



P U B L I C   &   P R I V A T E   R E A L M  
U N I V E R S I T I E S

**DESIGN AND SOCIETY 2017: PRIVATE AND PUBLIC REALM**  
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# INTRODUCTION

First of all, let's define what the difference between a Private and a Public University. A Public university is a university that is partly funded by public means through a national government. A private university is not operated or funded by governments at all, but many receive tax breaks, student loans and grants. In some countries, there is a third category; National. A National university is created or managed by the government, but may operate autonomously without direct control of the state. For example these are common in Japan but not recognised as any different to public in the UK.

How land is owned can greatly affect people's freedom, comfort and movement in the space. The purpose of this booklet is to identify, analyse and evaluate the University of Lincoln campus in terms of the public and private realms, in which we have been discussing during our seminars as a group. We plan to further our knowledge of this topic by adding case studies of how other countries universities adopt the theories, ideologies, and laws of public and private space. From this in-depth research, we can discuss the similarities and differences in comparison to the University of Lincoln campus. The Countries chosen are, USA, Japan, Greece and Norway, we aim to focus our studies around similar subjects to compare them successfully. Some of the areas we will explore are: security, surveillance, crime, freedom of speech, current development in Lincoln, community, cultures and political differences which effect how public and private space is used, and how Universities can affect the urban landscape in which they are located. Ultimately, we aim to combine our knowledge from the individual case studies in a conclusion which will demonstrate what we have learnt and discuss as a collective group in response to the public and private realm.

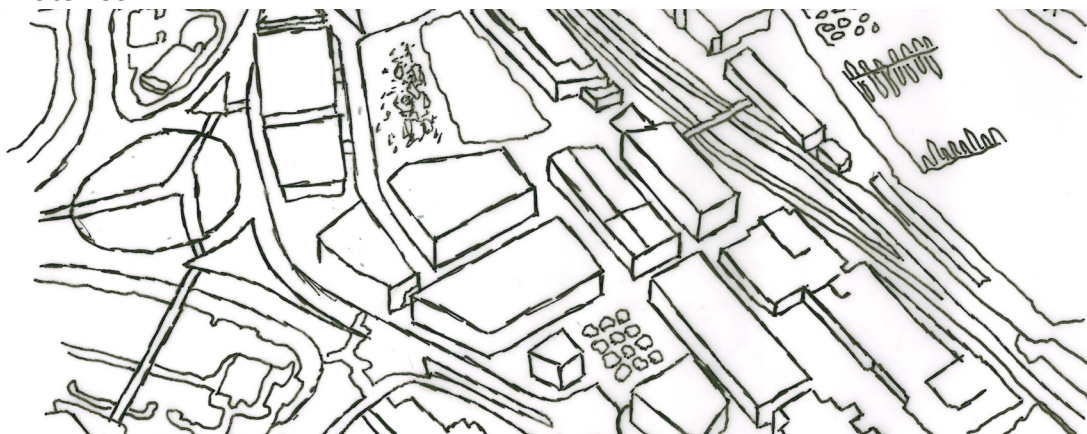


FIGURE 1: UNIVERSITY OF LINCOLN (AUTHORS OWN)

# UNIVERSITY OF LINCOLN

## CURRENT DEVELOPMENTS

Current Developments in Lincoln within the university campus and close by:

- £150 million St. Marks redevelopment
- £17.5 million Isaac Newton building
- £19 million Sarah Swift building
- Cygnet Wharf Student Accommodation



FIGURE 2: AUTHORS OWN

## St Marks Development

Standard Life Investments have owned the land where the proposal will be situated since 2003. Eight businesses will be flattened for the £150 million redevelopment scheme to commence. The proposal includes: a new department store, a hotel, two main piazzas at either side of the river and a children's play area. The site will also be home to 1,100 student flats, 150 residential flats, and 15 to 30 new shops and restaurants on ground floor units. It is planned for the site to be rearranged into 6 blocks. The schemes objectives are to 'improve links to the High Street Shops and the University through the creation of a more comprehensive and cohesive mixed-use scheme.' (The Lincolnite, 2016) New commercial and residential space will blend into the present urban landscape.



FIGURE 3: The St. Marks Proposal.

There is no doubt that this mixed-use approach to urban design will be beneficial to the city of Lincoln, however the restrictions for private land, which we have outlined will still apply.

## University Of Lincoln Brayford Campus Development

The university has a campus development masterplan which sets out eight principles:

- Integration into the city
- Legibility and Accessibility
- Public Spaces
- Views
- Entrances
- Flexibility
- Sustainability
- Learning Landscapes

Looking further into the Public Spaces principle, the plan states that:

- A series of interconnected squares or open spaces should be created and that buildings should be carefully placed so that these spaces are clearly defined to their users.
- Each of the spaces should be designed to have their own character or sense of place, but still be cohesive; this may be through use of similar materials, plants and/or design materials.
- Connections between areas should be designed through the consideration of functional needs, but can be fairly narrow to create a dense urban pattern of development, whilst still providing generous 'breathing spaces'.
- Existing spaces or squares should be better defined where possible with the new university buildings and subject to the same strategic landscape principles.



FIGURE 4: The Brayford Campus Masterplan.

This shows that the University of Lincoln is trying to encourage people to socialise in spaces more.





FIGURE 5: Campus Public Spaces.

In the Brayford Campus Planning Statement there are six criteria which must be considered during the decision-making process and one of these is regarding the creation of public space. “Developments should optimise the potential of the site to accommodate development, create and sustain an appropriate mix of uses (including incorporation of green and other public space as part of developments) and supports local facilities and transport networks.”

Also Policy 36A in this document says that the accessibility to new developments must be considered carefully if these are creating space that is publicly accessible. “Planning permission not granted for developments which will create publicly accessible open areas but do not incorporate satisfactory circulation and access to adjacent buildings by disabled people.”

Policy 36B states “Public Amenity and Safety Planning permission granted for developments that create publicly accessible open space subject to adequate safety measures.”

“The proposed layout is the result of a detailed site appraisal process. This design strategy, which is set out in full in the accompanying Design and Access Statement, has given rise to a series of routes and public spaces that sub-divide the site into discernable building plots.”

“Open Space and Landscaping: The proposed development incorporates public open space. The Design and Access Statement includes a detailed Landscape Strategy which describes the landscape concept for the soft and hard landscaping of the site.” (University of Lincoln Estates and Campus Services, 2012)

The masterplan also shows that the university has tried to encourage social activity in the common spaces between buildings, however, these spaces are privately owned, and campus security can escort anyone off the premises along with applying other restrictions if deemed necessary.

“The Project will also allow for the improvement of public space between the Sarah Swift Building and the David Chiddick Building” (the green space highlighted on the plan)

(University of Lincoln Estates and Campus Services, 2017)

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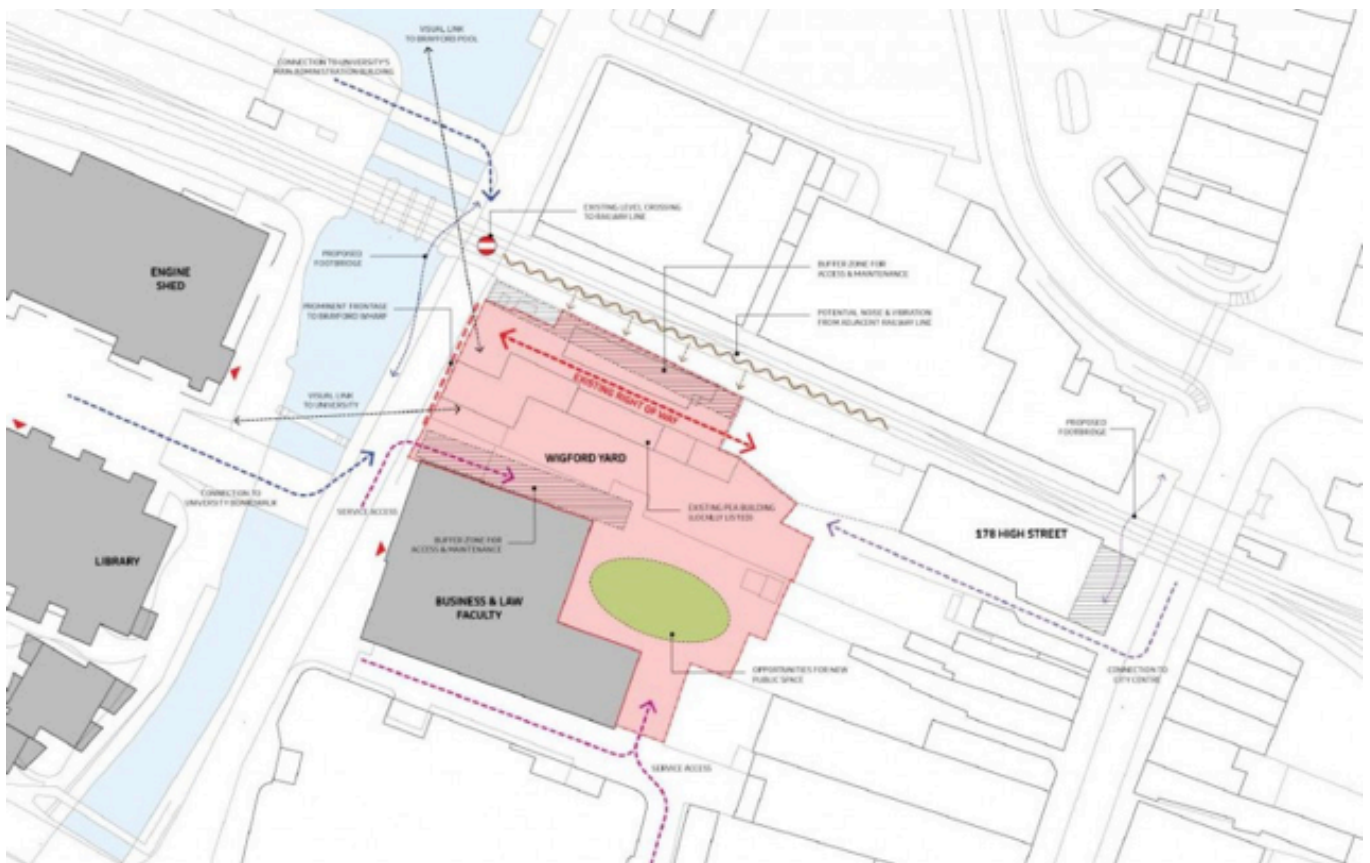


FIGURE 6: Green Area shows public space created through development.

## The University of Sheffield Development

In 2016, the University of Sheffield carried out a transformation of the public spaces around the campus through the pedestrianisation of several streets, the planting of more trees and greenery, the creation of new cycle routes and the installation of public art. The £8 million development received £2.9 million of funding from the Sheffield City Region Investment Fund, and the remaining cost was funded by the university.



FIGURE 7: Visualisation of Sheffield University Development.

The scheme's objective was to support the university's link with the city centre, similar to the St. Marks scheme in Lincoln. "We want to encourage the people of Sheffield to enjoy and use our campus whether it's to have lunch in one of our cafes, cycle through the campus area up to Weston Park, or just enjoy sitting and relaxing in one of the new greener, safer places that will be created through this development." (The University of Sheffield, 2016)

## SECURITY QUESTIONS [Lincoln]

In Lincoln the private land ownership means that, although designed to be a throughway for the public, the site has private security with powers to close the campus off from the public or remove protesters. We asked a security guard a few questions to get some primary source information on this matter; to see what we were permitted to do on our own campus. A transcript can be found in Appendix 1. We found out several key pieces of information: We found out that Drugs and abuse will get you thrown off immediately, and that sleeping and drinking on campus is grounds for a warning. There are design aspects on campus that can be observed that are to prevent sleeping: such as the benches outside the library; they are square and not large enough to sleep on. [Figure 1] The long benches in the centre are also very exposed from all sides: an undesirable feat if someone is looking to sleep [Figure 3]. This is known as hostile architecture, the most famous example of which is the Camden bench [Figure 2], a bench designed with angular surfaces and sharp edges that sacrifices comfort to reduce the visibility of the homeless. It is common to see homeless people in public spaces in Lincoln, but not on the university campus.

The security guard also told us that the most common crimes were smoking cannabis and bicycle theft. He also clarified the universities' stance on protests; They are not permitted at all. Despite this, protests occurred in April 2017 regarding freedom of speech and were successful in causing change. More information on this can be found in section X.X of this document. We also found out that we have one of the most surveyed university campuses in the UK, with around 150-200 cameras on site. One of the last questions we asked was the most interesting; We asked what legal power the private security had to deal with people breaking the rules on campus. It was explained to us that they actually have no more power than the rest of us. In the UK, private security is mostly a visual deterrent, unlike some states in the US where universities such as Columbus University have their own private police force, guns and all. The security guards in Lincoln have radios that connect them to the local police force, so backup can be called if necessary.



It is interesting to discover the limited power of private security; this goes for all private campuses in the UK, it is mostly a visual deterrent for criminals, but in fact they have just as much power as the rest of us.



FIGURE 8: Benches preventing people sleeping on them

We also conducted a survey online, asking people about their opinions on freedom of speech on the university campus. This can be found in Appendix 2. The results showed that although many people have subjects they would like to voice their opinions on, they feel uncomfortable expressing their views on campus as they are worried about the repercussions. However, some people do not wish to protest and believe that it is a good thing that protesting is not allowed on campus as views may be forced upon others and people may be targeted for expressing certain views.



FIGURE 9: PURDUE UNIVERSITY DORMS (windsorrugby, 2017)

### **History and Land Ownership**

Before the University of Lincoln bought the land for their campus on Holmes Yard, the land was used as railways and train engine warehouses. Before 1996 when the University campus was built, the land was owned by a rail company that focused on constructing train engines. The land was private as the majority of the space was used up by train tracks and stationary locomotives. The warehouses went out of business before the University bought the land in.



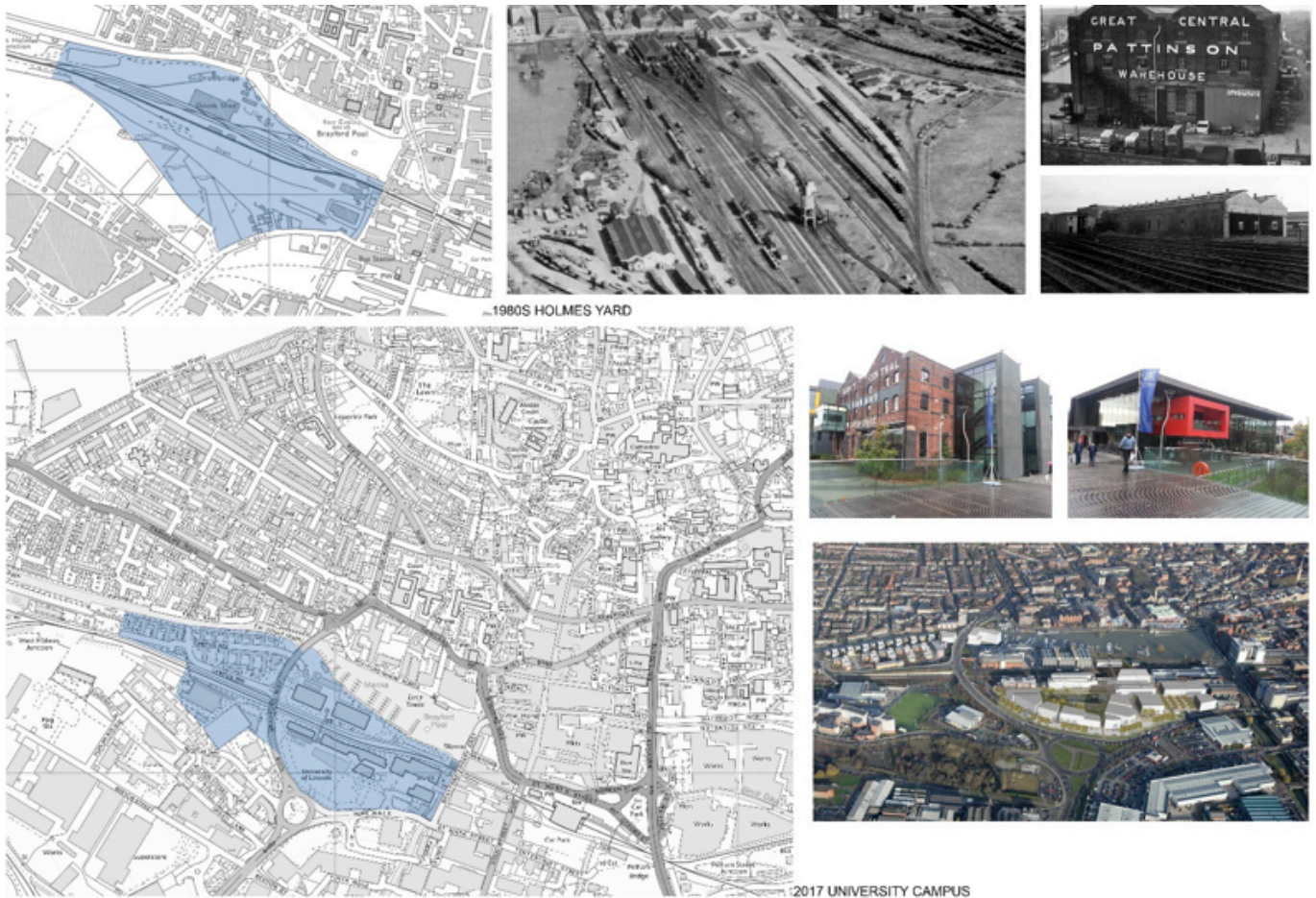


FIGURE 10: MAPS AND SURROUNDINGS

The University is run by the Board of Governors, the Chancellor, Vice Chancellor and the Senior Leadership Team. They all play 'central roles in the strategic development and overall performance of the University' (University of Lincoln, 2011). It is established under legislation and the University's Instrument and Articles of Government. As the governing body of the University, the Board is accountable for institutional activities, taking all final decisions on matters of fundamental concern within its remit.' (UoL, 2011)

## USA Land Ownership

In 1862, President Lincoln signed the Morrill Act into law, which offered public lands to any state that would establish and maintain a college for the purpose of teaching agriculture and mechanics. Indiana State took advantage of this act and decided to open a new college. Land and money was donated by John Purdue to Tippecanoe County so that this college could be located in West Lafayette. He did however give some conditions such as if a college building was built not using red brick then the family would take back the land. The land is currently owned by the board of directors of the non-profit organisation Purdue University who overlook activity on the campus and how the University is run.

## Campus Location in the wider context of the city and its effects

Lincoln University is a city centre campus. This can be both beneficial and disruptive to the local people of Lincoln. By having this private-public land in the centre of the city, many students move in and out of the space through places like the high-street and neighbourhoods close to the campus. The University has been ‘stimulating the local economy by an estimated £300m’ (City of Lincoln Council, 2016), which is partially due to students being able to easily walk into town in about 5 minutes and spend money in shops on the high-street. Locals would also say that having the campus in the city centre brings a positive atmosphere and culture to the city. However some locals say that students are very disruptive and sometimes aggressive towards them, especially after a night out when they walk back home through local neighbourhoods close to the campus. ‘A local person who lives in the Victorian terraces close to Lincoln city centre says, “they’ve turned part of the city into a makeshift campus and we’re the ones having to suffer the consequences.”’ (Trudy Farrelly, 2004)

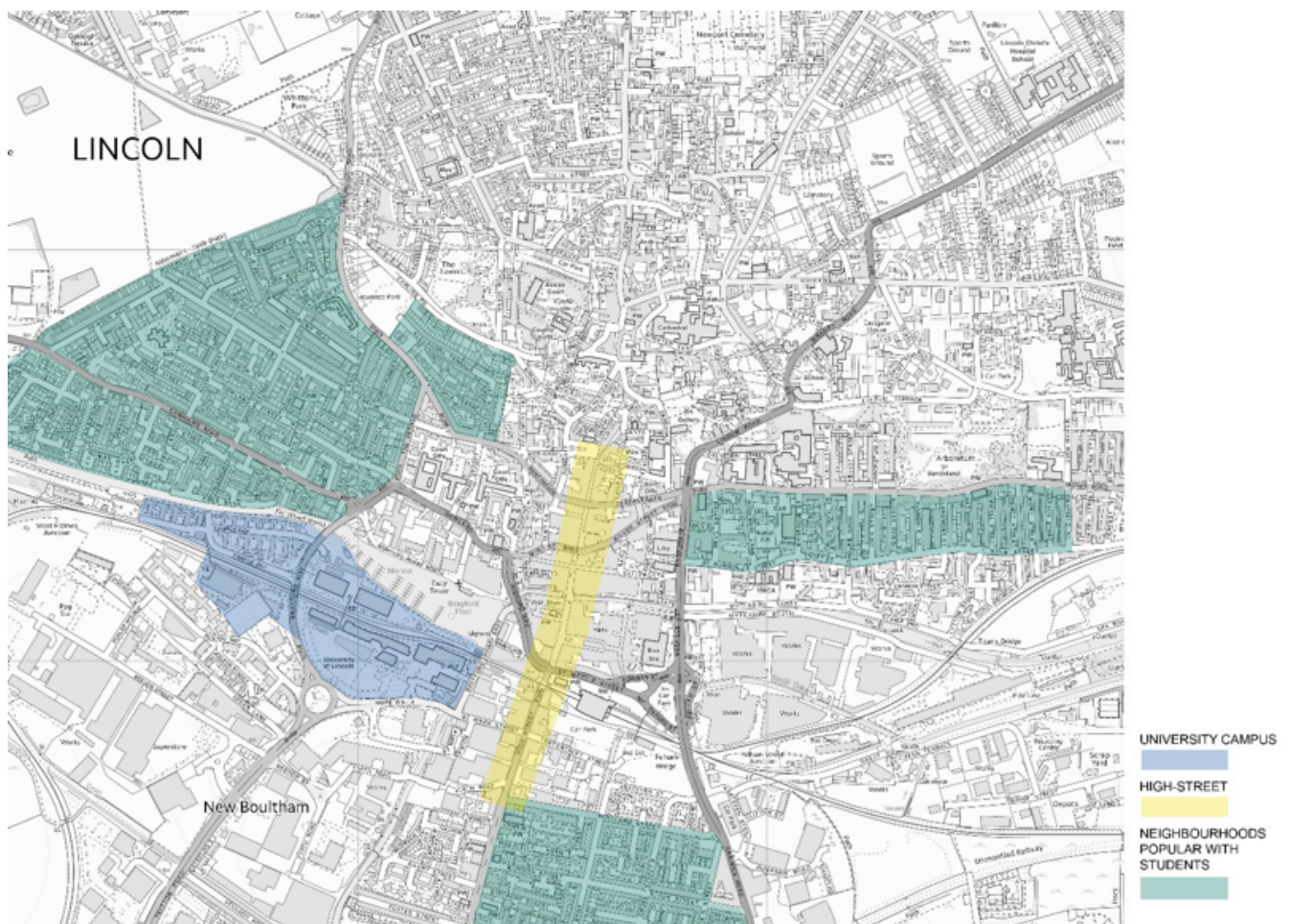


FIGURE 11: MAP OF LINCOLN



Purdue University campus is located as shown in Figure 12. It contrasts to Lincoln University because it is at the edge of West Lafayette so its students are not as involved with the city centre and its locals as in Lincoln. Having shops, restaurants and entertainment around and on the campus helps to create a community within the campus so students find that there's not much of a need to go into West Lafayette itself that often. By having so many student accommodation blocks on campus, few students live off campus in local neighbourhoods so there is a lot less disruption to local residents. One local stated that 'West Lafayette is the perfect size for a college town. However, there is also a lot of peace and quiet for families living in the area. Purdue's campus offers a lot of opportunities for students and there is always something going on in the area.' (Anonymous author, 2016)

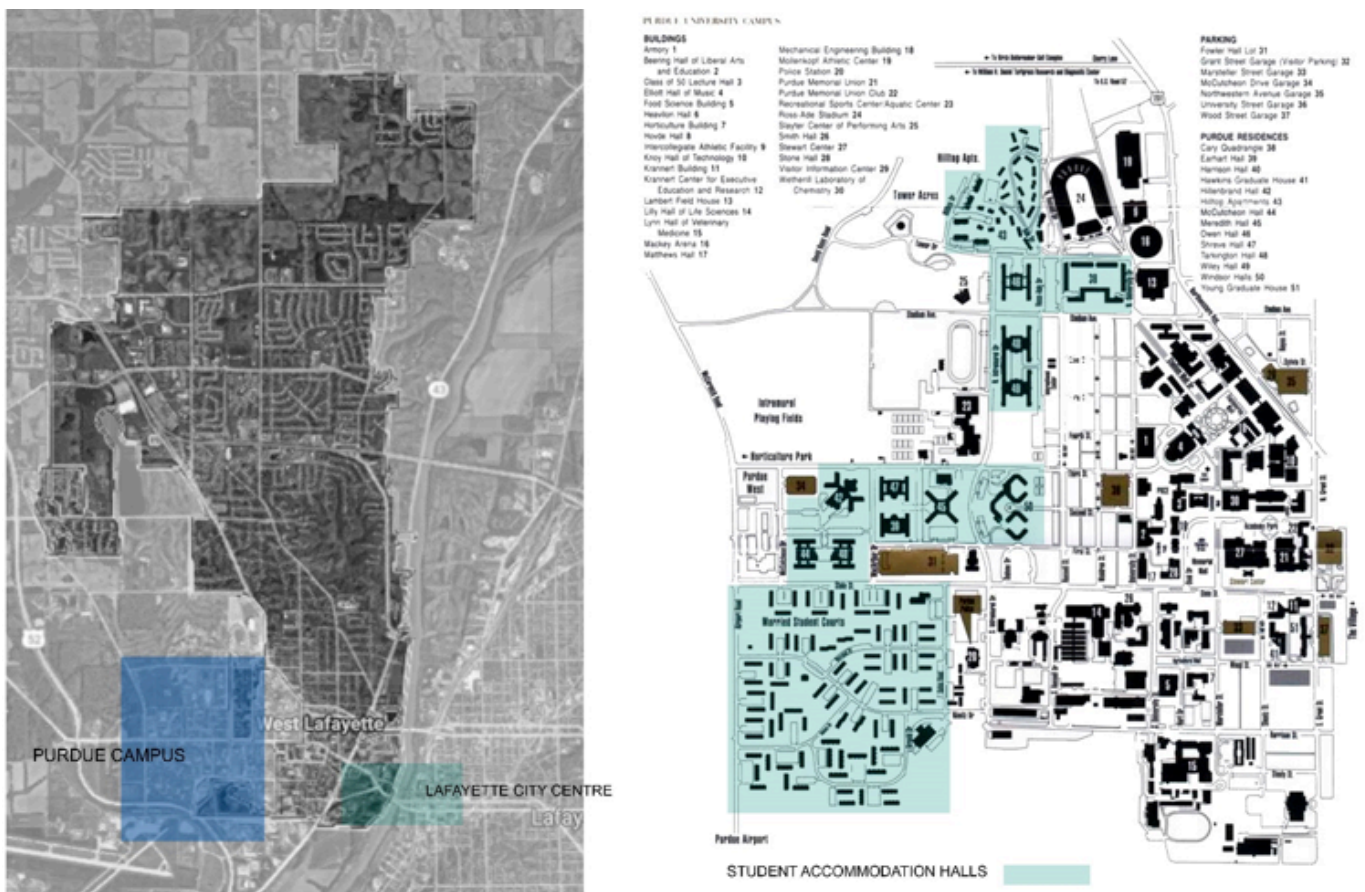


FIGURE 12: STUDENT ACCOMODATION HALLS



FIGURE 13: PURDUE FOUNTAIN

Having the campus on the outside of West Lafayette makes it easier for the University to expand as there is more open space that could be built on. Whereas in Lincoln it would be more difficult as buildings would have to be demolished in order to do that and in the city centre the cost to do this would be quite substantial.

A city centre university can boost local economy and can introduce more culture to the local area. However it can also cause major disruptions to local people and can also increase crime around the campus. Events such as Lincoln University open days can cause the high-street to get over-crowded as thousands of potential students come into the city for the day. This is something that West Lafayette locals don't need to worry about as the campus is well out of the ways of the West Lafayette city centre.

## **Events Management and Sense of Community**

NYU is a private University. The major difference between this and public University is that private colleges 'don't receive funds from state legislatures. They rely heavily on tuition and private contributions. This means tuition rates are generally higher' (Peterson's Staff, 2015).



This has led to some students wanting to live in other private accommodation as they can't afford to live in the more expensive area of New York. 'The private university is starting a pilot "home stay" program that would see selected students living in the spare rooms of local senior citizens, saving money and learning from their life-experienced roomies at the same time' (Nicole Jewell, 2015).

This can have a good and bad effect. It would integrate them more with more-experienced locals and could prepare them for life after University but it also could get them less involved with the student community. Academic buildings become more spread out throughout an area of New York as you move further away from the largest volume of NYU buildings next the Washington square gardens. This contrasts with Lincoln which has all academic buildings next to each other on a campus owned by the University. Having the buildings next to each other with University owned land connecting them gives more of a sense of student community as these spaces are primarily used by students, it also makes organising events easier as Lincoln doesn't need permission from the government to put on events on campus.

At NYU, the roads and some outdoor spaces such as Washington square garden shown in Figure 15 are owned by the City of New York so are Public- public spaces. This makes it harder to organise University events outside as NYU would need to get a permit from the NYC parks and Recreation office and the New York Government to use the spaces.



FIGURE 14: NEW YORK UNIVERSITY

When organising events within the University, 'the Office of University Events is charged with planning and implementing all major university events. Its primary responsibilities are the All-University Commencement.

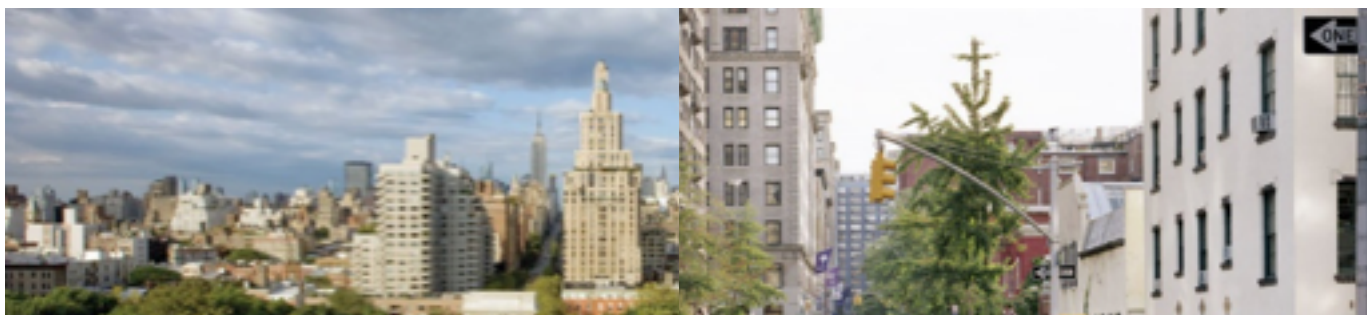


FIGURE 15: NEW YORK UNIVERSITY

Exercises, Grad Alley, and NYU Welcome Day, organized annually in partnership with other University offices' (NYU, 2017). However the NYU Program Board, a student run organisation, is in charge of organising entertainment aimed at students such as concerts, art shows, workshops, film screenings etc. The organisation of the annual Strawberry Festival is also done by the Program Board and it's their job to secure the location for the festival on LaGuardia Street. This is a public event and is funded by the University, and it works well to bring students and staff together in a less formal setting.

As well as funding sports and societies that get students more involved with the University and other students, Lincoln Students Union is in charge of organising events that happen on campus. These events are primarily for students such as society and sports fares, club nights, pub quizzes, volunteering, awards nights etc. The Student Union is where students go if they have a concern about society funding, on campus activities, the University in the media and many other topics. Having this really increases the sense of student community on campus as students help to run it and also there are many student part-time jobs available there.





FIGURE 16: UNIVERSITY OF LINCOLN

The Student Union is similar to the NYU Program Board in that they are both student led and they both organise events for students. However generally the student union has more freedom in the events that they put on. Having a campus owned by the University means that they have the space to hold larger events outside such as the colour run, fares, fundraising events etc. on the other hand the program board has limited outdoor space due to the roads being owned by the New York government, the events they put on are generally held inside University buildings, however they have worked to hold their events on public property and other private-public buildings near the University.

## Security, Crime and Gun Laws in the USA

'All 50 states allow citizens to carry concealed weapons if they meet certain state requirements' (National Conference of State Legislators, 2017). Security and gun laws can vary on University campuses based on the laws of the different states, however colleges can enforce their own security laws if the state allows. Currently, there are '17 states that ban carrying a concealed weapon on a college campus' (NCSL, 2017), for example, the University of Columbus, Ohio, has one of the highest security units in the country. 'The campus police force offers assistance with vehicle lockouts, provides security escorts to anyone on campus, requires use of ID cards when wanting access to campus activities and services, uses text messaging to alert staff and students of emergency situations and requires students needing after-hours access to classrooms to have a faculty member present' (Best Colleges, 2017). The use of guns on the Columbus University campus is strictly prohibited. If a student or member of staff is caught with a firearm on campus they will be prosecuted by the campus police force.

Many more established Universities such as Harvard have their own police force instead of just a security department. Their only objective is to survey and protect University students on University campus. NYC is a very high security city, some schools even have an airport-style security screening as shown in Figure 18 when school children go into school to check for fire-arms and weapons.



FIGURE 17: POLICE DEPARTMENT: COLUMBUS STATE



FIGURE 18: METAL DETECTOR

In 24 states, the college is allowed to enforce their own laws on concealed firearms on campus. For example Texas Universities such as Houston University is under discussion about whether or not students should be allowed to carry and concealed firearms onto campus. 'Students at public universities in Texas will be allowed to carry concealed weapons on campus come Aug. 1, 2016, thanks to "campus carry" legislation passed by the Texas state congress in 2015' (Lina del Castillo, 2016). Campus-carry supporters argue that by students being able to carry a gun, they are protected and less of a target for prospective attackers so this will reduce the amount of mass- shootings in colleges. This argument was not help by a gun violence incident occurred at a college in Oregon, a state that forces colleges to allow guns on campus. Although guns are not allowed in University buildings they are still allowed on the grounds. Also anti-Campus-carry members are concerned that this will increase the chance of gun violence as people might use it to shoot professors who fail them or other students that they argue with.



FIGURE 19:  
Campus Protest



FIGURE 20:  
Gun protest





FIGURE 21: University of Tokyo

### **Public vs private universities in the UK and Japan**

First of all, let's briefly define what the difference between a Private and a Public University is in a different sense. A Public university is a university that is partly funded by public means through a national government. A private university is not operated or funded by governments at all, but many receive tax breaks, student loans and grants. Leggett (2012) In some countries, there is a third category; National. A National university is created or managed by the government, but may operate autonomously without direct control of the state. For example, these are common in Japan but not recognised as any different to public in the UK. These don't necessarily indicate land ownership, however. For example, the University of Lincoln's land is privately owned by the Lincoln estate, but the university falls under public classification. (Estates & Campus Services)

As we know, Student fees are capped at £9250 a year [as of 2017] in the UK for domestic students, In fact according to a study by the complete university guide, in 2015 113 out of 120 public universities in England charged the maximum allowed tuition fee of £9000 a year according to the law (Jobbins, 2015) But there are exceptions. Specifically, This limit only applies to publically funded universities, which includes every single one in the UK aside from 5. Private Universities are governed slightly differently, and are permitted to charge fees as high or low as they want:

Type	University	Δ?	Tuition fees [2017] [£]
Public university	[BASELINE]	Y	9250 [MAX] (Jobbins, 2015)
Private	Buckingham	Y	11,061 (Univeristy of Buckingham, 2016)
Private	Regents University London	N	15,950 (Regents University London, 2016)
Private	Arden University	N	6000 (Arden University 2016)
Private	BPP [Law]	Y	27000 (BPP University 2016)
Private	The University of Law	N	6165 (The University of Law 2016)

As you can see private universities seem to go to one extreme or the other. Two of them, Arden University and The University of Law are charging around £6000 a year for tuition, 2/3 of the price of the public maximum. The other three, University of Buckingham, Regents University London and BPP are charging between £11,000 and £27,000 just for tuition. It is important to note that the university of Buckingham offers full degrees in Two years instead of three, making the total cost of a degree cheaper (Leith 2012). The most expensive, BPP, offers January and September Start for its law degree, and there is an almost £10K difference in price between these months. Starting at January will set you back £18,000 however starting in September is £27,000.

So if it isn't obvious already, one of the main advantages of being private is that said university can charge whatever fees it likes. The vice chancellor of the University of Buckingham has been particularly outspoken about his distaste for public universities: 'Being private, you can charge whatever fees you want, teach whatever subjects you want, to whomever you want. If Britain had more private universities, says Kealey, we would be able to compete with the best in the world. As it is, we're slipping.' He says that nationalised universities have no incentives to excel, so students therefore suffer (Leith, 2012) .

The situation is not the same around the world however, for example in Japan, the majority of universities are actually private: There are 597 Private universities, compared with 86 National and 95 public (MEXT, 2009), In Japan, National Universities are generally held in the highest regard due to their history: many of them are former imperial institutions. Tuition fees in are not capped like they are in the UK, but here is a selection of universities from Japan and their tuition fees:

Type	University	Tuition Fees [2017] [£]
National	University of Tokyo	3214 + 1692 Admission (The Complete Univeristy Guide 2016a)
Private	Waseda University	14388 (The Complete Univeristy Guide 2016b)
Public	University of Tsukuba	3480 + 184 Admission (The Complete Univeristy Guide 2016c)
Private	Hiroshima University	3536 + 1692 Admission (The Complete Univeristy Guide
National	Osaka Prefecture University	3839 (The Complete Univeristy Guide 2016f)

As you can see Japanese tuition fees are generally much lower than in the UK, but the fee disparity still exists. In general Private universities have more expensive fees but have laxer grade requirements, whilst Nationals have less expensive fees and higher grade requirements. To conclude this section, the landscape in japan is different to the UK greatly, there are much lower fees particularly but similar aspects remain such as the price disparity between public and private universities.





FIGURE 22: View of Athens in Greece.

## **Political History of Greece**

Currently under the Greek constitution, there is both a Head of State and a Head of Government. The President is elected by parliament for 5-year period and can serve a maximum of 2 terms. As Head of State the President has power to declare war, grant pardon, sign peace treaties, forge alliances etc. The Prime Minister of Greece is the Head of Government and is elected by the people. He or she is the most powerful person of Greek Political system, responsible for the day to day running of the country and the application of the laws to the people.

Greece has a rich history of great power shifts from monarchy to democratic governments and has even being ruled by military dictatorship. The modern history of the student movement, which is intertwined with the political system, begins after the Revolution in 1821 and peaks with the events against the dictatorship in 1973.

Between 1821-1832 Greece was revolting against the Ottoman Empire, the three great powers Great Britain, the Kingdom of France and the Russian Empire assisted the success of the revolt and created a modern monarchy for Greece and under the Convention of London made King Otto of Bavaria the new monarch (Koliopoulos, J. & Veremis, T., 2008, pp35-36). The National and Kapodistrian University of Athens was the first university to be established in Greece and it was founded by the Royal Decree on the 22nd April 1837. In 1862, the King was deposed from the throne and replaced for a short period by an interim government who took power of the university and made it a fully self-governed legal entity of public law. In 1863 the Greek's offered the throne to Prince William of Denmark and he was crowned King George I, ruling for 50 years before being succeeded by his son Constantine I. The Royal family was abolished in 1924 following the National Schism and it would take until 1946 for the monarchy to be restored.

In 1967, a military dictatorship known as the junta came to power by using military force against the democratic government and the public's will. Although not officially supporting the coup, the US had been working closely with the Greek military since Greece had joined NATO in 1954, with CIA officers maintaining close relations with the Colonels who would lead the coup. They favoured a right-wing government over the leftist politicians who it looked likely would be asked to form an alliance with the Centre Union party following an inconclusive election. The junta, under the leadership of Brigadier Stylianos Pattakos and Colonel George Papadopoulos, persuaded the Commander in Chief of the Greek Army, Grigorios Spandidakis to join them thereby maintaining the support of the army. The King, Constantine II who had taken the throne in 1964 following the death of his father, King Paul, reluctantly gave legal sanction to the new government which went a long way to legitimising the regime, although he would later claim that he had done so only in order to buy time to organise a counter-coup. The counter-coup was a failure and Constantine fled the country, living in exile until after the junta fell, by which time the monarchy had been abolished.

## **Laws and Policies in Greece**

### **Right to personality**

Human dignity and individuality are values which are enshrined by the Greek Constitution. The protection of the personality of the human being from the civil law point of view is provided for in article 57 of the Greek Civil Code (GCC).<sup>4</sup> This provision acknowledges a general exclusive right for the individual which provides for the protection of the person and in general the value of the human being.

It also constitutes the very essence of this right, as well as the freedom of the person to develop his/her personality. It is therefore advisable that one distinguishes between the 'static side' of the personality, which in fact coincides with the value itself of the human being, and the 'non-static side' of it, which coincides with the person's freedom to develop its personality. Therefore when one refers to the abuse of one's personality according to article 57 GCC, one refers to the clash between two rights which are alike in nature, the right of the victim, whose static side of personality has been abused (i.e. abuse of its honour, of its name, of its private life and so on), and the right of the abuser, whose freedom to develop its personality is affected (i.e. through a publication, through the selection and processing of information concerning the victim and so on).

The wording of Article 57 GCC does not provide for any precise boundaries to the right of personality. In fact, the legislator has left it open on purpose so as to allow the continuous expansion of the right. This right seems to leave ample space for discretion from the part of the judges since this provision is more of a moral rather than a legal provision. The person is supposed to put up with intrusions to his personality which are related to the mode of life he has chosen, as an example film stars and well-known sports personalities can expect to have the media follow their every move in public and have paparazzi trying to capture images of them at every chance.

### **Right to Privacy**

In modern society, there is a discourse between one's right to privacy and the right of the public to be informed in conjunction with the freedom of the press. There is a right to remain anonymous and a right to form one's own public image.



This can be more clearly defined through a distinction of the separate spheres of one's personality. According to the theory, there are three spheres of personality; the personal (professional and social activities) the private (extends to family), and the confidential/secret (does not reveal unless special circumstance dictates).

The right to privacy covers any intrusion which violates one's private life, such as spying, taping one's private conversations by the use of any technical means, the taking of pictures of one in private places without authorization, publication in the press of information concerning one's private life and so on. "Free journalism is not allowed to violate the right of respect to the person of persons that are not of public interest".

### **What does Public and Private mean to Greek people?**

In Greece people's perception of public space is through distinction of an accessible open area which has no legal restrictions and is unconditional as to what activities can occur within the space. The public space should be visible, encourage access, and present equality between the governed and governors by creating conditions which allow for the freedom of speech and personality. "A relevant conceptualization of the immaterial or material public space defines it as a space mediated by culture, an implement of local, social or collective identity formation."

Between the 1950s and 1970s the modern Greek state had begun to urbanise now that the Civil war was concluded. Athens became a very attractive place for people to live and therefore the increase in population in the city helped to develop the economic growth of the city at a must fast rate. This is a definite advantage for the development of Athens, however, the Government did not outline clear laws and regulations about the differentiation between public and private land. Moreover, with an increase in the demand for homes and very little guidelines in which to implement local authorities gave permission for people to inhabit the spaces easily with little regard to preserving public space. This lack of clarity and legal authority gradually cultivated a culture and public mentality within Athens which demonstrated a disrespect to all aspects of public space and the ideologies of citizenship. The people of Greece now have a consolidated and collective obscurity on the conceptualisation of the public realm. It is not uncommon for some Greek people to see space as "priblic, that is the conglomeration of private and public". For example, a street outside a café in Athens is priblic as it could be used for the owner of the shop for private seating but also a pathway for public access.



FIGURE 23: Public pathway being used as a private seating area in Greece.

Unfortunately for the Greek Government this understanding of space creates a disobedience of the people towards future legal and institutional frameworks; which in turn enhances the “inescapable and complex political corruption”.

### History of public space – The agora

In the fifth century BC in classical Greek cities historians have clarified the use of a public meeting place within the city design. This is known as an agora, an ancient Greek meeting place which would be situated either in the centre of the city or near a harbour. In Athens, there were highly-developed agora’s which were surrounded by shops, temples and public buildings. The agora served not only as a meeting/market place within the city but could as be used for theatrical and gymnastic performances.

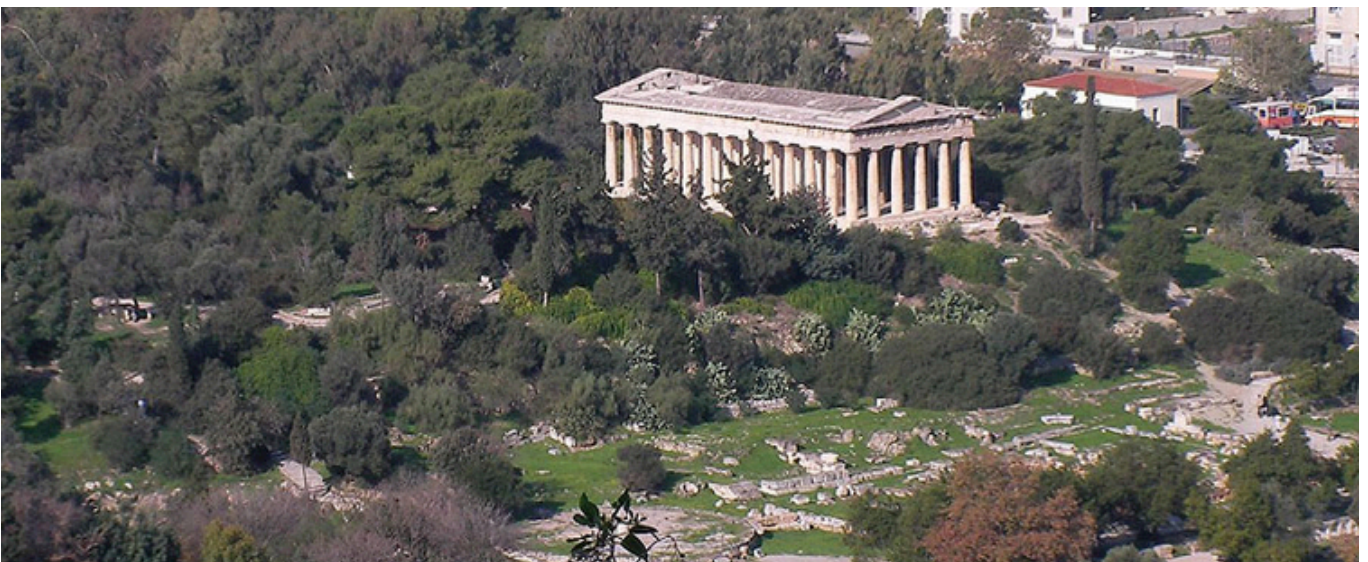


FIGURE 24: Ancient Agora of Athens houses several fascinating sites, including the stunning fifth century BC Temple of Hephaestus.

## How do Greek people feel about surveillance?

In 2004, the Olympic games were hosted in Athens Greece. To comply with the security measurements necessary for the athletes and public safety, hundreds of CCTV cameras were placed all around the city. Since then, it has become increasingly common for CCTV to be located within public spaces, such as: public transport, shopping malls, schools, and city centres. The perception of CCTV to the people of Greece is that they are more of a tool to enhance safety and security by preventing crime, instead of being a form of surveillance. Originally the CCTV data was controlled by the Data Protection Authority (DPA) who lent its services in 2005 for the management of traffic. In the year 2011, there was a real need for the law enforcement to have access to the CCTV to protect and defend public safety from masses of riots and gangs. The security of state has since had full access to allow law authorities to regain control over the security and public safety within the city of Athens. It is claimed that Greek people prefer unarmed police personnel rather than private personnel, and have a strong rejection towards the storage of CCTV data preferring real time monitoring.

There is a long history of repressive authorities taking advantage of the public's rights and freedoms in Greece. This has created lasting perceptions about the people's security and privacy preferences as it remains to be very politically emotive. Moreover, there is a political discourse regarding private and public laws this makes it difficult for the Government to address conclusively a balance between the people's rights to privacy and freedoms opposed to the protection and improvement of the security of the city.

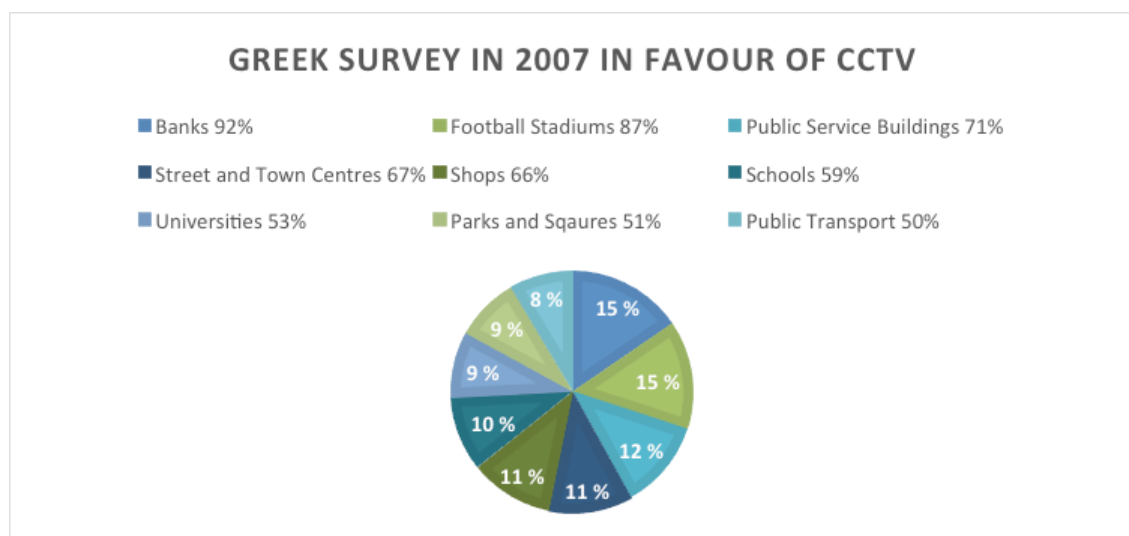


FIGURE 25: Image of pie chart I created showing results of Greek surveillance survey in 2007.



## Photography

Legal: Adults in public without consent, people at work (policemen), groups or assemblies of people celebrating or public demonstration/protest. Can take photographs of public buildings, works of art, archaeological sites and public museums.

Illegal: People in their private space, monks in monasteries, children, people arrested who are being transported to court by the police and military establishments.

## Greek Universities in Athens

### 1) The National and Kapodistrian University of Athens (NAKUA)

Founded by Royal Decree on the 22nd of April 1837 by the first King Otto of modern Greece, the University was named after himself, “The Othonian University”. After the fall of the monarchy, the interim Government in 1862 renamed the university as “The National and Kapodistrian University of Athens” which became a fully self-governed legal entity of public law. In 2004, it was estimated that around 104,000 students were enrolled at NAKUA making it is one of the largest universities in Europe. Undergraduate students do not need to pay for their BA studies, and can remain in the university for up to 10 years. The Postgraduate students however must pay to further their education at master level.



FIGURE 26: The National and Kapodistrian University of Athens.

## 2) The National Technical University of Athens (NTUA) "Athens Polytechnic"

Founded in 1837 as a school of Engineering and is among the oldest in Greece, Athens and is today one of the most prestigious schools of engineering in the world. NTUA has been divided into nine academic schools each with its own specialist, such as architecture, applied sciences and other engineering disciplines. There are currently 8500 undergraduates and 1500 postgraduates which study at NTUA with 1350 members of staff. The administration process is very challenging and only a select few with exceptional grades in their Panhellenic Exams will study here.

### **1973 Junta event at NTUA - Why did it happen?**

Article 14 of the Greek constitution which protected the freedom of thought and freedom of press was suspended shortly after the junta came to power. During this time, there were many protests as politicians and the public tried to regain control of Greece. University students became especially important, organising political underground groups trying to prevent the dictatorship from controlling the university.

The junta violently targeted universities to attack independent thinking, a threat to the longevity of their power. They attempted to control the governance of the university by abolishing the principal of the election of the university authorities from the university teachers and imposing a regime of administrative, if not police, tutelage in the universities' (Alevizatos, 1983, p. 654). Professors at the universities were replaced with military personnel or people who supported the regime. They excluded left wing students, making them submit the "certificate of social convictions" which indicated whether the students and their relatives had communist links and they introduced powers to expel any student who broke any law (Babasidis, K., 2003, pp71-72). The draconian laws that were imposed made the junta deeply unpopular with the population, particularly those in the universities and mass protests occurred in Athens in 1968 and in subsequent years.

By 1972, Papadopoulos, aware that change was required in order to maintain his own position, was attempting to curb the power of the military and introduce a political system that would be more acceptable to the Greek people and the international community. He relaxed some of the laws which had curbed people's freedom and liberties, however by 1973, the cracks in the junta were beginning to widen.

The mutiny of the crew of HNS Velos on 23rd May following NATO exercises was a political disaster for the regime. Commander Nikolaos Pappas, on hearing of the arrest of fellow naval officers decided to make a stand and refused to return his ship to Greece causing increased international interest in the troubled politics of Greece. It would soon get worse.

Papadopoulos' attempts to establish a presidential republic not only alienated many in the military who had brought him to power, but the liberalisation process he introduced also gave the intelligentsia more freedom to organise protests. There had already been numerous protests against the junta by students at the Athens Law School, and the students at the National Technical University of Athens now were able to organise demonstrations that grew exponentially. Fearing the momentum that the protests were creating, the junta responded with an ill-judged show of force.

The most important event that eventually ended the dictatorship happened when the students of Athens occupied the inside and surrounding area of the Polytechnic University on November 14th 1973. Through repeated radio broadcasts across Athens, they encouraged further protests against the regime and called upon the dictators to organise free elections to reinstate political democracy. The stand-off lasted three days before the military called in riot police forces with guns and armoured vehicles. An AMX 30 tank broke through the gates followed by soldiers, and in the firefight that followed at least 24 people were killed and many more seriously injured. Nearly 1,000 students were arrested.



FIGURE 27: The Army Tanks sent into the University, 17th of November 1973.



In the aftermath, the junta lost all support from the Western governments, including the USA, who up until that point had backed the regime as part of its anti-communist strategy. Papadopoulos was ousted by a counter-coup under Dimitrios Ioannidis, but his regime would collapse a year later following the Turkish invasion of Cyprus, and free elections were restored in 1974, though a referendum in December of that year to restore the monarchy was rejected by a 2-1 majority. The events gained a symbolic importance by highlighting political and academic liberties and every year November 17th is celebrated as a day of national commemoration and a holiday for the Greek Universities. The Universities, concerned by the oppression of the junta on civil liberties and freedom of speech demanded that the idea of University asylum, which had existed in Greece since the middle-ages, be protected by a specific legal act.



FIGURE 28: protest outside of NTUA, in 1973.

The idea of University asylum had begun in the thirteenth century when the universities were a part of the monasteries and thereby protected by the asylum laws that covered the religious institutions. Similar laws had been in place in various countries throughout Europe; however it was Greece, still raw from the oppression of the junta that took it to a new level.

Article 16 of the 1975 Greek Constitution states “Art and science, research and teaching shall be free and their development and promotion shall be an obligation of the State.” (Babasidis, K., 2003, pp115-116). This allowed the ideas of free thinking and free speech to resume but stopped short of granting asylum to those on University campus. It would take until 1982 for this to be introduced into Greek Law.

## University Asylum 1982-2011

### What is it?

The word asylum is synonymous with the word “sanctuary.” A sanctuary is a peaceful place that is safe and provides protection for people who are in danger. It is a privileged place of protection. Asylum is also an inviolable place of refuge, a place of protection for criminals and debtors, from which they cannot be forcibly removed without sacrilege.

Unique to Greece, the “academic asylum” laws which were introduced to protect freedom of thought and expression on campus were passed in 1982, when memories of Greece’s repressive military dictatorships of the late 1960s and early 1970s were still raw.

The 1268/82 act gave universities the right to self-govern but more importantly established the Asylum in law. Article 2 Paragraph 5 states “University Asylum covers every area of the University and prevents any interventions in these areas of State force without invitation” although Paragraph 7 does qualify this “except when flagrant felonies or flagrant crimes against human life are being committed” (Babasidis, K., 2003, pp128-132).

The rules prohibited any state authority whether police, fire brigade or army from entering university property without the permission of rectors, aside from exceptionally life threatening situations, and guaranteed students’ sanctuary from arrest or state brutality. The police can only enter if a special triumvirate or the university authorities authorise it. In the last 30 years they have only done this 3 times.

Asterios Georgiadis, a professor in Civil Law, argued in a speech in 1990 that the Asylum law did not “cover private citizens or groups of citizens that intrude and occupy the university in order to serve non-university objectives.” (Georiades, 1990, p.20). This, however, was not the case in practice as the right to asylum was extended to people who were not members of the universities community.



## **Vandalism caused by the asylum**

Vandalism takes place as a type of political demonstration, usually repeated on November 17th. The perpetrators can vandalise without fear as they know the police cannot enter the university grounds to arrest them. These acts of vandalism are usually committed by anarchist or protesters who don't even belong to the university community, but have caused significant damage to university property.

## **Discourse, is the asylum a good or bad thing for Greece?**

"Campuses have become havens for criminals, most of (whom) are involved in crimes such as drug trafficking, assault, theft, counterfeiting of DVDs and CDs, looting and vandalism." Professors who spoke out against the rules had been attacked and badly beaten, and their names posted on anarchist websites.

Permission for police action on campus had been given just three times in nearly 30 years, he added. One occasion was the removal of 620 6ft-high marijuana plants from a field owned by the University of Crete in 2002. The campus of Thessaloniki University, the largest in Greece, has been home to violent mafia-style gangs who sell drugs and guns, promote prostitution and sometimes threaten the lives of academics and students.

Crimes such as vandalism and arson in university buildings; disruption of teaching; theft or destruction of books, laboratories and archives; as well as drug dealing, sexual abuse and theft had all threatened the academic freedom.

There were many significant arguments expressing criticism against university asylum, arguing that it did not protect academic freedom allowing, in reality, illegality in university campuses and, as a result, led to serious harm and the abolition of academic freedom itself.

## **Why it ended**

Despite the ideological beliefs of many in the academic community, by 2011 most people in Greece, and most importantly, both the major political parties, realised that the Asylum laws were outdated and morally indefensible in the face of the criminal activity that was taking place on campus. On 24th August 2011 the decision was taken to abolish the Asylum law and to allow the police to access the University sites (Grove, J., 2011, online).

Elias Katsikas, associate professor of economics at the University of Macedonia in Thessaloniki, said: “Surprisingly enough, this has not produced a lot of anger on the students...Violence inside universities (was) not only expressed in the form of students’ assaults against the academic staff, but between groups of students of different political persuasion. I have seen myself many times such regrettable scenes.”

Vangelis Tsiligiris, a cross-border education researcher and principal of MBS College, a private higher education institution in Crete stated “It was a common opinion within Greek society that this was a clearly outdated and abused part of the law. The idea of the academic asylum remains, but only in the form of free movement of ideas.”

So strong is the idea of asylum in Greek culture, however, that in 2015, despite the chaos that existed previously, a new bill was proposed by Education Minister Nikos Filis to reintroduce the law of Asylum. (Chrysopoulos, P.,2015, online)



FIGURE 29: *BERGEN AT NIGHT* (Pixell Club, 2017)

Most universities in Norway are considered public, as they receive government funding, but a large amount of private universities are also spread across the country. The government currently owns eight colleges, eight universities and five academic colleges in Norway. The private higher education institutions are owned by independent organisations and funded through tuition fees and donations. (The government, 2016)

### **Universities and Colleges**

Norway defines both university and college as higher education. The main difference lies within the course content of the institution and the expertise you end up with. (UngInfo Oslo, 2016) Most university programmes leads to an expertise within a wider subject, whilst college students achieve a working title within their specific profession. (Utdanningsrådgiveren, 2011)



## Public institutions

A public education is generally free for both local and international students in Norway. The Norwegian Ministry of Education and Research has made this possible, as they are responsible for the fees within public education, but some Schools require a small semester fee, typically around 30-60 pounds. This allows for a membership in The Student Welfare Organisation, counselling, access to health services and an official student card for reduced public transport fares, reduced cultural event tickets and eligibility for exams. (Topuniversities, 2017)



FIGURE 30: BI BERGEN (Lauluton, 2015)

## Private Institutions

Norway has a larger amount of private universities compared to the United Kingdom. The private universities are built around independent donations and student fees, which increases the tuition costs considerably. Private colleges have slightly lower fees compared to vocational colleges. The government offers grants to a small amount of students studying at private universities, and 17 of Norway's private higher education institutions receive funding from them as well. (Line Paulsen, 2014) Some of the more popular universities, like Westerdals and BI have increased their fees with approximately 30% since 2005. Regional Director, Helene Falch, from the Consumer council, highlights that there is not always a correlation between the price and the quality of the course, and suggests to research the course before you apply. The pilot education course is considered the priciest in Norway, but because of its extreme fees most tend to study abroad; the course is therefore not included in the list below. (Pål Vegard Hagesæther, 2012)

*Top 3 priciest private universities in Norway:*

University	Course	Tuition fee per year (£)
Imageakademiet	Makeup Artist	11,860
Art Complexion Makeup school	Makeup Artist	11,130
NISS	Makeup Artist	10,015

## Financial support

The living costs in Norway are considerably higher than most countries and financial support and assistance are therefore offered. (Topuniversities, 2017) There are various scholarships, fellowships and student loan schemes available for students studying there. The Norwegian State Educational Loan Fund, Lånekassen, is a government agency that provides financial support to students. This includes a grant and a loan, depending on your and your guardians' income and wealth, and your study of choice. The maximum amount you can get to cover your tuition fees in Norway is £5,163. (Editorial, 2012)



FIGURE 31: DEMONSTRATION (SCANPIX, 2011)

## Freedom of speech

The freedom of speech has been considered a human right since the late 1700s and is strong in national and supranational legislation in the country. This covers the freedom all people have to express their opinions about a certain topic, which also incorporates the freedom to receive another's speech, 'the freedom of information'.

- It is necessary for man's search for truth - only by the free exchange of opinions, can we come closer to the truth.
- It is a basis for our personal autonomy and freedom - we have the freedom to share our thoughts and accepting of others, and by the virtue of this freedom we develop as humans.
- It is a prerequisite for democracy - without free expression, no free information, no free expression of opinion and no real basis for democracy'
- informed vote dispensing or opportunities to participate in public debate.

This freedom of expression is restricted to prohibition of presenting vulgarly pornographic, discriminatory and hateful statements, intimidation, privacy violations, defamation and harassment. In a public space, demonstrations can take place with permission from the police or other authorities by order regulations, as long as the content is not illegal or punishable. Stopping a statement before it is acted is generally not allowed. The perception of appropriate statements has an equal importance to the freedom of speech, as legal right. According to the snl.no, Norwegian Encyclopaedia, far more people keep their expressions private in fear of mockery, marginalization or ostracism, than punishment. (Anine Kierulf, 2015)

## Surveillance

During the past years, University of Bergen has had an increasing problem with burglary, vandalism and intimidation on campus. In 2011, the management received a new safety proposal from an impaired working group, and sent a consultation document to faculties and institutions in the area to consider the suggestion. This included a request of faculty authorization to install surveillance cameras on campus. Most participants of the public consultation were in favour of the proposal, but University Director, Kari Tove Elvbakken turned the request down. In 2012, Elvbakken chose to allocate approximately £50,000 to the property department to increase the security on campus instead. (Kim E. Andreassen, 2012)



FIGURE 32: *UNIVERSITY OF BERGEN* (Brødreskift, 2013)



*“The issue of the use of video surveillance is controversial. Although there are several people who want this measure and advocates to develop general rules for the university of such use, considered it not as consistent with the University’s overarching values of being an open university to add up to video surveillance of buildings. The proposal will therefore not be presented for the board. “*

*- Kari Tove Elvbakken*

# CONCLUSION

In conclusion, our campus has changed in recent decades from public wasteland to a private educational facility. We discovered that although our university is publicly funded, the land is in fact private, despite the appearance of being a public right of way. The treatment of the campus as a through-way has made surveillance and security a high priority to ensure the safety of students and their learning. The university has its own security department, their job is to survey the campus and take measures to ensure that anti-social behaviour on campus is reported and prevented. However a campus security guard stated that they do not have legal authority to arrest people who break policies on campus, they can only do a civil arrest and then call the city police. They are actually mainly used as a visual deterrent, contrasting strongly with Columbus state university, which has its own police force and have very strict security policies.

There are many differences between the public and private laws in Lincoln and in Athens. One of the key contrasts identified was the laws of protesting on campuses. The SU can restrict public acts such as advertising and protesting – even though it is a public University - making them forbidden across campus grounds. This differs greatly to the set-up of the Greek University which is publicly owned, but has laws in place in the form of asylum which prohibits police from preventing protests on campus. This would seem like the better option as the students have the freedom of speech on campus which is protected by law, but in practice the asylum had a negative effect; creating a safe haven for crime instead of safety for the students. Using the knowledge gained from the Greek asylum, we can say that freedom of speech is not always more important than establishing security on campus to create a safe environment in which students can study freely.

The landscape is different around the world, for example in Norway colleges stand alongside universities as another form of higher education. They offer much more specific courses for individual jobs and careers. Public education is generally free in Norway, including colleges and universities, this is different in the UK where universities have tuition fees. Higher education is also very different in Japan, where the majority of universities are actually private: In Japan there are 597 private universities, compared with 181 public. The fees are generally much lower than the UK, but private universities still have generally higher fees, but lower grade requirements. This is similar to Norway, where the price of private university tuition doesn't necessarily reflect the quality of the course.

Overall, having the city-centre land owned by Lincoln University has been beneficial in that people feel safe using the space due to security guards and cameras, it has a community feel and it has brought prosperity and profit to the surrounding area. However it can also restrict peoples actions on campus and there is less freedom when using the space and even less when using the inside space which is not accessible to non-students and staff. Also the effects on the local residents has been negative in that they feel less safe in the areas such as Sincil Bank, Monks Road and West End due to students.

The University plans to expand further in the St Marks area due to its growing reputation and recognition. It aims to improve the link between the University and the high street by creating new commercial and residential space that blends into the present urban landscape. We believe that this mixed-use approach to urban design will be beneficial to the city of Lincoln, however the restrictions for private land will still apply.



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# APPENDIX 1

12:30 20/03/2017

Conducted by  
William Dobie and Demi McCoid

## Security Guard Interview

Transcription:

What acts would get you kicked off campus immediately?

“Taking hard drugs on site, getting abusive to security and members of staff or other students, violating any of your terms and conditions found in your tenancy agreements.”

What would get you a warning?

“Sleeping on campus, can be asked to leave if caught twice  
cannot drink on campus, unless attending one of the licensed locations on campus.”

What is the most common thing you see people doing that they're not allowed to do?

“Smoking cannabis, especially around the courts.”

How often if at all do you escort people of the premises?

“Not very often, mostly members of the general public that are trying to steal bicycles.  
Bicycle theft is one of the most common crimes in Lincoln.”

Are protests permitted on campus?

“Not at all. They would be escorted off site.”

How long is CCTV data stored?

“31 days.”

How many cameras are there on campus?

“150-200 on campus. One of the most surveyed university campuses in the UK.”

How do you control the security of the buildings that 24 hours?

“We do patrols, hourly head counts, document students names using sign in sheets; 24 hours over the weekend and after 9pm on a weekday.”

What legal authority do you have to deal with people on campus?

“Only thing we can do as a security officer is citizen’s arrest - Which can be done by any member of public. We have no more legal authority than any other member of public. We are, however, in communication with the radio to the police. We act as more of visual deterrent on campus.”

What permission do you need in order to hand out leaflets and set up stalls on campus?

“You’ll need permission from the SU The security does not allow other private organisations such as Home night club and others to hand out flyers. They only allow quack to use the engine shed bridge.”



# APPENDIX 2

## Student Survey on University of Lincoln

Please choose your age group

19-25	-	100%
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Please specify your course

Architecture	-	x18 answers
Master of Pharmacy	-	x1
Biology	-	x1
Media Production	-	x2
Business Studies	-	x1
English and Journalism	-	x1
Dance Ba (Hons)	-	x1
History	-	x1
Business and Finance	-	x1

Please specify your ethnicity

Norwegian	-	x3
White-Asian	-	x2
British	-	x18
Chinese	-	x1
Mixed	-	x1
Pakistani	-	x1
Korean	-	x1

Do you feel free to express your opinions on campus?

Yes	-	60.71%
No	-	39.29%

If not, please specify the reason:

I do not feel comfortable expressing my opinions in public areas	-	54.55%
I am afraid it will affect my future	-	9.09%
I am aware of the laws when it comes to protesting	-	27.27%
Other (please specify	-	9.09%
- "My campus does not allow freedom of speech"		

If yes, how would you express your opinions?

Through art	-	20%
Through demonstrations	-	20%
Through an event	-	44%
Other (please specify)	-	16%
- " Firstly by talking to the SU staff and then creating an event or petition on social media"		
- " Talking to people. I don't particularly demonstrate my opinions by shoving them down people's throats but I always feel I can give people my honest opinions should they ask or should a discussion arise		
- "However i felt was appropriate to my view"		
- "I'd tell someone high up how I feel."		

How do you feel about the fact that protesting is not allowed on campus?

It does not affect me as I do not wish to protest	-	50%
There are things I would like to voice my opinions on, but I am worried about the repercussions	-	32.14%
Other (Please specify)	-	17.86%
- " A university this big, should have enough confidence to allow for freedom of speech"		
- "I didn't realise you couldn't, that's a disgrace"		

- " I feel that this is a good thing. People should feel free to voice their opinions and not worry about the repercussions, but protesting is often a way to force beliefs on to others and also turns into a platform in which people can be targeted for their varied opinions."
- " Its poor that a university doesn't have enough confidence in what its doing so that it has to put a ban on protesting"
- " Whilst I've never thought about protesting, it does restrict lot of people's freedom to do so."

Do you feel safe on campus?

Yes	-	78.57%
No	-	0%
Mostly yes	-	21.43%
Mostly no	-	0%

If not, why?

0 responses

Do you have any thoughts on the recent freedom of Speech scandal with the SU?

"No"

"No"

"It was overly dramatic"

"Very ironic and funny but presents the uni in a very negative way, especially considering that the magna carter is held in Lincoln"

" I think the university should be a place where forward thinking and free speech and thought should be encouraged not restricted. In their efforts to preserve the university's image they've caused disruption and a loss of faith in their students."

" The SU are crap anyway"

" Completely against my human rights and I feel like university is a time when people develop their own opinions and they're not allowed to do so"

" don't know much bout it, but if SU don't allow free spech i thing SU should change as they once again don't work for the students, rather against.. The SU service and the work for uni society is so bad it's a joke how they use societies and students as a way of SU income."

" Whilst freedom of speech is highly regarded, the university has the right and an interest to protect

itself from defamatory comments which could harm their reputation."

" I think that it is wrong that the SU are censoring social media."

" The SU was questioned for its policies on publicised disagreement within the SU so they took away a societies method of publicising their disagreement, this then led to protests despite the ban, personally i believe that the SU made this into much more of an issue than it needed to be and the negative publicity resulting form this falls on them."

"No"

"The SU shot themselves in the foot"

" Was very embarrassing on the SU's part, the SU shouldn't be able to silence people as they please just because they report on the wrong thing."