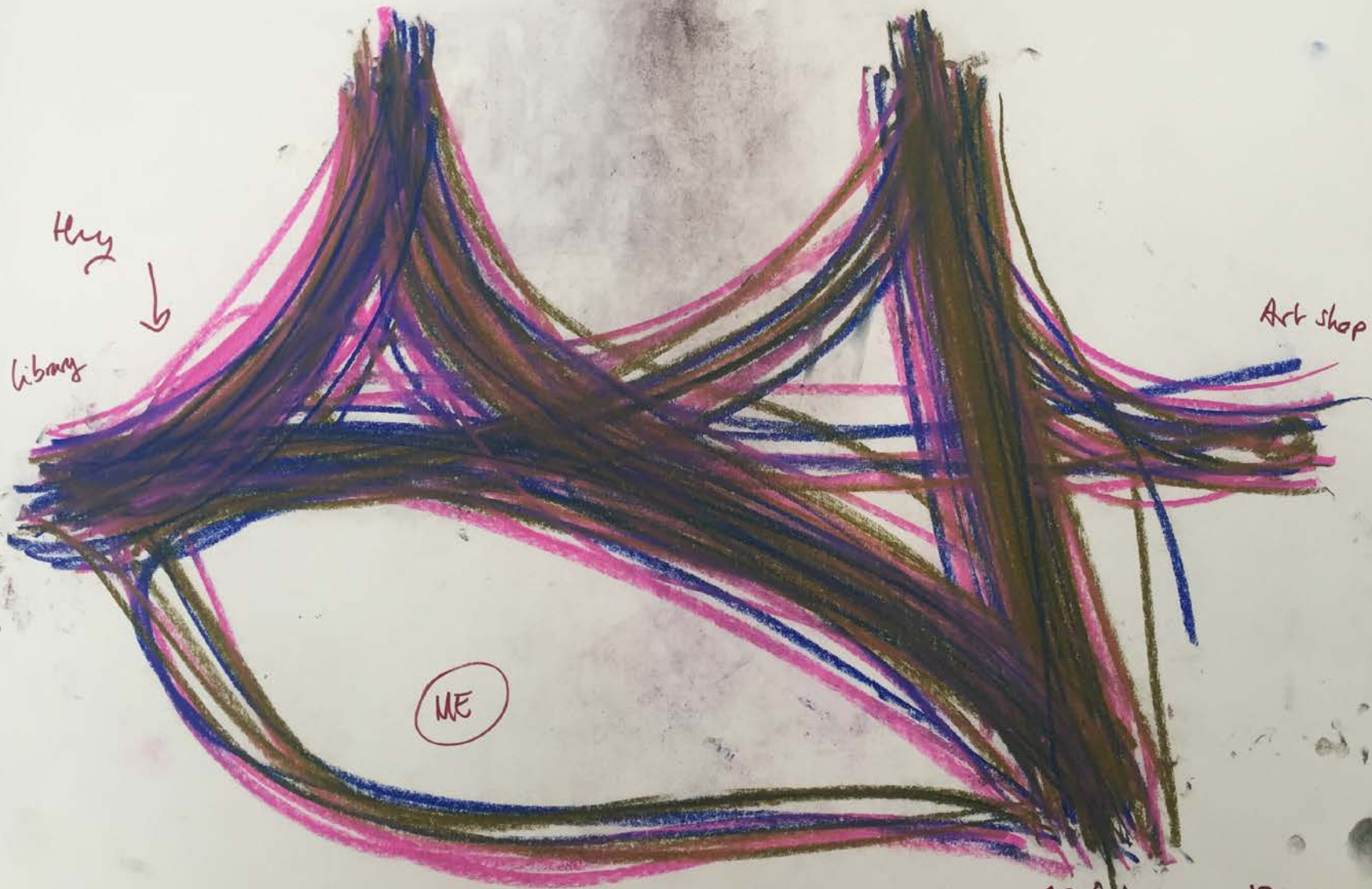


'...in smooth
space
there are **no
isolated points,**
only
neighborhoods
that are
in
proximal
relationship.'

01/16/2018 13:25

Door 1

Door 2



Key
↓
Library

Art shop

ME

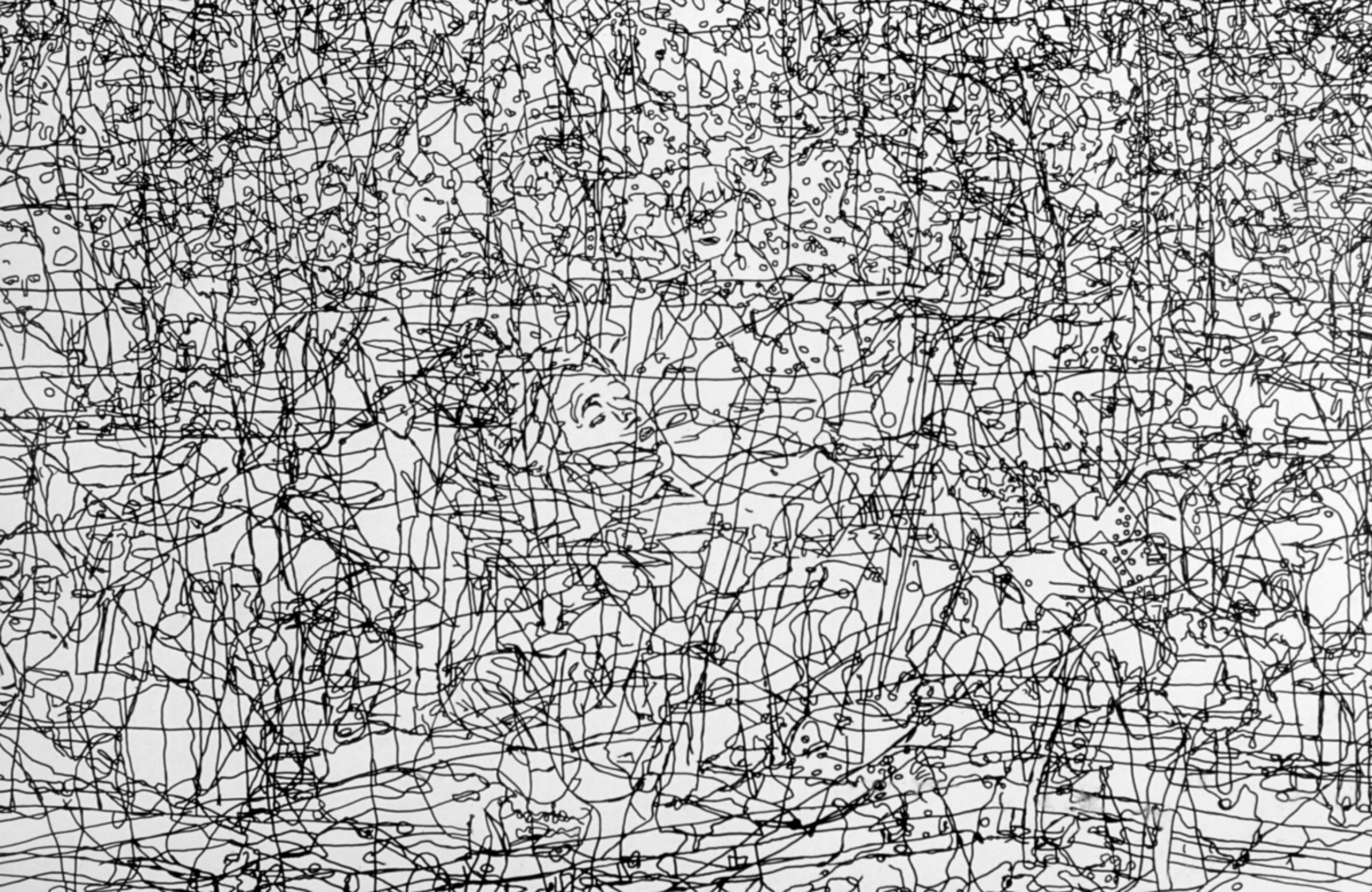
cafeteria 13:27

'...becomings
"have neither
culmination nor
subject, but draw
one another into
zones of proximity
or undecidability;
smooth spaces,
composed from
within striated
space".

**WE BELIEVE IN
EMBRACING
UNCERTAINTY
THROUGH EXPERI-
MENTATION AND
RISK-TAKING.**

WIERZYM W
UZARZMIENIE I AFIRMACJE
NIEPEWNOŚCI
POPRZEZ
EKSPERYMENTOWANIE
I PODEJMOWANIE
RYZYKA.

The release of intensities from their codification under the despotic signifiers allows for a smooth space to emerge in which the categories are less important than the **emergence of multiplicities.**



***“Always
deterritorialise
carefully.”***