



A Symposium
Annenberg School for Communication
University of Pennsylvania

MAKING THE UNIVERSITY MATTER

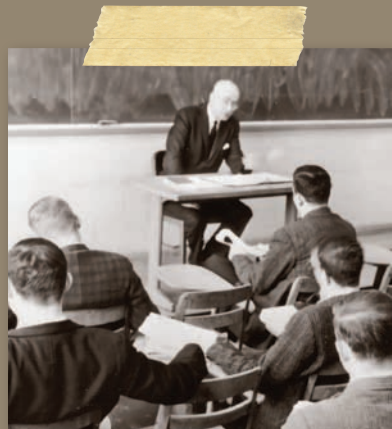
DECEMBER 4-5, 2009

Presented by
The Scholars Program in Culture and Communication



Annenberg
SCHOOL FOR COMMUNICATION
UNIVERSITY of PENNSYLVANIA

MAKING THE UNIVERSITY MATTER



Making the University Matter investigates how academics situate themselves simultaneously in the university and the world, and how doing so affects the viability of the university setting. The university stands at the intersection of two sets of interests, needing to be at one with the world while aspiring to stand apart from it. In an era that promises intensified political instability, growing administrative pressures, dwindling

economic returns and questions about economic viability, lower enrollments and shrinking programs, can the university continue to matter into the future? And if so, in which way? What will help it survive as an honest broker? What are the mechanisms for ensuring its independent voice? This two-day symposium considers a multiplicity of answers from across the curriculum on making the university matter, including critical scholarship, interdisciplinarity, curricular blends of the humanities and social sciences, practical training and policy work.

Images courtesy of University Archives and Records Center

Contents

Speakers	1
Program	
DAY ONE - DECEMBER 4, 2009.....	2
DAY TWO - DECEMBER 5, 2009.....	3
Abstracts	4
Biographies	10

Speakers

Ian Ang

Visiting Scholar
Spring 2006

S. Elizabeth Bird

Visiting Scholar
Fall 2007

Dominic Boyer

Guest Lecturer
Fall 2007

Michael Bromley

SummerCulture Sponsor
Australia 2009

Nick Couldry

Visiting Scholar
Fall 2008

Michael X. Delli Carpini

ASC Faculty Panelist

John Nguyet Erni

Visiting Scholar
Spring 2008

Isabel Capeloa Gil

SummerCulture Sponsor
Portugal 2007

Larry Gross

Guest Speaker
Fall 2008

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Australia 2009

Kathleen Hall Jamieson

ASC Faculty Panelist

Elizabeth Jelin

SummerCulture Sponsor
Argentina 2005

Elihu Katz

ASC Faculty Panelist

Marwan Kraidy

Visiting Scholar
Spring 2007

Risto Kunelius

SummerCulture Sponsor
Finland 2008

Don Mitchell

Visiting Scholar
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Mark Anthony Neal

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Kaarle Nordenstreng

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Radhika Parameswaran

Visiting Scholar
Spring 2009

Jeff Pooley

Visiting Scholar
Spring 2009

Richard Cullen Rath

Visiting Scholar
Fall 2009

Paddy Scannell

Guest Lecturer
Spring 2009

Michael Schudson

Guest Speaker
Fall 2006

Katherine Sender

ASC Faculty Panelist

Slavko Splichal

Visiting Scholar
Spring 2006

Paula Treichler

Guest Lecturer
Fall 2005

Robin Wagner-Pacifici

Visiting Scholar
Spring 2007

Barbie Zelizer

*Director of the Scholars Program
in Culture and Communication*

Program

DECEMBER 4, 2009

9:15 a.m...... **Coffee and Breakfast**
9:45 a.m. – 10:00 a.m. **Introduction by Michael X. Delli Carpini**
and Barbie Zelizer

10:00 a.m. – 11:15 a.m. **Panel One**

Models of Intellectual Engagement

How do alternative models of intellectual engagement forefront certain presumptions about what matters in the university, in which ways and for whom?

Moderator: Michael Serazio, *ASC Ph.D. Candidate*
Panelists: S. Elizabeth Bird
Isabel Capelo Gil
Marwan Kraidy

11:15 a.m. – 11:30 a.m. **Morning Refreshments**

11:30 a.m. – 12:45 p.m. **Panel Two**

Intellectuals and the Public Sphere

How do publicity and the positioning of intellectual critique and commentary nourish public thought?

Moderators: Susan Berube and Rocio Nunez, *ASC Ph.D. Candidates*
Panelists: Ien Ang
Michael Bromley
Mark Anthony Neal
Slavko Splichal

12:45 p.m. – 2:00 p.m. **Lunch**

2:00 p.m. – 3:15 p.m. **Panel Three**

Economies of Knowledge

Against current moves toward the marketability of knowledge, how do economic landscapes structure, facilitate and undermine the creation, acquisition, sharing and distribution of knowledge?

Moderator: Mario Rodriguez, *ASC Ph.D. Candidate*
Panelists: Nick Couldry
Risto Kunelius
Don Mitchell

3:15 p.m. – 3:30 p.m...... **Afternoon Refreshments**

3:30 p.m. – 4:45 p.m. **Panel Four**

Having a Political Voice

Which roles, functions and meanings emerge from the struggle for academics to have a political voice?

Moderator: Keren Tenenboim-Weinblatt, *ASC Ph.D. Candidate*
Panelists: John Nguyet Erni
Larry Grossberg
Elizabeth Jelin

5:00 p.m. – 7:00 p.m...... **Reception**

DECEMBER 5, 2009

9:00 a.m...... **Coffee and Breakfast**

9:30 a.m. – 10:45 a.m. **Panel One**

Keeping the University Relevant

How can the pedagogical, educational and community-based goals and functions of the university reflect a “real world” focus?

Moderator: Brittany Griebeling, *ASC Ph.D. Candidate*
Panelists: Larry Gross
Michael Schudson
Robin Wagner-Pacifici

10:45 a.m. – 11:00 a.m...... **Morning Refreshments**

11:00 a.m. – 12:30 p.m...... **Panel Two**

Technology and Institutionalization

What do institutional and technological parameters look like in the evolving academic environment?

Moderator: Deborah Lubken, *ASC Ph.D. Candidate*
Panelists: Dominic Boyer
John Hartley
Richard Cullen Rath
Paula Treichler

12:30 p.m. – 1:30 p.m...... **Lunch**

1:30 p.m. – 3:00 p.m. **Panel Three**

Communication and the Viability of the University

What can communication offer the university and how can its study help us rethink the university’s future viability?

Moderator: Adrienne Shaw, *ASC Ph.D. Candidate*
Panelists: Kaarle Nordenstreng
Radhika Parameswaran
Jeff Pooley
Paddy Scannell

3:00 p.m. – 3:15 p.m. **Afternoon Refreshments**

3:15 p.m. – 4:45 p.m...... **Panel Four**

Pondering the University’s Future

How does our collective knowledge help us move forward?

Moderator: Angela Lee, *ASC Ph.D. Candidate*
Panelists: Michael X. Delli Carpini
Kathleen Hall Jamieson
Elihu Katz
Katherine Sender

4:45 p.m. – 5:00 p.m...... **Closing by Barbie Zelizer**

5:00 p.m. – 7:00 p.m...... **Dinner**

Abstracts

Ian Ang

Making Art Matter

Ivory tower scholars are often accused of disengagement from society. The increasing interest in interdisciplinary collaboration and community partnerships is a response to this accusation. But what are the implications of this 'collaborative turn' for the nature of knowledge and the role of academics as knowledge producers? Similar apprehensions exist in the world of contemporary art. To overcome the (alleged) disconnect of art from society artists today are involved in their own forms of 'collaborative turn'. This collaborative turn in contemporary art exists in an uneasy relationship with the institution of the art museum: the latter is both an obstacle and indispensable for the recognition of this new type of socially engaged art. Drawing on collaborative research I am conducting with the Museum of Contemporary Art in Sydney I will describe some parallels in the contradictions inherent to our efforts in making intellectual work, artistic or scholarly, matter.

S. Elizabeth Bird

Surviving Through Engagement: How Faculty Can Defend Liberal Education

In these times of budget austerity, the talk about the need for universities to be "relevant" often translates into calls for vocational education, rather than study in the traditional liberal arts, humanities, and social sciences. In the state of Florida, for instance, legislators have publicly disparaged such programs, which do not contribute to "workforce development." Yet too often we are trapped by "either/or" thinking – with assumptions made that the liberal arts and social sciences are by definition out of touch with the world around us, and that a student who studies for the love of learning will pay the price in job opportunities. I interrogate this assumption, discussing ways in which the humanities, arts and social sciences are integral to the contemporary concept of the "engaged university," whose mission is to reach out to the community, initiate social change, and enrich our social fabric and lives. Indeed, as the very nature of the traditional university is challenged by new models of online and for-profit education, the survival of universities, especially public institutions, depends on their ability to define a vibrant place for non-vocational education in the public value system.

Dominic Boyer

Universities and the Future of Academic Expertise in the Era of Digital Information

There is scarcely a dimension of academic life that has not been profoundly impacted by digital information technology over the past quarter century. From research to publishing to advising to teaching to administration, digital tools have enabled new ways of generating, communicating and archiving academic knowledge and disabled old ones. Universities thus find themselves in a phase of significant institutional transformation. Some of the changes are well-known, others more subterranean. Some seem obviously positive, others more ambivalent and even dangerous for academic life as we know it. Reviewing contemporary institutional trends, I discuss, for example, how digital information technology has helped facilitate the networking of academic communities globally, creating new possibilities of academic engagement with and influence upon publics outside the university. Yet I also explain how digital media have helped make universities more susceptible to administrative surveillance and how they have weakened the distinctiveness of academic forms of expertise.

Michael Bromley

The University's Role in Promoting a Dynamic Public Sphere

An information rich, knowledge based culture, in which closed-loop complex systems are resistant to scientific rationalist analysis, needs more critical brokers of information flows and counter-flows and the debates they generate. Moreover, benefits accrue to these activities through competition which promotes the public good and quality assurance. It is evident that the ecology known as 'the media' as currently constituted is incapable of delivering an expanded public sphere, and is generally hostile to it. There is widespread recognition of this as people at large increasingly do it themselves, or simply do without. In these conditions, activities of sense-making in contemporary life risk being rejected without proper assessment of their roles. A moment has arisen in which the university can lead, rather than follow, in facilitating the development of this capacity.

Nick Couldry

Post-Neoliberal Academic Values: Notes from the UK Higher Education Sector

This paper draws in part on my recently completed book which defends 'voice' as a value which might be developed in response to neoliberalism's absolute prioritization of market functioning over other priorities. While neoliberal doctrine is certainly more under challenge than before the 2008 economic and financial crisis, what values might supersede neoliberal values (and constitute what Wendy Brown calls a 'counter-rationality' to neoliberal rationality) remains uncertain. Critical scholarly practice should, I contend, contribute to the building of such a counter-rationality. Meanwhile current debates in the UK's higher education sector are focused on a new 'impact'-based model for measuring research 'excellence' that is imposed by the New Labour government and its agencies, whose assumptions are analyzed in the paper. The paper asks: what price are academic contributions to post-neoliberal values in a regulated environment that is increasingly dismissive of the value of critical academic research?

John Nguyet Erni

Legal Education and the Conflict over Rights Consciousness in China

Over the last thirty years, the PRC's legal education reform has rendered the disputed meaning of the "rule of law" more visible, leading to an increasingly contested positioning of law professionals in the field. This contestation over the ethico-political role of the legal professional arose internally within legal education itself, but it has also surfaced through the rise of citizen legal consciousness and civil actions in China and international pressure for so-called "law and development" reform. This paper reviews the structural and ideological reform of legal education in China (focusing especially on its clinical legal education programs) and discusses how it manages the schism between seeing the teaching of law as providing bricks and mortar for building a state ideological apparatus and seeing it as a way to meet new challenges arising from popular citizen- and NGO-based legal actions and from the burden of the international gaze, chiefly from American law schools and legal bodies.

Isabel Capelo Gil

Monks, Managers and Celebrities: Southern Singularities and the European University

The European 'fortress university' is in crisis, torn between the traditional enclosed model of the monastery-university, the functionalist managerial model and the obsession with higher education rankings and celebrity academics. Even the signing of the Bologna Declaration in June 1999, aimed at establishing a "European Higher Education Area" by 2010, signals a utopian project, a model for a university in-becoming, that threatens to turn into a functionalist quagmire. This presentation discusses the role of these clashing academic models in the European crisis and the part that communication and culture studies may play in it. Since the presentation stems from a semi peripheral, southern perspective, it proposes a dialogical-inclusive academic model, built from a Portuguese case-study, that is European, yet not expansionist; cosmopolitan, yet unhierarchical; humanist, yet non-discriminatory.

Larry Gross

Rethinking Doctoral Education

The time is ripe for a re-evaluation of the focus and mission of communication studies programs. I propose three distinct but related directions for rethinking the role of the discipline and communications scholarship: the rediscovery of relevance, or the return of the repressed in communication studies; the expansion of our definitions of tenure and criteria for scholarship to encompass more public engagement; the broadening of our vision of career paths for our doctoral students. To accomplish any of these goals would require articulating new missions and goals for our discipline, rethinking the values, practices and curricula of our academic programs, and engaging with and persuading university leaders and administrators of the importance of a more engaged scholarship. In this paper I hope to lay out the grounds for the arguments and sketch some of the necessary steps to take as well as the immediate barriers to overcome.

Larry Grossberg

Why Should Universities Matter? On the Responsibilities of the Political Intellectual

Does the university matter anymore? Should it? The research university “matters” because knowledge is intrinsically neutral and valuable. The “political university” matters because knowledge is produced in the service of political allegiances defined elsewhere. But the results of the latter have not been good. Increasingly, the modern university no longer matters as the primary producer and guardian of knowledge. So we have to reconsider the place of politics in the university—the responsibility of the political intellectual. This will require an understanding of useful knowledge based on complexity and relationality, one that assumes neither the questions nor the answers. We will have to re-imagine the forms of disciplinarity and interdisciplinarity, of intellectual labor and of the possible trajectories of education.

John Hartley

Outlearning

Universities are still organized as if print is the prime technology of learning; they still tend to cluster buildings around libraries; readers around “papers” (albeit electronic); entry and certification around restrictive written examination; and expertise around professional journals. When confronted by the emergence of mass media and broadcasting, universities sought as much to minimise as to enhance their impact on the population. Are they making the same mistake in response to digital and networked media? This paper considers the challenge of open complex networks, using the example of the creative industries to argue that ‘bottom-up’ renewal, user-led innovation, and consumer co-created content are outpacing institutional structures in the propagation of knowledge, using the affordances of commercial entertainment rather than public institutions to develop digital literacy, distributed expertise, consumer productivity, and networked learning. In this context, what are the prospects for the ‘advancement of knowledge’ and ‘education of the public’?

Elizabeth Jelin

Models of Transnational Scholarly “Cooperation”: A Site of Geopolitical Struggles?

Transnational scholarly institutions, flows and networks are part of the current world scene. The wording may change: world system, center/periphery; West/the rest; North/South; First World/Third World; or some other – usually spatial—metaphor. Yet the question remains: What kinds of links have developed and could be developed? Who defines the transnational agenda? To what extent is “cooperation” shaped by global economic and political power relationships? Furthermore, how does the “Center” look through the gaze of the “Periphery”? The presentation is based on the history of the international links, flows and networks in which Latin American social scientists and social science institutions have been involved during the last half century. The dominant form is one that reproduces and strengthens hierarchical power relationships. Are there sites of resistance? Are horizontal links possible? Are there counter hegemonic forms of collaboration in the making? Can there be transnational North-South scholarly alliances to reshape unequal hierarchical flows?

Marwan Kraidy

Universities and Globalization: Staging Regional Modernities

If the role of the university is to create original knowledge about the world and to communicate that knowledge broadly beyond academe, to be at once embedded in society while maintaining critical distance, what are we to make of existing institutional models of global engagement at U.S. universities? To explore the issue, this paper revolves around the following question: What are the implications of the franchising model that leading U.S. universities have adopted in opening branch campuses worldwide (with specific focus on the Persian Gulf states) for relationships (1) between higher education and American society, (2) between the U.S. and the world, and (3) between various nations involved in the globalization of the university? What does this mean for how we think about higher education? How can a critique of this model lead to a better understanding of the disjunctive relationship between knowledge and globalization? This paper explores and critiques the existing model of global engagement and discusses alternative models.

Risto Kunelius

Problems of Public Reason (in the Post-Welfare Nordic State)

This presentation looks at the position and future challenges of a publicly funded university system in an age of globalization and an increasing ethos of competition. The changing ideological landscape of Nordic welfare states from discourses of “planned economy” to “competition economy” redefine the role, practices, legitimation strategies and organizational structures of the university system. Drawing from a sample of elite interviews on the role of the media in the process of redesigning the Finnish system during 2008-2010, I consider the positioning of journalism and the academia as fields of public knowledge. Based on claims of autonomy and the critical role of reason, such fields of knowledge are becoming increasingly “heteronomous” with changing cultural capital. Only a reflective understanding of that change can help institutions and professionals of public knowledge struggle for genuine, democratic relevance of their work.

Don Mitchell

The Entrepreneurial University and Its Discontents: Or, Why the University Is No Longer a Public Space (If It Ever Was)

In *The University in Ruins* (1996), Bill Readings famously traced the evolution of the nationalist University of Culture into a market-driven University of Excellence. This evolution has deepened in the past decade as a cult of entrepreneurialism has come to define the work of – and work in – the university. In the University of Excellence a new (if contradictory) space for highly critical scholarship and political activism opened up: anything was tolerated just as long as it could be shown to be “excellent.” In the Entrepreneurial University that space is closing down – often quite literally so. Excellence no longer proves itself. Rather only the accumulation of capital can prove excellence. Such a state of affairs has particular importance as universities, operating as massive institutions, have become major players in physically remaking urban space as space *primarily* for accumulation, as well as institutions for the production and dissemination of knowledge. In this paper, I trace the rise of the cult of entrepreneurialism in universities, its effects on both urban space and the space of the campus as a *public* space, and the ways in which the cult of entrepreneurialism is contested by those of us caught in its gaping maw.

Mark Anthony Neal

Shifting Publics: Redefining the Black Public Intellectual

Prior to the Civil Rights Movement, there was a long established tradition of “Race Man”—African-American men, who presumed the role of spokespersons for African-American communities. Though many of these men were university trained, they did not possess formal relationships with mainstream universities and colleges. Racial integration at many of these institutions in the late 1960s created the context for a critical mass of university affiliated black scholars, many aligned with nascent Black Studies Programs. Twenty years after this development there was a clear shift, with the emergence of a new generation of black public intellectuals—many of whom possessed Ivy League pedigrees and affiliations with the most prestigious research universities in the nation. Given the foundations of Black Studies as a mechanism of social change and the emergence of the “university” as a linchpin of the neoliberal State, how has the role of the so-called Black Public Intellectual changed?

Kaarle Nordenstreng

Disciplining the Disciplines?

Bernard Berelson's ‘obituary’ of communication research in 1959 and Wilbur Schramm's response to it in defence of the emerging field carry two messages to our world 50 years on. First, communication research, far from being extinct, has gone through a phenomenal growth that is only matched by fields such as IT and biotechnology. Second, the field continues to be a crossroads between different disciplines, while it has also consolidated its own identity by building distinctive theoretical as well as institutional realms such as the two Annenberg Schools. The story of communication and media as an academic field and discipline provides a stimulating case for fundamental questions in academia: How do disciplines evolve? To what extent do the disciplines shape faculties, schools and departments? Should the future of academia be determined by a disciplinary and interdisciplinary order instead of more mundane factors?

Radhika Parameswaran

Producing Cosmopolitan Citizens: Communication Studies and the U.S. Academy

How can the field of communication in the U.S. academy respond to author of the *Post-American World* Fareed Zakaria's call to create an America that is deeply globalized? How can the university help students and surrounding communities understand the implications of the de-centering of America in global geopolitics? Although American universities have embraced the "global" as a buzzword and even implemented some initiatives, this paper argues that there needs to be much deeper contemplation of the programmatic ways in which we can incorporate curricular models of cosmopolitan citizenship. The field of communication studies, with its expertise in imaginative forms of cross-cultural communication, must seize the opportunity to make a case for the crucial role it can play within the university to ensure that America does not forget to globalize itself at a moment when the rise of Asia is presenting challenges to American global dominance.

Jeff Pooley

Another Plea for the University Tradition: The Institutional Roots of Intellectual Compromise

In a pair of lectures two decades apart, the late James W. Carey twice issued an eloquent defense of what he, following Harold Innis, called "the university tradition." Carey had in mind independent scholarly inquiry, which he took to be a threatened and fragile ideal. Carey scolded his colleagues in communication studies for permitting partnerships with industry and government to get in the way of truth-seeking and real scholarship. In this talk, I attempt to revive Carey's plea for the university tradition, with the claim that his articulation of the ideal is exactly right. I suggest, though, that Carey's account of the threat and its roots does not go deep enough. The problem isn't the entanglements of funding, but instead the field's institutional history. The sin is original—built, that is, into its many-stranded professional school origins.

Richard Cullen Rath

How to Read Hypertext: Media Literacy in Higher Education

Most scholarship on the media possibilities of the web focus on its design rather than on how to read it, beyond that reading is somehow user-directed. Yet reading hypertext is a critical skill needed by both students and faculty in a university. The skill is neither intuitively obvious nor technologically complex, so it need not remain solely the territory of computer scientists. With the crisis in book publishing, faculty need to recognize hypermedia as scholarship on par with print publications. Students should leave the university prepared with the skills necessary to both produce and critically read hypermedia, skills increasingly central to many career choices, including that of professor. Thus, hyperliteracy, in both reading and writing, should be a core component of media literacy and indeed any twenty-first century literacy in higher education.

Paddy Scannell

The World and the University

There has always been a tension between the 'real world' and the university. From the point of view of those on the outside of them, universities are often thought of as out of touch with ordinary, worldly realities and concerns. Equally those of us on the inside have tended to take a rather lofty view (from our ivory towers) of the world out there, below us. In the field of communication studies this shows up in the characteristic mistrust between people working in the media and academics who study the media. In my presentation I briefly consider the sources of this tension and how it might be overcome. The meaning of globalization is 'the name of the game' for our field and is crucially important for academic disciplines intent on taking the lead in trying to clarify what in the world we are talking about.



Michael Shudson

General Education in the Research University

General education is an institutional orphan in the modern research university. Many people pay lip service to it. Everybody on campus thinks students should have it. Few faculty members want to contribute to it if it means (and it does) taking time away from graduate education, research and teaching undergraduates in one's own specialized subject areas. What are the social forces that have produced a program that remains defining of the ideals of a college education but is far removed from the desires of faculty or the priorities of students? If the ideal of a general education is still valuable (and I think it is), what institutional mechanisms remain for keeping it alive? To address these questions, this paper takes off from the recent (2007) report of the University of California Commission on the Future of General Education that I co-chaired.

Slavko Splichal

University in the Period of Transnationalization of the Public Sphere

According to Kant's dimensions of publicness, the modern university constitutes a public, since it authenticates and demonstrates the principle of publicity in public debates, promotes personal enlightenment and transcends ethnic/national boundaries. Normatively, the university may be considered an environment in which "a learned individual [...] publicly voices his thoughts on the impropriety or even injustice; [...] as a member of a complete commonwealth or even of cosmopolitan society, [...] he may indeed argue without harming the affairs in which he is employed for some of the time in a passive capacity." As specific "publics", universities would also foster the transnationalization of the public sphere. The question is, however, if such a university can really flourish in today's economically driven globalized governance, and what would be the consequences if the university as "a public" dies in a global environment.

Paula Treichler

Interdisciplinarity and Metaphor

Interdisciplinary research as practiced by individual faculty members is not new, but interdisciplinarity as an interest and priority among top campus administrators is recent. My university's revised tenure and promotion guidelines, for instance, explicitly address interdisciplinary research as important to a faculty member's development. But "interdisciplinarity" has many meanings, from the multi-campus and multi-discipline assemblies of contemporary physics to the chancellor who invites a microbiologist and a Proust scholar to the same roundtable luncheon. Whose meanings matter? Which guide policy? A brief survey of metaphors from recent multi-disciplinary publications suggests the landscape and logistics of the choices we face in institutionalizing interdisciplinary research, and this paper examines the challenges of interdisciplinarity in medical research and education, specifically those involving the social sciences and humanities. It suggests that only teaching and research simultaneously embedded in medical and non-medical institutional structures can resist medicine's power to incorporate other disciplines into a homogenized medical model. It concludes by addressing the power of metaphor in fostering or hindering structural change.

Robin Wagner-Pacifici

The University (or College) Keeps Us Honest

Through a variety of regularized and episodic practices, members of the academy are continually required to speak and act in front of witnesses. We are summoned to address students, fellow members of the academy and, on occasion, the wider public through teaching, publishing and participating in conferences and workshops. Commissions, collaborations and pedagogy – all of these are mechanisms operating to insure that institutions of higher learning and their incumbents do not become irrelevant, solipsistic or meaningless. Creative thinking about sustaining and reconfiguring the networks of such possible interactions can help make sure that the university will still "matter" in the face of economic and other challenges. My presentation will highlight some possible ways of thinking about our individual and collective summonses-to-matter in and with the university.

Biographies

Ian Ang is Distinguished Professor of Cultural Studies and Australian Research Council Professorial Fellow at the Centre for Cultural Research, University of Western Sydney, Australia. Her books include *Watching Dallas* (1985), *Desperately Seeking the Audience* (1991), *On Not Speaking Chinese* (2001) and *The SBS Story: The Challenge of Cultural Diversity* (2008). She is a champion of collaborative cultural research and has worked extensively with cultural and media institutions such as the The Art Gallery of New South Wales, The Australian Special Broadcasting Service and the Museum of Contemporary Art.

S. Elizabeth Bird is Professor of Anthropology, University of South Florida. Her books include *For Enquiring Minds: A Cultural Study of Supermarket Tabloids* (University of Tennessee Press, 1992), *Dressing in Feathers: The Construction of the Indian in American Popular Culture* (Westview, 1996), *The Audience in Everyday Life* (Routledge, 2003), and *The Anthropology of News and Journalism: Global Perspectives* (Indiana University Press, 2009). She teaches classes in media, visual anthropology, cultural heritage and folklore, and has published over 60 articles and chapters in these areas. Her latest research focuses on the collective memory and memorialization of a massacre of civilians that took place in Nigeria in 1967.

Dominic Boyer is currently Associate Professor of Anthropology at Rice University and Visiting Professor at the Goethe University in Frankfurt, Germany. He has previously held positions at Cornell University, the University of Chicago and EHESS-Paris. He is the author of two books, *Spirit and System: Media, Intellectuals and the Dialectic in Modern German Culture* and *Understanding Media: A Popular Philosophy*. He is currently writing a book on how digital information technology has transformed the practice of news journalism and is starting a new research project on the politics of renewable energy development in Mexico. His long term research interest is the intersection of media and knowledge in intellectual culture.

Michael Bromley is Professor of Journalism and Head of the School of Journalism and Communication at The University of Queensland, Australia. He is a founding board member of the Australian Foundation for Public Interest Journalism, and an honorary professor in the Department of Journalism at City University, London. A former journalist, he has taught at a number of universities in the UK, the USA and Australia. His research interests are in the areas of the history, practices and education of journalists, and he is currently undertaking research into citizen journalism projects in 33 countries.

Nick Couldry is Professor of Media and Communications at Goldsmiths, University of London, where he directs of the Centre for the Study of Global Media and Democracy (www.goldsmiths.ac.uk/global-media-democracy/). Couldry joined Goldsmiths from the London School of Economics where he taught from 2001 to 2006. His interests include media

power, ritual dimensions of media, audience research, media ethics and the methodology of cultural studies. He is the author or editor of seven books, including *The Place of Media Power: Pilgrims and Witnesses of the Media Age* (Routledge 2000), *Media Rituals: A Critical Approach* (Routledge 2003), *Listening Beyond the Echoes: Media, Ethics and Agency in an Uncertain World* (Paradigm Books, 2006) and (with Sonia Livingstone and Tim Markham) *Media Consumption and Public Engagement: Beyond the Presumption of Attention* (Palgrave Macmillan, 2007). He is currently working on books on mediation and society and a book on voice.

Michael X. Delli Carpini is Dean of the Annenberg School for Communication at the University of Pennsylvania. Prior to joining the University of Pennsylvania faculty in July of 2003, Professor Delli Carpini was Director of the Public Policy program of the Pew Charitable Trusts (1999-2003), and member of the Political Science Department at Barnard College and graduate faculty of Columbia University (1987-2002), serving as chair of the Barnard department from 1995 to 1999. His research explores the role of the citizen in American politics, with particular emphasis on the impact of the mass media on public opinion, political knowledge and political participation. His most recent book is *Talking Together: Public Deliberation and Political Participation in America* with Lawrence R. Jacobs and Fay Lomax Cook (2009).

John Nguyet Erni is Professor of Cultural Studies at Lingnan University, Hong Kong. Over the past few years, since completing a Master of Law in Human Rights at the University of Hong Kong in 2005, he has been focusing his work on the cultural politics of human rights (especially over the questions of gender/sexual rights, as well as environmental rights). His books include *Unstable Frontiers: Technomedicine and the Cultural Politics of "Curing" AIDS* (1994), *Internationalizing Cultural Studies: An Anthology* (with Ackbar Abbas, 2005), and *Asian Media Studies: The Politics of Subjectivities* (with Siew Keng Chua, 2005). He has also published widely on critical public health, Chinese consumption of transnational culture, queer media, and youth popular consumption in Hong Kong and Asia.

Isabel Capelo Gil is Professor of Cultural Theory and Comparative Literature at the Catholic University of Portugal. She is currently the Dean of the School of Humanities. Her main research areas include intermedia studies, gender studies as well as representations of war and conflict. Her most recent publications include *Landscapes of Memory: Envisaging the Past/Remembering the Future* (2004); *Mythographies* (Lisbon, 2007), and *Fleeting, Floating, Flowing: Water Writing and Modernity* (Würzburg, Berlin, 2008). She is also the editor of the international peer-reviewed journal *Comunicação e Cultura* (*Communication and Culture*) and is working on a book tentatively titled *The Dialectics of Invisiblity and the War Film*.

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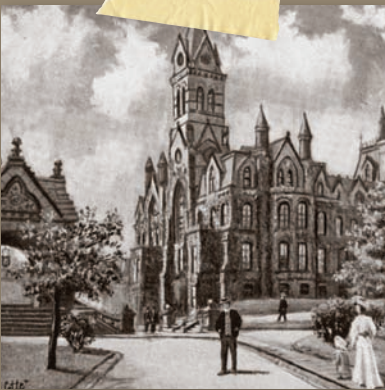
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