

15.2.2026**Author**

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Title

Opening the mind? : geographies of knowledge and curricular practices / Hanne Tange ; Sharon Millar

Publication year

2016

Source/Footnote

In: Higher education. - 72 (2016) 5, S. 573 - 587

Inventory number

44804

Keywords

Informationsgesellschaft / Wissensgesellschaft ; Ausland : Großbritannien : allgemein ; Ausland : USA : allgemein

Abstract

Inspired by Bourdieu's (*Homo academicus*, Polity, Cambridge, 1988; *The logic of practice*, Polity, Cambridge, 1990) ideas of knowledge reproduction, the article presents an empirical mapping of knowledge geographies, as manifest in the curricular practices found within a single international MA programme in Denmark. Following an initial discussion of global trends in academic publishing, Berg's (*Geoforum* 35:553–558, 2004) notions of “limited” and “unlimited” spaces are adopted as a conceptual framework, enabling us to identify “geographies of power” in the production and reproduction of academic knowledge. The empirical analysis is based on a data set comprised of course reading lists, lecturer biographies and interviews with five lecturers and one programme convener. A quantitative analysis of nationality and institutional affiliation of authors represented on the course curricula provides a general picture of knowledge geographies and places the USA/UK in the position as leading producers of knowledge, followed by northern Europe. A qualitative analysis

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of lecturers' reflections on their curricular practices suggests an awareness of the dominant role occupied by the USA/UK and possibly Europe, but also a recognition of a need to engage with new spaces. The article concludes with a discussion of "open" versus "closed" positions among the lecturers, leading to an identification of possible change agents within the programme. (HRK / Abstract übernommen) Tange, Hanne, E-Mail: tange@cgs.aau.dk