Phillip Kalantzis-Cope

kalanp69@newschool.edu

kalantziscope@icloud.com

www.phillipkalantziscope.com

PROFILE

My work is focused on intellectual property rights, and in particular contemporary contestations over the nature of these rights, based in alternative models of economic, political and social justice. My analysis of intellectual property rights serves as a touchstone not only for understanding the changing contours of formal political systems, but also shifts in the contemporary cultural orders as wide ranging as new media, digital aesthetics and post-industrial social movements. This research focus emerged out of an interest in questions of global justice in international relations. Another related research interest has been the relationship between globalization and theories of emancipation. My initial interest in questions of political justice arose from a desire to understand issues of indigenous and multicultural politics within the Australian context, driving me to develop a focus on public policy as both and an area of academic study and as a domain of practical application.

EDUCATION

2013 - Ph.D.   **Politics, The New School for Social Research, New York City, USA**
Dissertation Title: *'Whose Property? Intellectual Property and the Challenge of Political Community in a Post-Industrial Age'*
Committee: Nancy Fraser (Supervisor), Andreas Kalyvas, McKenzie Wark

2006 - M.A   **International Relations, The Australian National University, Canberra, Australia**
M.A. Thesis Title*: 'Formations of Political Community: The Case of Intellectual Property Rights'*
Thesis Supervisor*:* Chris Reus-Smit

2004 - B.A.   **Politics (Honors), Monash University, Melbourne, Australia**
Honors Thesis Title: **'***Understanding Emancipation in Globalizing Contexts'*
Thesis Supervisor*:* Richard Devetek

2003 - B.A.   **Public Policy, Monash University, Melbourne, Australia**

RESEARCH

2007-2008	**Research Assistant**
	Prof. Victoria Hattam, Department of Politics, The New School for Social Research
2007-2008	**Assistant**
	International Labor and Working Class History Journal
2008-2011	**Research Assistant**
	Prof. Nancy Fraser, Department of Politics, The New School for Social Research

PUBLIC POLICY:

2005	**Project Co-Coordinator – 'Guide to Faith Communities', Multicultural Unit, Darebin City Council (Australia)**
	Coordinated and wrote The Guide to Faith Communities in the City of Darebin. This extensive research project (25,000 words) was launched by the Mayor of the City of Darebin and prominent religious leaders of Melbourne, Australia.
2002	**Project Officer, Multicultural Affairs Unit, Department of Justice, State Government of Victoria, Australia (Australia)**
	Researched and wrote a 9,000 word report 'Cross-Cultural Training for Victorian Magistrates'. The aim of this project was to provide a background status report on cross-cultural training programs in the legal arena and to recommend an appropriate training methodology to be deployed, taking into consideration gender and family violence.
2000-2001	**Project Officer, Indigenous Issues Unit, Department of Justice, State Government of Victoria, Australia (Australia)**
	Researcher and developer of a resource and services handbook for Indigenous inmates within the Victorian prison system. Research included interviews with prisoners in the Melbourne Assessment Prison, Port Philip Maximum Security Prison and Aboriginal resources centers across the City of Melbourne. Data was also collected from the Aboriginal legal services, NGOs and through a range of publicly funded initiatives for Indigenous prisoners. I wrote draft of handbook for publication and complied support material.

PUBLICATIONS

BOOKS:

- *Properties of Technology: Emerging Digital Spaces in Contemporary Society*, Co-Editor. Kalantzis-Cope, Phillip, Gherab-Martin, Karim, Palgrave-Macmillian, London, 2011.

BOOK CHAPTERS:

- *Properties of Technology,* in Properties of Technology: Emerging Digital Spaces in Contemporary Society, Ed. Kalantzis-Cope, Phillip, Gherab-Martin, Karim, Palgrave-Macmillian, London, 2011, pg. 3-13.
- *Whose Property? Mapping Intellectual Property Rights, Contextualizing Digital Technology and Framing Social Justice*, in Properties of Technology: Emerging Digital Spaces in Contemporary Society Ed. Kalantzis-Cope, Phillip, Gherab-Martin, Karim, Palgrave-Macmillian, London, 2011, pg. 121-145.

PEER REVIEWED JOURNAL ARTICLES:

- Kalantzis-Cope, Phillip, "Whose Data? Problematizing the 'Gift' of Social Labor" (<u>Under Review</u>) *Media, Culture and Society*
- Kalantzis-Cope, Phillip, 'The TRIPS Agreement: Challenges and Possibilities in the Negotiation of Justice at the International Level', *Policy Futures in Education,* Volume 6, Issue 3, 2008, ISSN1478-2103

REPORTS AND HANDBOOKS:

- Kalantzis-Cope, Phillip, *Cross-Cultural Training for Victorian Magistrates,* Department of Justice, State Government of Victoria, Australia – 2002
- Kalantzis-Cope, Phillip, *The Guide to Faith Communities in the City of Darebin,* Darebin City Council, Victoria, Australia – 2005

ACCEPTED CONFERENCE PRESENTATIONS

2012   **International Studies Association Conference, San Diego**
- Whose Property? The Governance of Intellectual Property Rights in the Information Age'
- The Politics of Digital Labor in an Information Age'

2010   **International Studies Association Conference, New Orleans**
- 'The TRIPS Agreement: Challenges and Possibilities in the Negotiation of Justice at the Transnational Level'

2006   **Technology and Citizenship Symposium, McGill University, Montreal**
- 'The Formation of Political Community in the Globalized World System: A Case Study of Intellectual Property'

TEACHING

2009-2010   **Teaching Fellow, The New School for General Studies**
Course: 'The Internet and Global Society'
I was awarded this fellowship on the basis of the quality of the course proposal that I had developed. This course required students not only to understand the Internet but also to use also it reflectively as they interacted with each other and undertook their assignments. The course was regarded as innovative, effective and highly engaging by the students and the Department.

2008-2009   **Adjunct Facility, Brooklyn College (CUNY)**
Course: 'Introduction to Global Politics'
This was a foundational, compulsory, undergraduate course that attracted students from a wide range of backgrounds. I broke the three hours into three tasks: engagement with content, problem-solving group work, and collective synthesis. Although based on a prescribed textbook, I supplemented the content with additional readings from current affairs in order to bring the theories alive.

2007-2008   T**eaching Assistant, Prof. Victoria Hattam, New School for Social Research**
Course: 'Visual Politics'
I was responsible for ensuring all readings and other materials were available for the instructor and students in a timely and accessible way.

GRADUATE COURSEWORK

POLITICAL THEORY:

- *Kant's Critique of Judgment* (J.M. Bernstein) The New School for Social Research
- *Critical Theory Today* (Nancy Fraser) The New School for Social Research
- *Transnational Justice* (Nancy Fraser) The New School for Social Research
- *Democracy & Mass Media* (Philip Green) The New School for Social Research
- *19th Century Political Theory* (Philip Green) The New School for Social Research
- *From State to Global Politics* (Robin Blackburn) The New School for Social Research

INTERNATIONAL RELATIONS:

- *International Relations Theory* (*Chris Reus-Smit*) The Australian National University
- *Global Civil Society* (Katy Morton) The Australian National University
- *The Evolution of the International System*
- *Globalization* (Anthony McGrew) The Australian National University
- *Asia-Pacific Security* (Peter Van Ness) The Australian National University

AWARDS

2009-2010	**New School Teaching Fellowship**
2007-2011	**New School Tuition Scholarship**
2006	**Honors, MA (International Relations) The Australian National University**

ASSOCIATIONS

American Political Science Association

International Studies Association

Association of Internet Researchers

OTHER RELATED EXPERIENCE

PHOTOGRAPHY:

In my photography I explore the aesthetics of technologies and urban landscapes. My work has been featured in a number of digital and print publications, and exhibited internationally. Alongside my own personal work (www.phillipkalantziscope.com), I am a contributing photographer, and a member of the Foundation Contributors Council of 'The Local East Village'. The LEV is a partnership between The New York Times and the Arthur L. Carter School of Journalism - New York University, which focuses on the production of hyper-local media. I am also a regular contributor to a number of new media outlets in New York City.

NEWCRTICALS.COM

Co-founder, Producer and Contributor of New Criticals New Criticals provides a site for critical thinking at the intersections of culture, feminism, technology, politics and the economy. With New Criticals we wanted to create a space for the production and promotion of original critical content. As a contributor driven collective our content, as is our labor, is free and we are not driven by a digital advertising or print economic logic. The structure of the site is also an attempt at a digital imminent critique, playfully using the slides of the click through data logic, but producing content not driven by the pace of the attention economy treadmill.

COMMON GROUND PUBLISHING:

Since 2006 I have worked in differing roles with Common Ground Publishing. Common Ground organizes 24 knowledge communities, which meet in person at annual conferences. Community members also stay connected during the year between conferences as online knowledge communities— through both a formal, academic publishing processes (peer review journal and book publishing).

TEACHING STATEMENT

My orientation to teaching is fundamentally connected to my research focus. It also reflects my belief in the promise of democracy that formal learning represents—to produce learners, citizens and workers who are deeply knowledgeable in the methods and approaches of the political sciences, who know how to interrogate the contexts in which they are situated, who can solve problems and who subsequently become life-long learners. I recognize that my engagement with students provides an opportunity for me not only to disseminate fundamental disciplinary concepts but also to test out new ideas and approaches and to learn from the inputs of students themselves.

I have a sincere interest in the transformative potential of education and this has caused me to reflect deeply on the relationship between formal and informal learning and social participation. I have developed an enduring desire to teach in a manner that engages learners, respecting their differences of experience and interest, and to track the effects of the choices that I make as a teacher on their progress.

I believe that the saying 'Knowledge is Power' remains as pertinent today as ever. Consequently, in my own teaching I have focused not only on being deeply knowledgeable about the content area, but harnessing the knowledge and understandings that students bring to the table in as many ways as possible. From the classes I have taught, I understand that different generations of learners have different habits and expectations. As a consequence, I monitor closely levels of involvement and performance and adjust according. In this moment of the so-called 'Knowledge Society' where information is available instantly and social networking realizes the 'wisdom of the crowd', the role of the teacher is expanded in new and complex ways.

I have found teaching to be very gratifying, particularly given the modes available for the design and delivery of knowledge – online and face-to-face; theoretical and practical. I am particularly keen to explore the affordances of the new technology and the potential of local and international social networking capacities to expand the breadth of the traditional classroom experience. In this new context, students are creators of knowledge as much as they are receivers, and teachers act as facilitators and provocateurs, not simply transmitters of knowledge. Indeed, the world of teaching has become an increasingly exciting arena for learners and teachers as their roles are reframed and blurred. In partnership with others, I want to continue to take an active part of shaping these new, expanded, directions for teaching and learning in higher education.

Teaching Experience

During 2007-2008 I served as a *Teaching Assistant* for Prof. Victoria Hattam at the *New School for Social Research* supporting the Course: 'Visual Politics'. I was responsible for ensuring all readings and other materials were available for the instructor and students in a timely and accessible way. In the process of my duties I became familiar with the use of the learning management system Blackboard, writing course notes and selecting the most compelling content pieces to demonstrate the theoretical points the lecturer was delivering.

During 2008-2009 I worked as an *Adjunct Faculty at Brooklyn College* (CUNY) teaching the course:

'Introduction to Global Politics'. This was a foundational, compulsory, undergraduate course that attracted students from a wide range of backgrounds. I became familiar with the standard textbook approach to this topic and worked creatively to translate it into a form that was digestible to students from a wide variety of backgrounds. I broke the three hours of instruction into three tasks: engagement with content, problem-solving group work, and collective synthesis. Although the course was based on a prescribed textbook, I supplemented the content with additional readings from current affairs in order to bring the theories alive and connect these to real world applications. In recalibrating this very constrained course I had to shunt backwards and forward between the need to cover the large amount of content prescribed with traditional pedagogical expectations, and the realties of the time available for genuine engagement and transformative learning. I drew on a repertoire of strategies including inquiry learning, group work, and shared responsibility in mini-teaching communities. This was necessary in order to deal effectively with the huge variance in backgrounds, experiences and expectations in this group of students.

In 2009-2010 I was awarded a *Teaching Fellowship* at *The New School for General Studies*. I designed and delivered the Course: 'The Internet and Global Society'. I was awarded this fellowship on the basis of the quality of the course proposal that I had developed. This course investigated the different interpretations of the social, political, economic and cultural impacts of the Internet. Some social critics and theorists interpret the rise of the Internet as part of a trend towards a new individualism due to the way in which the 'virtual' interface builds a layer between people and detaches them from the tangible reality of society. A contrasting view sees the Internet as a medium fostering new patterns of social interaction and increasing sociability, creating opportunities for social networks and new ecologies in the realms of communication, commerce, culture and politics - a social platform that transcends the traditional boundaries of local and national society. This course examined the Internet from the perspectives of power, participation, resource and access disparities, globalism, diversity and identity. It weaved between grounded readings of Internet phenomena (for instance Google, Obama's web politics, Facebook, online art, Wikipedia) and theoretical categories that capture the dimensions of change in the Internet and global society. This course required students not only to understand the Internet but also to use it reflectively as they interacted with each other and undertook their assignments. The assessment covered concepts, theories and empirical evidence, and involved the students undertaking surveys and quizzes, working in wikis and writing essays. The course was regarded as innovative, effective and highly engaging by the students and the department. A post-course student survey stated that students agreed that the course was well organized and that the instructor presented the material clearly (86% strongly agree; 14% agree).

Moreover, as Admissions Advisor for the Political Science Department of the New School I was also involved in advising prospective students and participated in mentoring for members of my class cohort.

Recently, my work in 2013-4 to establish the online community New Criticals (www.newcriticals.com) is an example of an open, public site of informal learning. This has created spaces for emerging and established knowledge makers to showcase their work and engage in critical dialogue. I would welcome the opportunities to bring these sorts of tools into the formal university classroom and expose students to a broader repertoire of ways of creating and disseminating knowledge.

I believe that my teaching experience and interests demonstrate that I am a thoughtful and creative teacher interested in a meaningful and participatory approach to producing learning outcomes. I am looking forward to teaching independently and collaboratively, in traditional face-to-face classroom as well as hybrid and e-learning contexts.

RESEARCH STATEMENT

Growing up in Australia I became aware of two colliding political phenomena. One was the ongoing turmoil that was the consequence of being a 'new world' nation. As a nation made up of indigenous peoples, European 'settlers' and waves of global immigration, an ever-present debate over national identity permeated everyday life; was there a single Australia identity or was diversity at the core of our national bond? How do we reconcile the unfinished business of a nation formed after 40,000 years of indigenous settlement; do we treat the 'past as the past' or do we consider the possibility of legal recourse for the legacies of white settlement? As a geographically isolated island nation, what was our responsibility for the protection of refugees arriving at our doorstep; were we apart of a regional context in South East Asia or did we protect the integrity of the rule of law represented by our national boarders? As a national economy underwritten by natural resources, how did our economic interests mesh with our environmental duty to the world?

The other phenomenon was the conundrum of a simultaneous political sedentariness. This sedentariness provided the grounds for a legacy of nationalism, xenophobia and private economic interests to conspire to trump visions of Australia based on principles of cultural diversity, economic equality, ecological sustainability and reconciliation. The political imaginary of a peculiarly Australian myth of egalitarianism – 'the fair go' – becomes a code word and justification for such sedentariness.

These kinds of historical movements, and their contested terrains, are not uniquely an Australian story. Rather what was, and still is, happening in Australia is representative of broader historical currents; currents that communities and nations all over the world are dealing as a result of an increasingly interdependent global movements of people, goods, and ideas. Taken together these phenomena, turmoil and sedentariness - as modes of political action and inaction, fundamentally shape the core tenets, research questions, and trajectory of my scholarship. In particular, as this local-global interface crystalized in my mind, I found the drive for my research in the form of a set of cascading questions:

> *What is the nature of political action? How do paradigmatic readings of political action reveal and assert anthropological assumptions about human motivation? And how do paradigmatic approaches to the question of political action, calcify in institutional forms of political organization? Hence, how do theories of political action and institutions bounding political communities produce inertia, thereby either sustaining or transforming modes of political, economic and social inequalities?*

Within the discipline of Political Science I have two groundings in which these questions are explored; the first is in Political Theory and the second is in International Relations.

Political Theory

In the subfield of Political Theory my focus has been on understanding the foundations and source arguments for paradigmatic approaches to the nature of political action. I am also interested in how these principles of political action are mirrored in epistemological debates within political theory over the nature of the empirical 'is', as ostensibly found in the objects of analysis and the related causality of their actions; and the assignment of a normative 'ought' to theories the political.

In my undergraduate honors thesis I approached this 'is' and 'ought' problem through theories of emancipation within the historical context of intensifying global movements of goods, peoples and communication. In the thesis I interfaced the core tenets of Neo-Liberal free-market globalization, Francis Fukuyama's 'end of history' model, with a paradigmatic counter hegemonic globalization alternative, as found in Michael Hardt and Antonio Negri's 'Empire'. In comparing the two models and their foundations in Classical Liberalism and Marxism I was looking for productive contradictions in how each dialectically projected 'ought' from 'is' and an 'is' from 'ought'. In terms of the relationship to the problem of global social, political and economic inequalities both, at times contradictory to the tenets of their core principles and in strikingly co-producing ways, reified rather than challenged traditional modes of inequality. Rather than end in with a dystopian conclusion, the aim was to illuminate the possibility of an imminent critique, found in historical phenomena of globalization and thus the very 'is' itself. In turn this aimed to center the 'ought' as the contested grounds for the political imagination and political action.

In my graduate research, my focus has shifted to the internal debate within Critical Theory. This debate is between those emphasizing the paradigm of 'redistribution' and those emphasizing the paradigm 'recognition' as the leverage point for social inquiry. In looking at the foundations of this split in the work of Theodor Adorno and Max Horkheimer, and its contemporary manifestation in the work of Nancy Fraser and Axel Honneth, I became interested in a praxeological problem facing contemporary Critical Theory. How was it to retain its normative qualities without being simply cast in mainstream political thought as a 'ought', unmoored from the possibility of the 'is'? How much did this internal debate, between culture and economy, provoke this praxeological problem? I grew particularly interested in how, in the shadow of totalitarianism and the slow erosion of social democracy as vision for social, economic and political organization, the core Critical Theory principles of theoretical reflexivity and social emancipation could be recast within an institutional agenda that aligned with the current historical affordances of a 'post-industrial' age?

International Relations

Within International Relations a discipline defining 'structure–agency' problem has served to ground, and deepen, the rubric of my research agenda. Firstly, the problem raises an empirically grounded epistemological question, in a world of increasing interdependence how and by what measure, do we evaluate the strengths and shortcomings of particular or universal accounts of phenomena in global politics? Secondly, can we develop accounts of global politics that simultaneously recognize the legacies of traditional accounts of the Westphalian international system — the 'science of 'statecraft' as found in Realist and Neo-Realist traditions — but remain sufficiently capacious to recognize the power of global social norms and Post-Westphalian constellations of political sovereignty that are to be found in Constructivist, Critical, and Feminist approaches to global politics?

Within this context, I gravitated to a study of intellectual property rights. My PhD thesis mapped four paradigmatic approaches to the production and ownership of immaterial property: 'information privatization', 'immaterial exceptionalism', 'network distribution' and 'ecological decolonization'. I defined each through a tripartite rubric: their ontological foundations, normative presuppositions and institutional topologies. Grounded in intellectual property alternatives, I turned my investigation to how each posed either a challenge or opportunity for thinking about the nature of political community, as a theoretical proposition or empirical reality in a post-industrial age. I used the question of 'Whose Property?' for the purposes of diagnosis and prognosis. My diagnosis spoke to the challenge of political community in an age of increasing global interdependency, represented in the production of, and right to, intellectual property. In the prognosis, I suggest that if we conceive political communities as a mode of collective political action, then the varied agendas for intellectual property may provide a powerful motivational argument underpinning emerging modes of political action within the international system.

Digital Studies

My investigations in Political Theory and International Relations, particularly grounded in the right to intellectual property, have led me to a third area of scholarship; Digital Studies. An emerging interdisciplinary field, Digital Studies is made up of a mix of legal, communications, media and social theory scholarship. In terms of the question of political action, this area of scholarship has added an intriguing new layer to my research trajectory, found in the idea of the 'distributed network'.

The Internet and digital communications networks are characterized by their 'distributed' quality. This claim is based in the technical architecture of these networks as heterogeneous end-to-end distribution without hierarchical intermediation. Relations of production in distributed networks are often interpreted to have a starting point in the lateral interconnectedness of peers, fostering relationships that are understood to be between free and equal producers. While speaking first and foremost to the production and communication of information in electronic space, distribution serves as the metaphor for an emergent social regulatory structure. The new types of political action that also emerge in these contexts require new types of scrutiny.

Future Research

Through the theoretical and institutional prisms of the right to immaterial property, I am currently researching: the political economies of 'big-data', the nature of immaterial labor within digital networks and the materiality of new media.

While there has no doubt been a strong theoretical core to my research, in my PhD I illustrated theoretical challenges though a number of grounded case studies. These include the production of political space by the Great Firewall in China, the Occupy Movement's use of social media and the use of the intellectual property mechanism of geographic indication, or the properties of place, by third world, peasant and indigenous peoples. I hope to go deeper into these grounded case studies in order to extend my reading of the complexities, edges and nuances of the nature of political action.

REFERENCES

Nancy Fraser

Henry A. and Louise Loeb Professor of Political and Social Science and Department Chair

The New School for Social Research

6 East 16th Street, Room 714, New York, NY 10003

FraserN@earthlink.net

McKenzie Wark

Professor, Culture and Media and Professor, Liberal Studies

Eugene Lang College, The New School for Liberal Arts

65 West 11th Street, Room 456, New York, NY 10011

WarkK@newschool.edu

David Wilson

Professor of Geography and Geographic Information Science

University of Illinois

235 CAB, 605 E Springfield, Champaign, IL 61820

dwilson2@illinois.edu