CANADIAN JOURNAL OF MEDIA STUDIES

CALL FOR PAPERS

2009 marks the 30th anniversary of the publication of Jean-François Lyotard's *The Postmodern Condition*: *A Report on Knowledge*. "[I}t is common knowledge," he wrote, "that the miniaturization and commercialization of machines is already changing the way learning is acquired, classified, made available, and exploited" (1984, org. 1979: 4). In 2010, "Connected Understanding" will be the theme of the Congress of Social Sciences and Humanities in Montreal. The *Canadian Journal of Media Studies* announces a special issue on *Media, Knowledge and the Network University* edited by Bob Hanke, York University, and David Spencer, University of Western Ontario.

The massification and informationalization of the university has transformed not only the content of teaching and research but also disciplinary processes of knowledge production and the technological form of academic life and culture. The integration and normalization of ICT's raises many questions about the university, academic labour, scholarly communication and collaboration, and academic technoculture. In 1957, Marshall McLuhan invited us to reconsider the education process by announcing that, with the advent of television, the "classroom without walls" had arrived. A half a century later, we are working in the university without walls and the ICT "revolution" is over. In "Universities, wet, hard, and harder," German media theorist Friedrich Kittler reviewed 800 years of university-based media history to observe that "universities have finally succeeded in forming once again a complete media system." Yet media scholars have rarely chosen to study their own universities as media systems. This special issue of the CJMS is an invitation to reflexive, critical media studies. Established and emerging scholars are invited to address continuities and transformations in new media and the network university and to set the agenda for future study and debate.

Possible questions and areas of research and critical inquiry include:

What is unthought, unrepresented and unquestioned in discussions of the public university and the 'neoliberal turn,' technologically-mediated post-secondary education, and institutional initiatives in the virtualization of the educational process?

What is the impact of the cybernation of the university? What is happening in information technology (IT) infrastructure, planning and governance? What IT strategies are pursued by specific institutions in different jurisdictions? What is the role of IT professionals as intermediaries between IT industries, intermediating organizations, private-sector partners and the university? What is the faculty experience of ICTs, and IT "solutions," services, and support?

What are the networks of possibility and affordances of technology, and what are the obstacles and limits? the unintended, unanticipated consequences?

What hybrid methodologies, research techniques and software enhance our capacity to map the wireless campus and network condition of the university?

What philosophers of technology and politics are relevant to sharpening our thinking on the question of technology? What scholarly perspectives on invention, innovation and the process of emergence enable us to break the habit of instrumentalist thinking and discard the "tool" metaphor? How can we take technical artifacts, from small, portable technology to entire campus networks, out of their "black boxes" in order to study them? How does the technical substrate matter to our thinking? Our reading and writing of "texts"? Our notions of "research"?

How is the university embedded in the network society and cognitive capitalism? What are the drivers of IT change in universities? What are the consequences of the disjuncture between the digital culture and practices outside the university and IT (planning, procurement/evaluation/implementation, support and services) inside universities?
How can we move beyond user-centric approaches to Web 2.0 based software applications and learning management systems, peer-to-peer networks, and small tech in academic settings? In the new network culture, how can we grasp the relations between what is "given" and what is unlikely, surprising, unexpected and unrealized?

How can we move beyond debates over "student centered" learning and faculty deskilling to new models of reskilling and organized research networks, technological literacy and technologies of the common? How can we articulate scholarly "collaboration" and student "engagement" with a politics of knowledge (commodified knowledge, open scholarship and knowledge within the social sciences and humanities, popular knowledge, indigenous knowledge, etc.) that will strengthen the public mission of the university after the recession? How can we turn away from the "knowledge economy" and towards knowledge cultures? What does the prototype of the Canadian Institute for Health Research's Knowledge Broker Model portend for the social sciences and humanities?

We also invite investigations of:

- computerization, campus networking strategies, and ICT-related organizational change since the advent of distributed computing, the Internet and the WWW
- space, time, speed and rhythm in the network university
- the production and operativity of networks and archives, scholarly journals and portals, web-based learning environments and objects, research cyberinfrastructure, critical cyberpedagogy, technological literacy, copyright/left, intellectual property rights
- open access movement, open access research, open educational resources, open courseware, institutional repositories, 'Do it Yourself' education or edupunk
- tropes of factory, ecology, network, mobility, common
- articulations and destabilizations of oral/written, actual/virtual, bureaucratic records/institutional memory, off-line/on line, knowledge creation/information sharing, formal learning on campus/informal learning off campus, amateur/professional, artist/researcher
- ideology of convenience, ethos of performativity, the promotional condition, immaterial academic labour, general intellect, circuits of knowledge and struggle

- technological "progress,""knowledge economy," knowledge "transfer" or "mobilization," creativity, innovation, academic freedom, academic capitalism
- the coming network university, knowledge futures, ecoethical perspectives on the university's inputs and outputs and the discourse of "sustainability"

Since intellectual innovation may be engendered at the intersections of disciplines, contributions are welcome from outside of Communication and traditions and trajectories of media studies outside of Canada. Solo or collaborative work that provides a comparative, international perspective on the network university in different countries is especially welcome.

Submission Guidelines

Authors should submit papers of about 25 pages (or 8000 words) in MLA style with abstract and keywords electronically to David Spencer, Editor, dspencer@uwo.ca. With the exception of the title page, please remove all indications of authorship.

The deadline for papers is February 28, 2010. Peer review and notification of acceptance will be completed by March 31, 2010. Final manuscripts accepted for publication will be due April 30, 2010.

Comments and queries can be sent to Bob Hanke, Guest Co-Editor, bhanke@yorku.ca.
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