

THE POST-HUMBOLDTIAN UNIVERSITY

Re-thinking the University's Role in Society in the Network Age

Juan Carlos De Martin and Charles Nesson

preamble

University and Cyberspace

Reshaping Knowledge Institutions for the Networked Age

28-30 June 2010, Torino, Italy



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University and Cyberspace: Reshaping Knowledge Institutions for the Networked Age

Universities are entrusted with the increasingly important responsibility of creating, sharing, and fostering use of knowledge on behalf of society, and to that end, are the recipients of tremendous investments of time, money, space, authority and freedom. Universities have embraced this role in diverse fashions, varying by tradition, period, and discipline, but we now ask them to go further. As we progress ever more deeply into a networked age, our knowledge institutions are faced with concomitant opportunities. They are challenged by society to become a driving force to create and disseminate knowledge - using innovative, effective, and dynamic approaches - derived from and for the networked world.

Announcements

Jul

15

2010

[COMMUNIA 2010 Conference material & info](#)

We are continuing the process of reviewing and organizing the considerable material produced in the three-day event in Torino (28-30 June). The main Conference page now includes all slides presentations, ready for downloading. Also available are the video-streaming recordings, divided in morning and afternoon sessions for each day. The Experientia project produced a useful timetable [...]

Communia 2010
[#communia](#)

COMMUNIA 2010 Conference

Torino, 28-30 June 2010

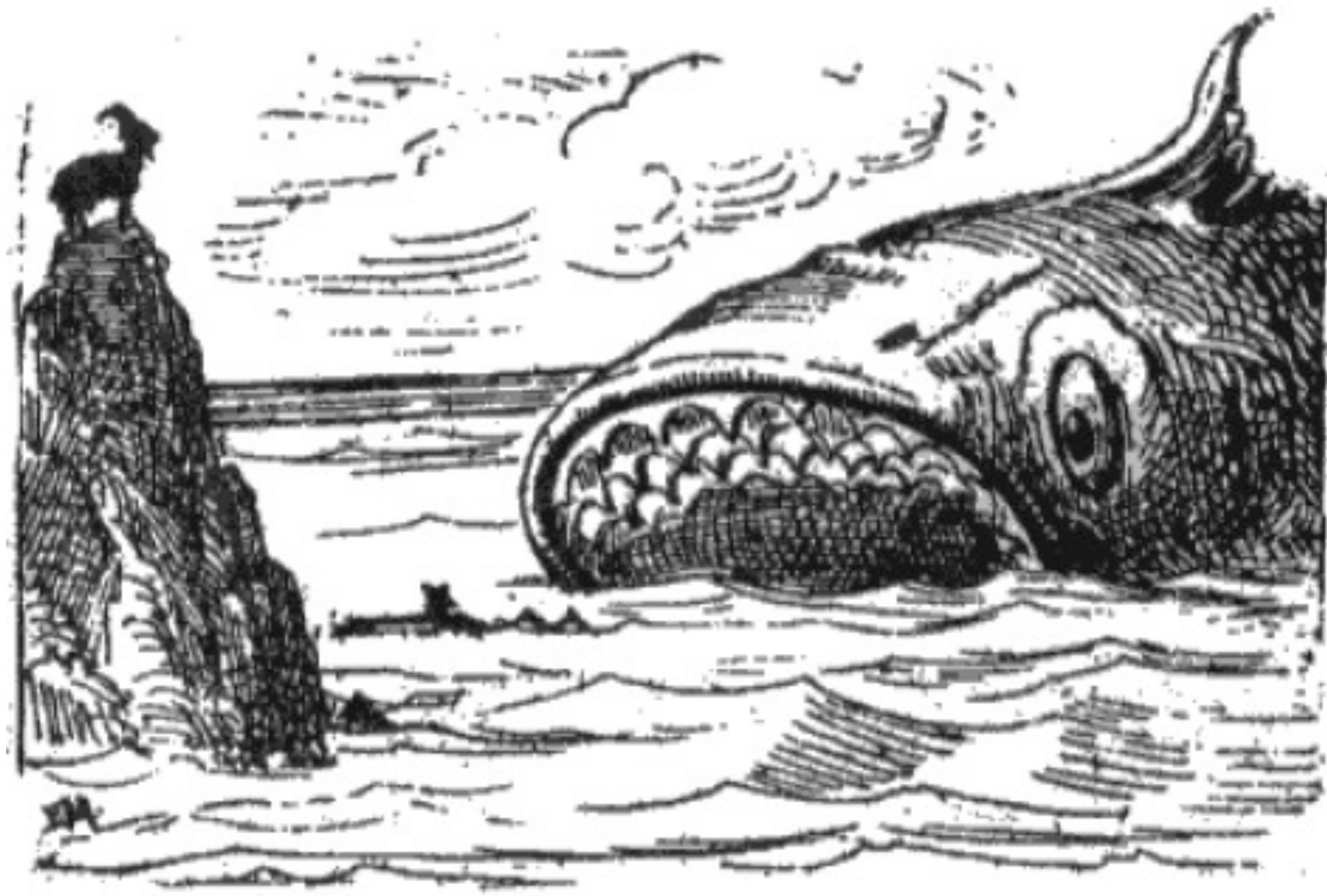
focus on **university and cyberspace**

focus on **university** and cyberspace

problematizing **university**

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*indebted to the work of Jan Maaschlein and Marten Simons
(who attended the Torino conference)*



crisis

challenges and opportunities

what was **implicit**, struggles to become **explicit**

The New York Review of Books

Our Universities: How Bad? How Good?

MARCH 24, 2011

Peter Brooks

Academically Adrift: Limited Learning on College Campuses

by Richard Arum and Josipa Roksa

University of Chicago Press, 259 pp., \$70.00; \$25.00 (paper)

Higher Education? How Colleges Are Wasting Our Money and Failing Our Kids—And What We Can Do About It

by Andrew Hacker and Claudia Dreifus

Times Books, 271 pp., \$26.00

Crisis on Campus: A Bold Plan for Reforming Our Colleges and Universities

by Mark C. Taylor

Knopf, 240 pp., \$24.00

Not for Profit: Why Democracy Needs the Humanities

by Martha C. Nussbaum

Princeton University Press, 158 pp., \$22.95



overlap of processes:

overlap of processes
historical, political, cultural, technological

the early university

taking books out of the monastery,
making them **public**

Guilds

Universitas magistrorum et scholarium

Students hire professors (and pay them)

A truly European university space

Constant struggle with the powers (lay and religious)
about autonomy, privileges, etc.

the modern university

Wilhelm von Humboldt's Principles (1810)

- unity of research and teaching
- freedom of teaching
- academic self-governance

John Henry Newman (1852)

- “A University is a place ... whither students come from every quarter for every kind of knowledge; ... a place for the communication and circulation of thought, by means of personal intercourse. ... It is the place to which a thousand schools make contributions; in which the intellect may safely range and speculate. It is a place where inquiry is pushed forward, ... discoveries verified and perfected, and ... error exposed, by the collision of mind with mind, and knowledge with knowledge. ... Mutual education, in a large sense of the word, is one of the great and incessant occupations of human society. ... One generation forms another. ... We must consult the living man and listen to his living voice, ... by familiar intercourse ... to adjust together the claims and relations of their respective subjects of investigation. Thus is created a pure and clear atmosphere of thought, which the student also breathes.”

the paradigmatic moment:
the lecture

the modern university:
a remarkable, world-wide success

However.... the Humboldtian University:

- Key institution of the Nation
- Forming experts
leading the nation towards progress
- Forming an elite

Times goes by:

- Weakening of the States
- Knowledge also outside universities
- Mass education (democracy)

need for a post-Humboldtian reference model:
a democratic, world university



“accountability”

The New York Review of Books

The Grim Threat to British Universities

JANUARY 13, 2011

Simon Head

Strategic Plan, 2006–2011

by the Higher Education Funding Council for England (HEFCE)

52 pp., available at www.hefce.ac.uk/pubs/hefce/2008/08_15/

The American Faculty: The Restructuring of Academic Work and Careers

by Jack Schuster and Martin Finkelstein

Johns Hopkins University Press, 600 pp., \$45.00

Academic Capitalism and the New Economy

by Sheila Slaughter and Gary Rhoades

Johns Hopkins University Press, 384 pp., \$45.00



and then...



the berlin wall comes down

emphasis on
competition, economic growth,
short-term returns, “innovation,”
science and technology

“accountability”

control

metrics

“It is vital to understand that such mechanisms can ultimately undermine the outcomes that are a university’s principal benefit to society”

“What are universities for?”, LERU, 2008

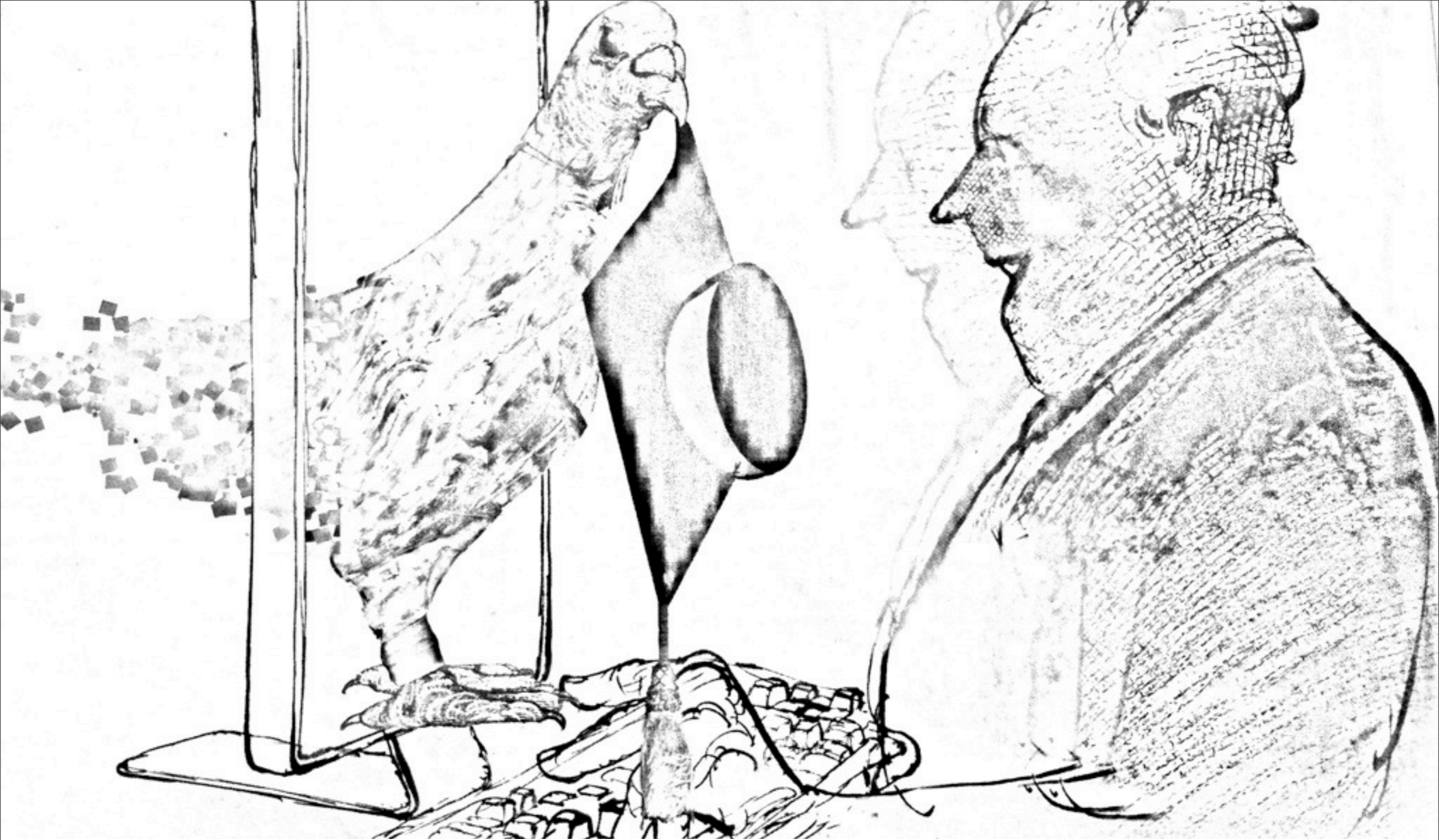
universities and cyberspace

amazing opportunities

what changes?
what stays the same?

what university in the network age?

online learning: a clear opportunity
to expand the reach of universities



“Long-distance degrees come
of age in Asia”

International Herald Tribune

German universities, a crisis of crowding

its are shut out
ire halls, where
ding room only

TOPHER F. SCHUETZE

and Education, a seminar by Professor Merle Hummrich at Wolfgang Goethe University Frankfurt, was intended for 50 students but was crowded by how many term papers grade. But according to Carlein, a student who vied for one of the 50 seats, 400 students showed up the for lack of seats, most sat on the floor and stood during the seminars.

Benjamin Ortmeyer at the misuses of education in the Nazi era. His lecture hall is for 500 people, but 720 students registered for his course and

about 600 show up every week. "I couldn't understand the students if they didn't protest," he said.

And protest they do, as German public universities, already overcrowded, brace for even more students. Florian Muhs, part of a student working group on overcrowding at the University of Frankfurt, says many come to him to complain.

"There are not enough professors, and the rooms are not big enough," he said.

Chancellor Angela Merkel pledged that Germany would become a republic of education in a widely publicized speech in 2008, and her dream is quickly becoming fulfilled. Several factors are fueling the rise, including a desire for the life opportunities provided by a university education, the abolition of mandatory military service, and a reduction of one year in the high school curriculum.

But Professor Matthias Jaroch, spokesman for the German Association of Professors and Lecturers, says the

government is failing to back her vision with cash, causing a crisis of overcrowding. The association demands that the state and federal governments put more money into education. "We are now working at a ratio of 60 students to one professor," he said. "The system is no longer tenable."

Some universities say they are trying to plan ahead by hiring more teaching staff and providing more rooms. Academics and experts agree, however, that more government money is needed to fix an outdated system that will have to accommodate a tide of students in the years to come.

About 200,000 students have been added to the university system in the past three years, an increase of about 10 percent, according to the German office of statistics. By 2020, the number of students is expected to grow an additional 300,000 students, Mr. Jaroch said.

Johann Wolfgang Goethe University has seen its student population spike to

about 38,000 students, a rise in the past three years, Olaf Kaltenborn, spokesman for the universities.

Most departments have that exceed their capacity, Kaltenborn said. The department of physics and philosophy, for one, is at 150 percent of capacity. The pressure is expected to rise: the university task force to deal with the students arriving as German universities eliminate the 13th year of the next few years. "We do not think of as facing the student crisis," Mr. Kaltenborn said.

According to Ms. Eckstein, a student in Mr. Hummrich's seminar, students are warned by their professors because of overcrowding, neither will not be able to take the load. More senior students are expected to graduate so that they can graduate.

The first sentence out of her professor's mouth, she said, is usually "semester students have to go."

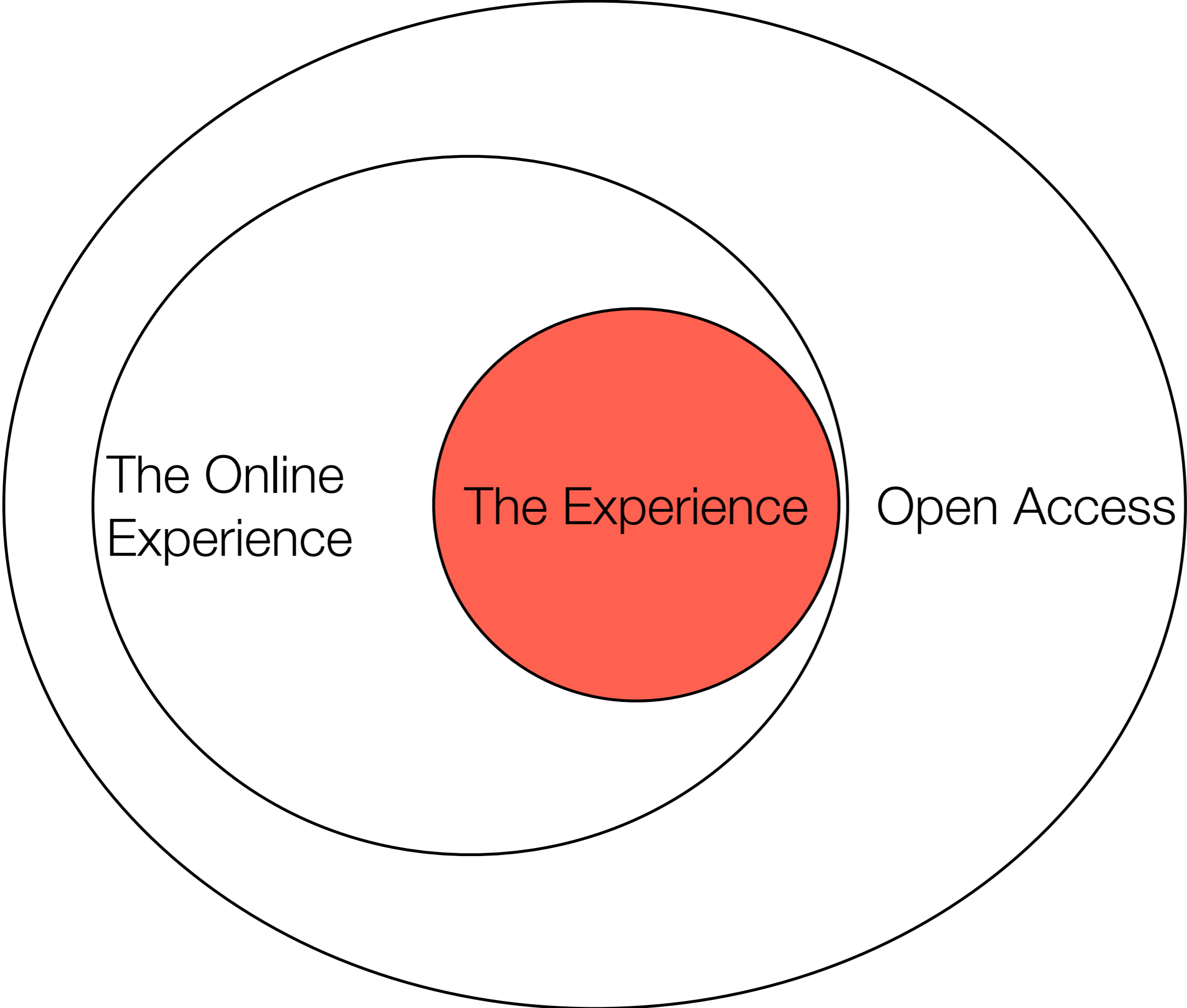
But also in Europe

International Herald Tribune

not everything should change, though

The University in the Networked Economy and Society: Challenges and Opportunities

Yochai Benkler



The Online
Experience

The Experience

Open Access

a proposal for the University of the 21st century

LERU: “public engagement”
(also at international level)

parrhesia

“to speak freely”
“to speak truth”

how important was *parrhesia* for the greeks?

The Phoenissae

By Euripides

Written 411-409 B.C.E

JOCASTA: *What means exile from one's country?
is it a great evil?*

POLYNEICES: *The greatest; harder to bear than tell.*

JOCASTA: *What is it like? what is it galls the exile?*

POLYNEICES: *One thing most of all; he cannot speak his mind.*

JOCASTA: *This is a slave's lot thou describest, to refrain from
uttering what one thinks.*

POLYNEICES: *The follies of his rulers must be bear.*

JOCASTA: *That too is bitter, to join in the folly of fools.*

POLYNEICES: *Yet to gain our ends we must submit against
our nature.*

saying frankly all you have in mind

a relationship between the speaker and what is
being said: it is his/her *personal* opinion

parrhesia implies danger

the *parrhesiastes* is someone
who chooses a specific relationship with him/herself:
he/she prefers to be one who speaks truth,
rather than being a human being false with him/herself.

parrhesia and liberty
parrhesia and duty

“With *parrhesia* the speaker uses his liberty and chooses to speak frankly instead of persuasion, truth rather than falsity or silence, the risk of dying rather than life and safety, criticism rather than adulation, moral duty rather than his personal interest or moral apathy”

Michel Foucault

parrhesia: the leading idea for democracy,
the ethical and personal attitude of the good citizen.

to profess: to frankly declare what one is, what one believes, what one wants to be. To publicly promise to care, to devote oneself, to witness one's discipline, to fight for her.

To profess is to go beyond purely informative talk, towards a public commitment

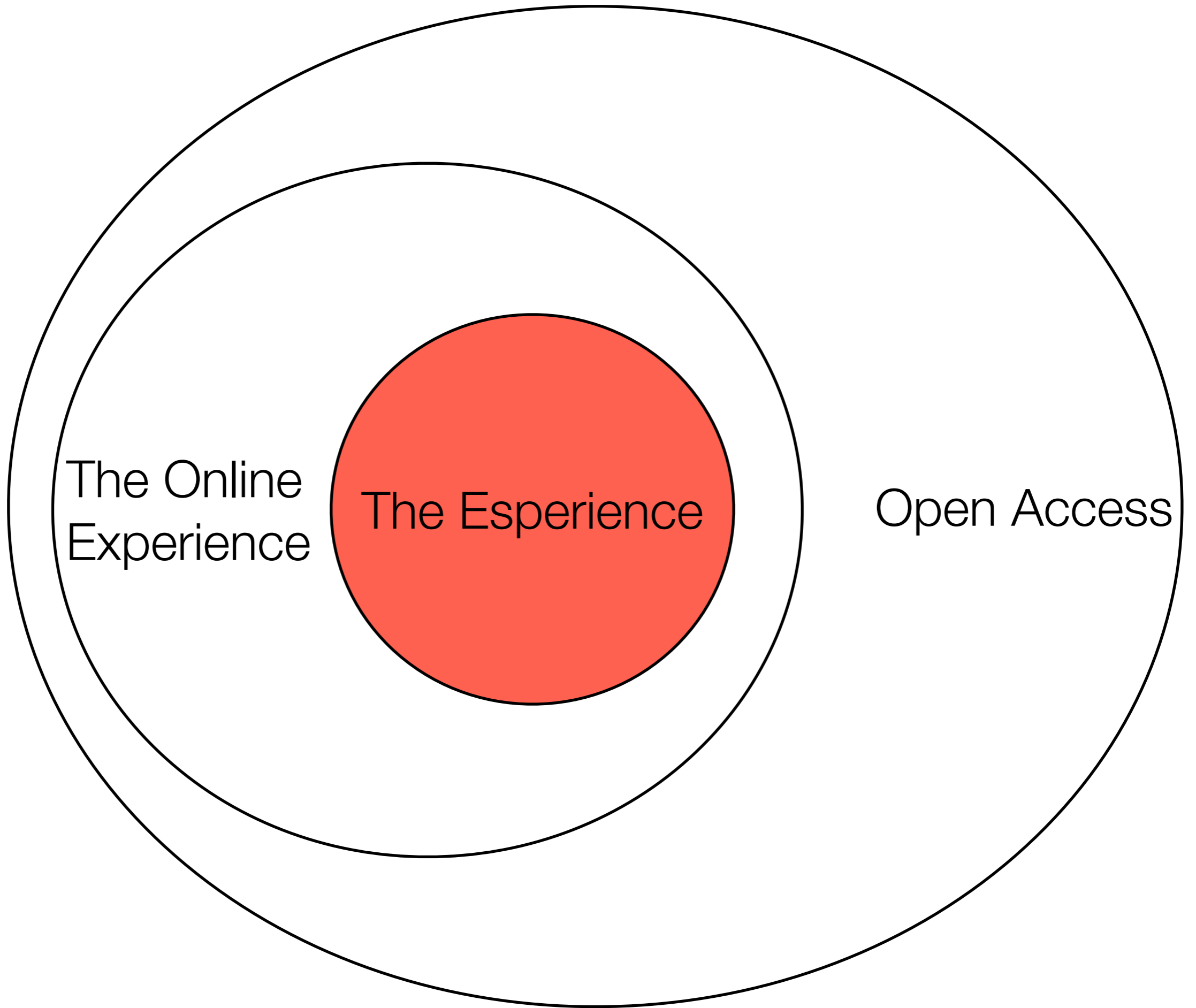
the professor as *parrhesiastes*

the professor as amateur

making public matters of concern

in person and **online**

in summary



The Online
Experience

The Esperience

Open Access