

UNC is...

This *Dis-Orientation Guide* is the product of a Counter Cartographies Collective (3Cs) initiative that uses mapping to produce new ways of thinking about the university.

3Cs is a working group of the Cultures of Economies Project supported by the University Program of Cultural Studies.

3Cs formed in the spring of 2005 as a way to explore the uses of cartography and map-making to critically understand and intervene in the world we live in, especially the communities, ecologies and economies of our university.

3Cs is a network of people contributing their skills and knowledge to build a common project for a different/better University. As an open collective, 3Cs attempts to engage in non-hierarchical forms of decision-making, as well as participatory and action-oriented projects.

Terms like globalization, global networks, cyber infrastructures, mass immigration, global free trade policies leave us questioning how these issues pertain to us. Is it just something that happens "out there"? Mapping provides a way to make the connections between UNC and the "real world" visible.

Maps are more and more common in daily life. Through popular programs such as Google Maps and Pentagon mainframe cartographic systems, mapping is an increasingly important way for individuals and institutions to frame their roles and activities in the world. Mapping the university challenges existing notions of higher education institutions and their values in them.

For more information, email countercartographies@unc.edu or visit us on the web at <http://www.countercartographies.org>



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Pedestrian Space in Chapel Hill

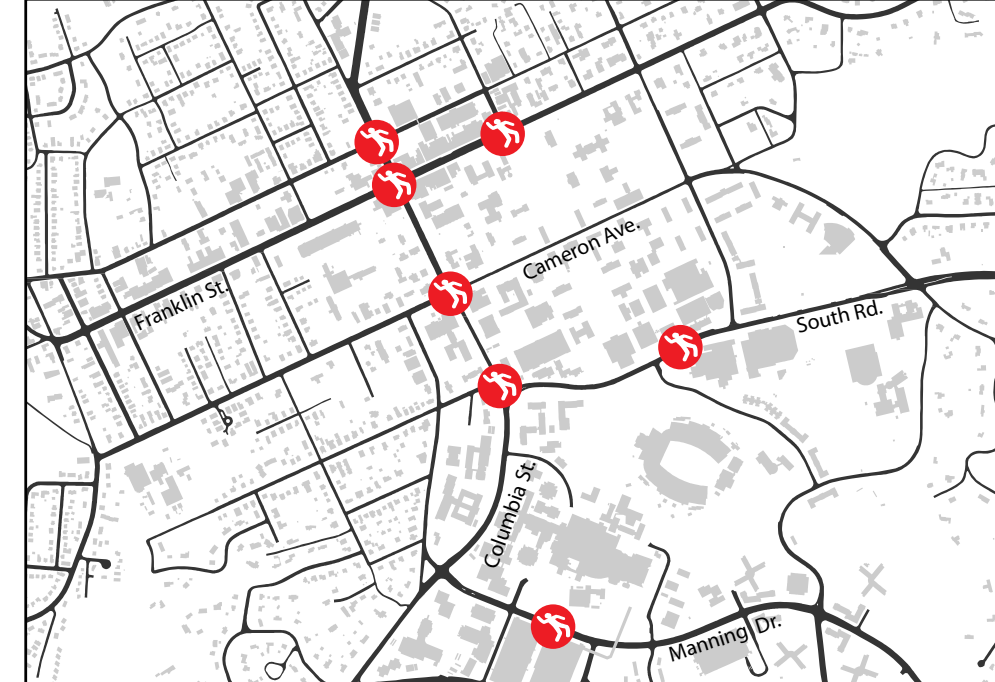
Why are so many maps organized by roads?

These views map space differently by assuming the perspective of a pedestrian.

The Most Dangerous Intersection in North Carolina for Pedestrians



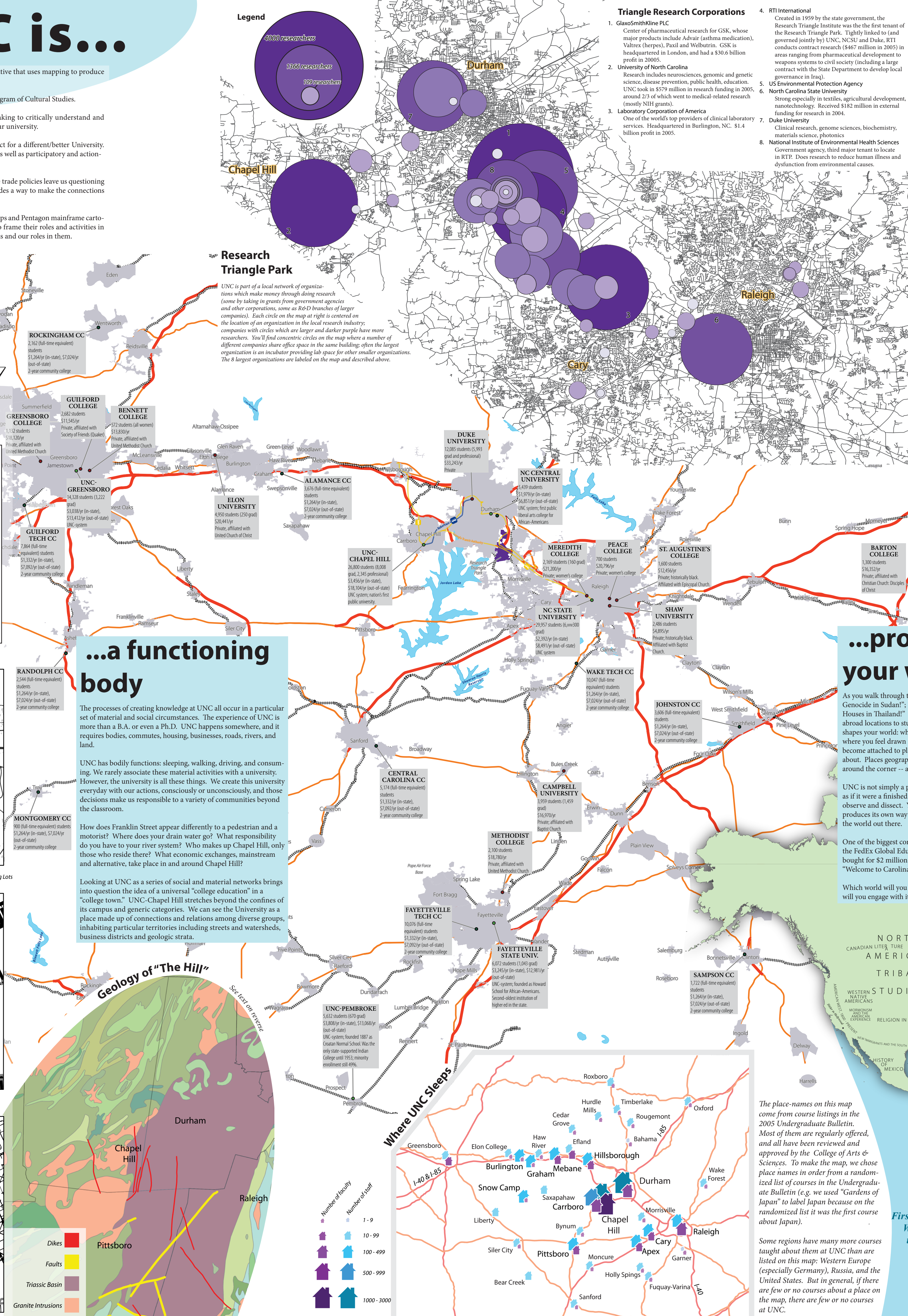
Dangerous Places for Pedestrians



Automotive Spaces in Downtown Chapel Hill



Pedestrian Spaces in Downtown Chapel Hill



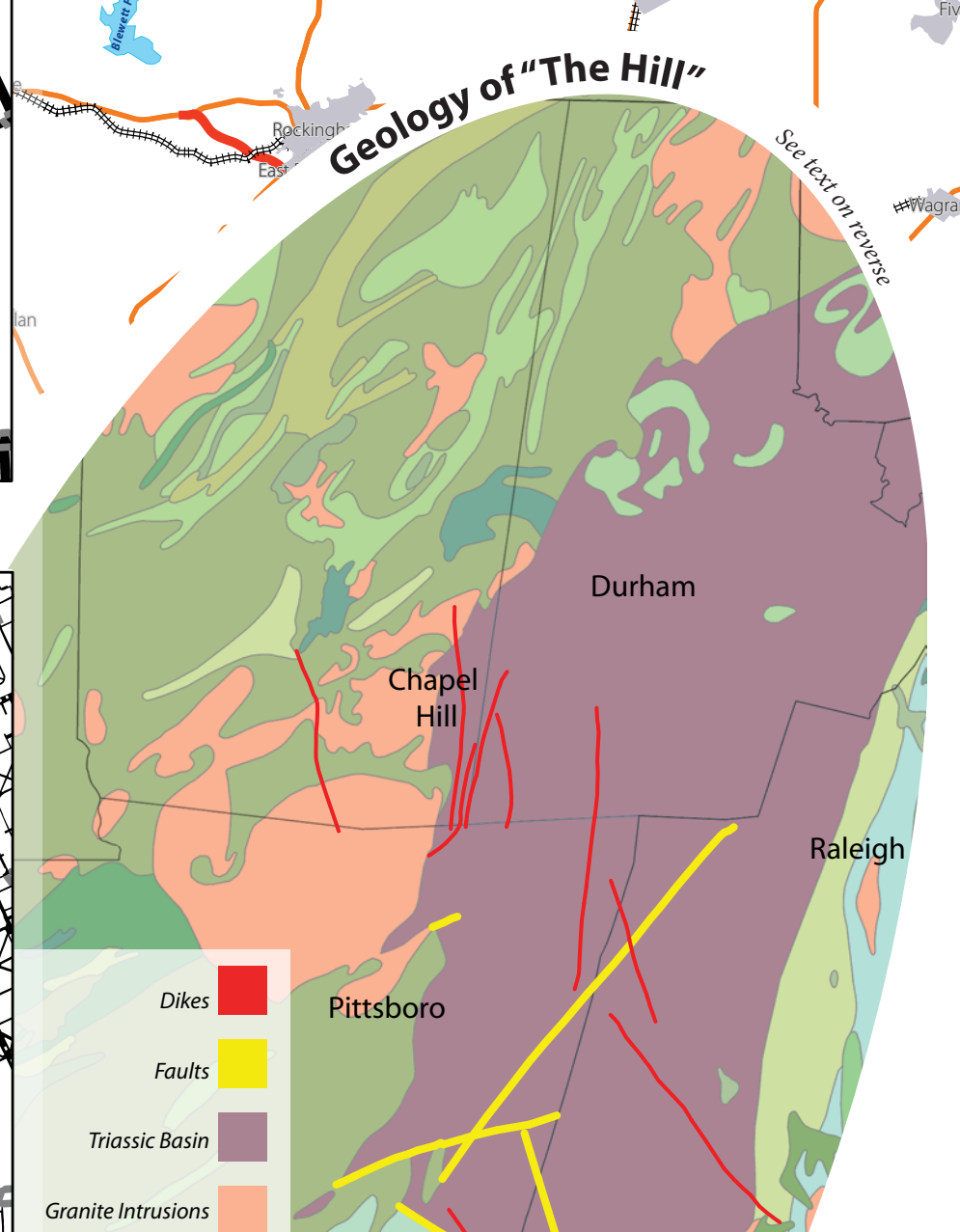
...a functioning body

The processes of creating knowledge at UNC all occur in a particular set of material and social circumstances. The experience of UNC is more than a B.A. or even a Ph.D. UNC happens somewhere, and it requires bodies, commutes, housing, businesses, roads, rivers, and land.

UNC has bodily functions: sleeping, walking, driving, and consuming. We rarely associate these material activities with a university. However, the university is all these things. We create this university everyday with our actions, consciously or unconsciously, and those decisions make us responsible to a variety of communities beyond the classroom.

How does Franklin Street appear differently to a pedestrian and a motorist? Where does your drain water go? What responsibility do you have to your river system? Who makes up Chapel Hill, only those who reside there? What economic exchanges, mainstream and alternative, take place in and around Chapel Hill?

Looking at UNC as a series of social and material networks brings into question the idea of a universal "college education" in a "college town." UNC-Chapel Hill stretches beyond the confines of its campus and generic categories. We can see the University as a place made up of connections and relations among diverse groups, inhabiting particular territories including streets and watersheds, business districts and geologic strata.



Where UNC Sleeps



Triangle Research Corporations

1. **GlaxoSmithKline PLC**
Center of pharmaceutical research for GSK, whose major products include Advair (asthma medication), Valtrex (herpes), Paxil and Wellbutrin. GSK is headquartered in London, and had a \$30.6 billion profit in 2005.
2. **University of North Carolina**
Research includes neurosciences, genomic and genetic sciences, disease prevention, public health, education. UNC took in \$579 million in research funding in 2005, around 2/3 of which went to medical-related research (mostly NIH grants).
3. **Laboratory Corporation of America**
One of the world's top providers of clinical laboratory services. Headquartered in Burlington, NC. \$1.4 billion profit in 2005.

RTI International

1. **RTI International**
Created in 1959 by the state government, the Research Triangle Institute was the first tenant of the Research Triangle Park. Tightly linked to (and governed jointly by) UNC, NCSSU and Duke, RTI conducts contract research (\$467 million in 2005) in areas ranging from pharmaceutical development to weapons systems to civil society (including a large contract with the State Department to develop local governance in Iraq).
2. **US Environmental Protection Agency**
North Carolina State University
Strong especially in textiles, agricultural development, nanotechnology. Received \$182 million in external funding for research in 2004.
3. **Duke University**
Clinical research, genome sciences, biochemistry, materials science, photonics
4. **National Institute of Environmental Health Sciences**
Government agency, third major tenant to locate in RTP. Does research to reduce human illness and dysfunction from environmental causes.

...a factory

Universities, especially research universities such as UNC, form vital nodes of the knowledge economy.

In the current economy, knowledge produces economic value (e.g. ideas, inventions, know-how, information, research). In fact, products of knowledge industries may be even more important, in terms of profit and investment, to today's economy than industries that produce stuff (cars, refrigerators, clothes).

Knowledge cannot be quantified or traded - it never runs out, cannot be held in place, and continuously refines itself. Knowledge economies produce specialized workers (researchers, programmers, and inventors) and research findings to be sold for high profits. They also create a new set of working and living conditions for employees (see *Precurity*, on reverse).

UNC, a leading US research University, is part of a dense network of higher education institutions in the area, and it is closely connected to one of the most-referenced research and development parks in the world: the Research Triangle Park (see *RTP*, on reverse).

UNC is a machine of knowledge production and workforce training:

- The university's graduates are cherished raw material for the Knowledge Economy. Graduates and professors find contracts at corporate laboratories and research industries in RTP, of which UNC is a founding member. In fact, this area has one of the highest concentrations of PhDs in the country.
- Spin-off companies start as university initiatives to funnel research findings into lucrative deals for companies investing in the area. Patents for new discoveries generate economic gain but limit access to the knowledge to a few researchers.
- The types of research in which corporations and the government choose to invest affect the direction of UNC in its role as a factory of the Knowledge Economy.

Whereas we once thought that coming to a university meant "leaving the real world", if we take another look, it seems that the real world may be "going back to school".

...producing your world

As you walk through the Pit, posters proclaim: "Stop Genocide in Sudan!", "Help children in Kibera!", "Build Houses in Thailand!" From course topics to study abroad locations to student activism, the University shapes your world: where is familiar, where is foreign, where you feel drawn to act and where you feel safe. We become attached to places we have only read or heard about. Places geographically far away start to feel right around the corner -- as if you know them.

UNC is not simply a place where you study the world as if it were a finished product for you to investigate, observe and dissect. Your time living and working here produces its own way to understand and interact with the world out there.

One of the biggest construction projects on campus is the FedEx Global Education Center (naming rights just bought for \$2 million). When finished, it will declare "Welcome to Carolina, Welcome to the World."

Which world will you create in your time at UNC? How will you engage with it?

Graduate Research at UNC-CH, 1996-2005

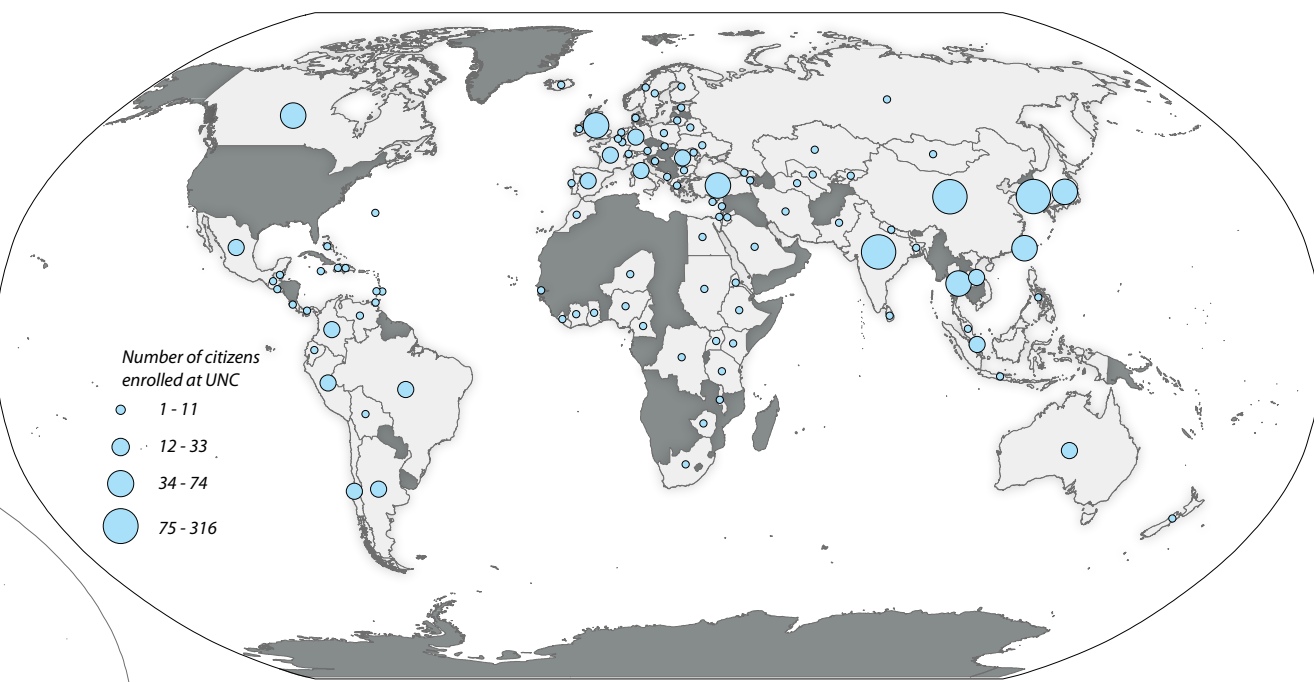
Each dot represents a specific place mentioned in the title of a dissertation written by a UNC graduate student.

Source: ProQuest CurrentResearch@UNC database, and Metacarta Labs

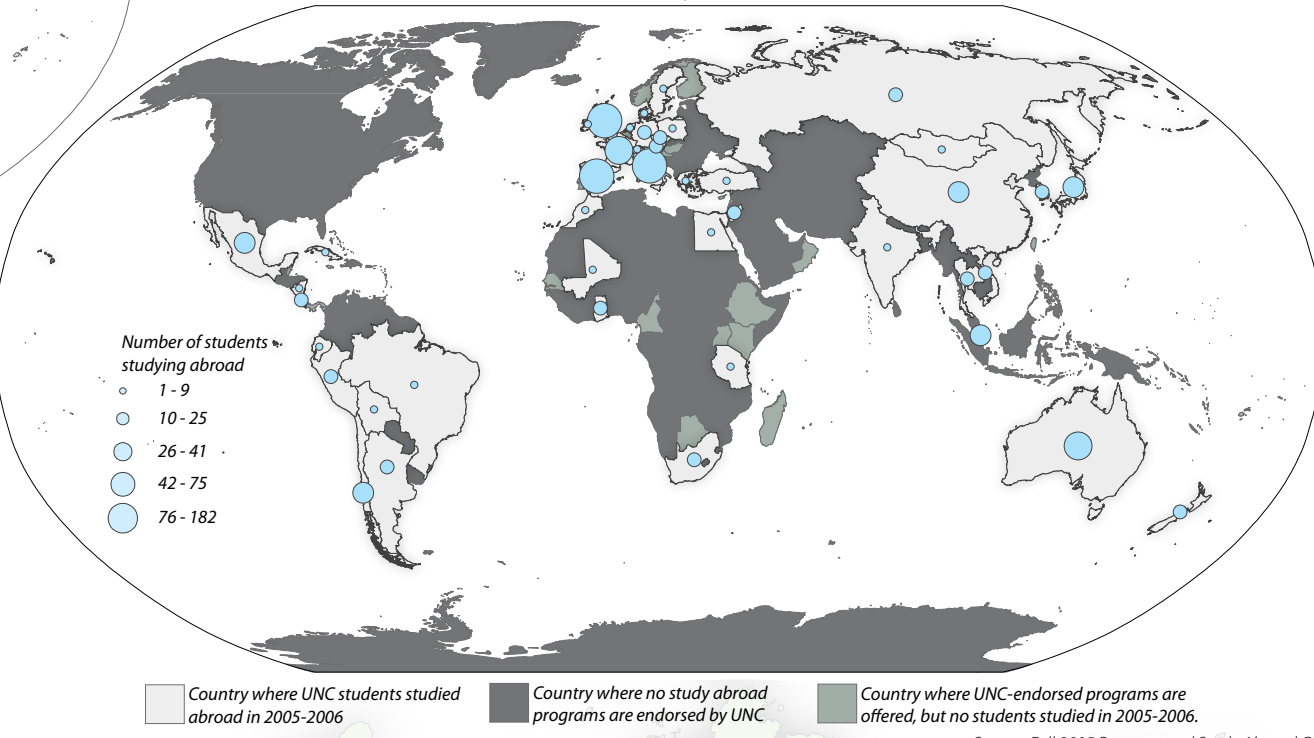
A note on projections...

We used a Mercator projection for *The World Through Course Titles* (below) because it has historically been used for navigational maps, which we wanted to evoke. As a rectangular, navigational map, it grossly distorts the size of landmasses (despite its appearance below, Greenland is, in fact, only about the size of Mexico). We used a round Mollweide projection for the graduate research map (above) because it preserves areas, making the relative areas of each country equal to all others and thereby allowing direct comparisons of dot density. The study abroad and international enrollment maps to the right both use the Robinson projection. It spreads the globe in a way that makes individual countries and symbols easier to distinguish, but distorts areas near the poles. The map on the front cover uses our own antipodal projection, where the center of the map is the point opposite Chapel Hill on the globe, and the outer edge of the map is North Carolina (and Chapel Hill).

International students enrolled at UNC-CH in 2005



UNC-CH Students studying abroad in 2005



Country where UNC students studied abroad in 2005-2006
Country where no study abroad programs are endorsed by UNC
Country where UNC-endorsed programs are offered, but no students studied in 2005-2006

Source: Fall 2005 International Study Abroad Office

The place-names on this map come from course listings in the 2005 Undergraduate Bulletin. Most of them are regularly offered, and all have been reviewed and approved by the College of Arts & Sciences. To make the map, we chose place names in order from a randomized list of courses in the Undergraduate Bulletin (e.g. we used "Gardens of Japan" to label Japan because on the randomized list it was the first course about Japan).

Some regions have many more courses taught about them at UNC than are listed on this map: Western Europe (especially Germany), Russia, and the United States. But in general, if there are few or no courses about a place on the map, there are few or no courses at UNC.

First-Year Seminar:
Where Did all the Fish Go?

THE WORLD THROUGH COURSE TITLES



ORIENTATION
your guide to UNC-Chapel Hill
Counter-Cartographies Collective, 2006