

JUSTIN LEWIS: CURRICULUM VITAE

PERSONAL DETAILS

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EDUCATION

1976 - 1979: BA (Hons) in English Literature, in the School of
Cultural and Community Studies, University of Sussex.

1980 - 1984: Ph.D. in Media Research, University of Sheffield.

EMPLOYMENT

1992 - present: Associate Professor (tenured), Department of
Communication, University of Massachusetts at Amherst.

1988 - 1992: Assistant Professor, Department of Communication,
University of Massachusetts at Amherst.

1986 - 1988: Arts and Media Policy Advisor, The London Strategic
Policy Unit.

1985 - 1986: Senior Arts and Broadcasting Policy Analyst, The
Greater London Council.

1984 - 1985: Broadcasting Policy Analyst, The Greater London Council.

1983 - 1984: Research Associate for the Economic and Social
Research Council project on media politics and public opinion,
Department of Communications, Sheffield City Polytechnic.
Consultant on Cable Television for the Greater London Council and
Sheffield City Council Public Hearings on Cable Television.

1982 - 1985: Lecturer in Media Studies and Popular Culture,
(part-time), South Yorkshire Workers Educational Association, and
Tutor in Mass Communications (part-time), The Open University.

RESEARCH

Principle Areas of Expertise:

Media audience research
Communications and cultural policy

The political economy of mass media
Race and media representation
Media literacy

PUBLICATIONS

Books

Art, Culture and Enterprise: the Politics of the Cultural Industries. London: Routledge, 1990.

The Ideological Octopus: An Exploration of Television and its Audience. New York: Routledge, 1991.

Enlightened Racism: The Cosby Show, Audiences and the Myth of the American Dream, co-authored with Sut Jhally. Boulder: Westview Press, 1992.

Viewing, Listening, Reading: Essays in Cultural Reception, co-edited with Jon Cruz. Boulder: Boulder: Westview Press, 1994.

Key Concepts in Television Studies, co-authored with Neil Casey, Bernadette Casey and Adrian Emerson. London: Routledge, under contract, in progress.

Refereed Journal Articles

Lewis, J. 'The Story of a Riot: Television Coverage of Civil Unrest in 1981', Screen Education, No 40, 1981/2, pp. 15-33.

Lewis, J. 'The Encoding/Decoding Model: Criticisms and Redevelopments for Research on Decoding', Media, Culture and Society, Vol 15, 1983, pp. 179-198. Translated and published in the Finnish journal tiedotustutkimus, 1985.

Lewis, J. and Clarke, A. 'The 1982 World Cup - A Political Football?', Theory, Culture and Society, Vol 1, No 3, 1983, pp. 123-133.

Angus, I., Jhally, S., Lewis, J. and Schwichtenberg, C. 'From Critical Theory to Pluralist Apology: Relocating Martin Allor's Audience', Critical Studies in Mass Communication, December 1989, pp. 441-450.

Morgan, M., Lewis, J. and Jhally, S. 'So Much News, So Little Information', Il Passaggio, no. 2, March/April 1991, pp 15-20.

Lewis, J. and Morgan, M. 'Images/Issues/Impact: the 1992 Presidential Election' (co-authored), Extra, Vol 5, No 8, December 1992. Reprinted in The Fair Reader: A Review of Press and Politics. Boulder: Westview Press, 1996, pp 87-93.

Lewis, J. and Jhally, S. 'The Politics of Cultural Studies' (co-authored), American Quarterly, spring, 1994, pp. 114-118.

Lewis, J. 'The Absence of Narrative: Boredom and the Residual Power of Television News' Journal of Narratives and Life Stories, summer, 1994, pp. 25-40.

Lewis, J. 'Designing a Cultural Policy', Journal of Arts Management, Law and Society, summer, 1994, pp. 41-56.

Lewis, J. 'What Counts in Cultural Studies', Media, Culture and Society, Winter, 1996, pp 83-98.

Lewis, J. and Jhally, S. 'The Meaning and Purpose of Media Literacy', (co-authored), Journal of Communication, in press.

Book Chapters

Clarke, A., Taylor and Lewis, J. 'Inequality of Access to Political TV' (co-authored): in Robbins, D. et al (Eds.), Rethinking Social Inequality. Hampshire: Gower Publishing, 1982.

Lewis, J. 'Decoding Television News': in Drummond, R. and Paterson, R. (Eds.), Television in Transition. London: British Film Institute, 1985.

Lewis, J. 'Decoding Television News': Revised and reprinted with Afterword in Corner, J. and Harvey, S. (Eds.) Television Times: A Reader. London: Arnold, 1996.

Lewis, J. 'The Framework of Political Television': in Hawthorn, J. (Ed.), Propaganda, Persuasion and Polemic. London: Edward Arnold, 1986.

Lewis, J. 'Are You Receiving Me? - The State of Television Audience Research': in Goodwin, A. and Whannel, G. (Eds.), Understanding Television. London: Routledge, 1990.

Lewis, J. 'Quality not Quantity - Recent Trends in Attitudinal and Audience Research in Great Britain': in Pearce, B. and Nerula, U. (Eds.), Culture, Politics and Research Programs: An International Assessment of Practical Problems in Field Research. New Jersey: Erlbaum, 1991.

Morgan, M, Lewis, J. and Jhally, S. 'More viewing, less knowledge' (co-authored): in Mowlana, H., Gerbner, G. and Schiller, H. (Eds.), Triumph of the Image: The Media's War in the Persian Gulf - A Global Perspective. Boulder: Westview Press, 1992.

Lewis, J. and Jhally, S. 'Affirming Inaction: Television and the New Politics of Race' (co-authored): in A. Callieri, Marxism in the Postmodern Age. New York: Guilford Press, 1994.

Lewis, J. 'Culture, the State and the Free Market: Toward a Cultural Policy': in Sauvageau, (ed.) Cultural Policies: The International Context. Quebec Institute for Research on Culture, 1995.

Review Articles

Lewis, J. 'The Politics of Racial Representation' Journal of Communication, in press.

Research Reports and Monographs

Cable and Community Programming (co-authored). Greater London Council, 1983.

Media, Polls and the Public: A Case Study of the Chesterfield By-Election, 1984 (co-authored). Economic and Social Research Council, 1984.

The Audience for Community Radio. Greater London Council, 1985.

A Sporting Chance - a review of the GLC Recreation Policy (edited and co-authored). Greater London Council, 1986.

Art - Who Needs It? (co-authored). London: Comedia, 1987.

No Business Like Show Business (edited and co-authored). London Strategic Policy Unit, 1987.

Twenty Years On - A Review of the Independent Film and Video Sector in London (edited and co-authored). London Strategic Policy Unit/ Independent Film and Video Association, 1987.

Off The Shelf - A Guide to Video Marketing (edited and co-authored). London Strategic Policy Unit/Independent Film and Video Association, 1987.

The Gulf War: A Study of the Media, Public Opinion & Public Knowledge (co-authored). Center for the Study of Communication, University of Massachusetts at Amherst, 1991.

Images/Issues/Impact: The Media and Campaign 92 (co-authored). Center for the Study of Communication, University of Massachusetts at Amherst, 1992.

Short Articles and Media Commentary

A variety of articles published in newspapers and magazines in the U.S. and Britain such as The Los Angeles Times, Business West, Greater London Arts Quarterly and Science for People.

Commentator on media and cultural issues for regional and national U.S. media, including The Washington Post, the Chicago Tribune, the Boston Herald, USA Today, the NBC Today Show, Radio Pacifica and ABC radio news.

VIDEO PRODUCTION

Advisor to Banner Films for their Channel 4 production A Tale to Tell, 1982.

Scripted and co-produced Getting the message across, an educational video distributed by the Foundation for Media Education, 1993.

Co-scripted The Myth of the Liberal Media, an educational video distributed by the Foundation for Media Education, 1997.

TEACHING EXPERIENCE

Recent courses taught and developed include:

Large introductory undergraduate lecture courses (200 to 250 students):

Popular Culture and Cultural Studies
The Social Impact of Mass Media

Intermediate and advanced undergraduate classes (20 to 30 students):

Politics, Ideology and the News Media
Electronic Journalism
Introduction to Semiotics
Popular Culture and Cultural Studies

MA and Ph.D. seminars (5 to 15 students):

Audience Research (parts 1 and 2)
The Politics of Popular Culture
Introduction to Cultural Studies

Teaching Awards:

Nominated for University of Massachusetts Distinguished Teaching Award, 1991-92.

Awarded the inaugural Outstanding Teacher Award for the College of Social and Behavioral Sciences, University of Massachusetts, 1993.

DEPARTMENTAL SERVICE

Recent departmental duties include:

Chair of the Communication Department Personnel Committee, (responsible for hiring, promotion, tenure and all faculty employment decisions), 1995 - 1997.

Director of Graduate Admissions, 1996 - 1997.

Director of the Center for the Study of Communication at the University of Massachusetts, 1992 - 1994.

Member of Graduate Committee, BDIC co-ordinator, departmental representative at introductory sessions for new students and parents, CSBS teaching award committee.

OUTREACH

Recent outreach activities include:

President of the executive board of the Foundation for Media Education, 1994 to present.

Founder member, consultant, board member and tutor for the Western Massachusetts Media Literacy Summer School, 1994 - 1997.

Adviser to Boston Media Action for their study of local media coverage during the Gulf War in 1991.

Adviser to Boston Cispes for media related activities (including workshops, fundraisers and media liaison), 1990 - 1994.

OTHER PROFESSIONAL ACTIVITIES

Appearances as invited participant (as speaker or Panel Chair) include: the British Sociological Association Conference, Wales, (1981) the International Television Studies Conference, University of London (1984, 1986 and 1988); the "Research Committee on Communication, Knowledge and Culture" (International Sociological Association) in Sevilla (1984); the Greater London Public Hearings on Cable Television (1984); Conference on "Media and Public Disorder", Manchester, (1981); Conference on "Alternative Models of Television News", Sheffield (1983), the Community Radio Conference, London (1985); the North East Popular Culture Association Conference, Killington, Vermont (1989); the "Mainstreams and Margins" conference, University of Massachusetts (1992); the Rethinking Marxism conference on "Marxism and the New World Order", University of Massachusetts (1992); the "Social Theory, Politics and the Arts" conference, Northeastern University (1993); "Media and Politics" conference at Harvard University, (1996); the "Future of Fact" conference, Annenberg School of Communications, University of Philadelphia, (1997).

Invited guest speaker appearances include presentations on: the "Media and the Gulf War", Brown University (April 1991) and the Massachusetts Institute of Technology (April 1991); "TV and the Gulf War", Northeastern University (January 1992), "TV News and Foreign Policy" for the Committee in Solidarity with the People of El Salvador, Boston (June 1992), "The Construction of

Identity", Harvard University (March, 1993), "Race and American Television", Massachusetts Institute of Technology Communication Forum, "Contradictions in audience decoding", Goldsmiths College, University of London (October, 1994); "Race on American Television", Murdoch University, Perth, Australia (December, 1994), "The concept of realism in audience research", Sydney University of Technology, (April, 1995), keynote speaker at the launch of the "Centre for Cultural Risk", Charles Sturt University, Australia (April, 1995).

Visiting Professor at Clark University: taught course on "Culture, Communication and Society" (Spring 1992).

Visiting Fellow at Charles Sturt University, Australia, (1995)

Reviewer for various publishers, including: Routledge, Sage, University of Pennsylvania Press, University of Chicago Press and Westview Press.

JUSTIN LEWIS: SAMPLES OF PUBLISHED WORK

The packet contains six pieces of work published post-tenure: four journal articles (three single-authored, one co-authored), two are chapters from a co-authored book and one from a chapter from a co-edited volume). One of the six is forthcoming.

- 1) Three chapters from Enlightened Racism: The Cosby Show, Audiences and the Myth of the American Dream, co-authored with Sut Jhally. Boulder: Westview Press, 1992.
- 2) "The Meaning of Things: Audiences, Ambiguity and Power" from Viewing, Listening, Reading: Essays in Cultural Reception, co-edited with Jon Cruz. Boulder: Westview Press, 1994.
- 3) 'The Absence of Narrative: Boredom and the Residual Power of Television News' in the Journal of Narratives and Life Stories, summer, 1994.
- 4) 'Designing a Cultural Policy', in the Journal of Arts Management, Law and Society, summer, 1994.
- 5) "What Counts in Cultural Studies", in Media, Culture and Society, 1997.
- 6) "The struggle for - and over - media literacy", co-authored with Sut Jhally, in the Journal of Communication, forthcoming.

The chapters from Enlightened Racism are three of four chapters for which I was the main author, and represent two key stages in the book's argument. They also represent an attempt to present qualitative audience data in a relatively accessible form. The Meaning of Things: Audiences, Ambiguity and Power is a more theoretical piece. Its central argument - made through a discussion of the use of semiotics in cultural analysis - is that the presence of ambiguity or polysemy in cultural texts does NOT mean - as is often suggested - that power has shifted from the text to the audience. Hegemony, it is argued, can be established in multiple - and ambiguous - ways.

The Absence of Narrative: Boredom and the Residual Power of Television News is an attempt to develop an argument developed in my earlier research in relation to some of my more recent work on knowledge and opinion during the Gulf War and the 1992 U.S. Presidential Election. My aim here is to begin to trace the ideological influence of news through analysis of its form as well as its content. The idea of using "knowledge" surveys (or what might be more accurately called "discourse" surveys) as a way to develop an analysis of the media's ideological or hegemonic role is developed in What Counts in Cultural Studies. This piece was also written in the context of what I feel to be the general depoliticization of cultural studies - particularly in the United States.

Designing a Cultural Policy develops an argument made in earlier work (Art, Culture and Enterprise, 1990) in the U.S. and international context. Essentially, it argues against the limitations of a debate in which the cultural funding is seen as the property of the free market or of "high culture" public agencies like the National Endowment for the Arts or the Corporation for Public Broadcasting. This is work I am currently developing: in short, my aim is to argue that while the left is right to defend public (or semi-public) agencies like the NEA or PBS, we should also be critical of the way in which those agencies have embraced elitist notions of "quality" or "excellence" (and hence the charge of "liberal elitism", though disingenuous, is not entirely without foundation). We need, I think, to replace such notions with an expanded - and more egalitarian - notion of the role of the public regulation and funding of culture.

Although media literacy is not an area in which I have written a great deal, it represents an abiding commitment in terms of my teaching and outreach. I have, for this reason, included The struggle for - and over - media literacy, a piece that (co-written with my colleague Sut Jhally) argues for the political nature of media literacy and hence the importance of incorporating an analysis of political economy (another field in which I am currently engaged in research).

JUSTIN LEWIS: PERSONAL STATEMENT FOR PROMOTION REVIEW

In the decade or so before my tenure year (1991/2) my work revolved mainly around qualitative audience research (e.g. The Ideological Octopus, Routledge, 1991) and cultural policy (e.g. Art, Culture and Enterprise, Routledge, 1990). This statement focuses on my activities post-tenure.

My work since then has involved both continuities and departures. I have attempted to develop my work on audiences, emphasizing, as before, the political consequences of various media texts (e.g. Enlightened Racism: The Cosby Show, Audiences and the Myth of the American Dream (co-authored with Sut Jhally, Boulder: Westview Press, 1992) and Viewing, Reading, Listening: Audiences and Cultural Reception (co-edited with Jon Cruz, Boulder: Westview Press, 1994). This concern has, more recently, involved the use of more quantitative forms of analysis to address broader ideological questions. My work on cultural policy has broadened from the British context to a more international focus, while my teaching and research now encompasses a range of topics, from media literacy to political economy. What unifies these interests is an abiding concern with the political and ideological role of mass media and the cultural industries.

I still see myself as working within a cultural studies tradition, although I am aware that this statement means rather less, perhaps, than hitherto. Much of my work might be seen as more broadly within mass communications, while my current work involves an understanding of some of the literatures within political science. At heart, my work is driven by two goals: the first being a desire to contribute to academic research about the structure and influence of the media and cultural industries, the second being a pedagogical motivation to work as a public intellectual - to make a critical approach to media and culture as accessible and useful as possible.

I understand, of course, that these goals are not always commensurate. Viewing, Reading, Listening: Audiences and Cultural Reception, for example, was a book conceived as addressing academic debates in fairly scholarly terms. Its audience was within the academy rather than beyond it. My work on media and race (Enlightened Racism: The Cosby Show, Audiences and the Myth of the American Dream,) was, on the other hand, a concerted attempt to present research - and an argument arising from that research - to a broader audience. In my experience, this is not simply a question of writing in an accessible style, but a matter of being willing and prepared to follow through with the often time-consuming process of doing publicity and media interviews.

In short, while the "public" and "intellectual" parts are inseparable in my own mind, I am aware of certain separations. Enlightened Racism, for example, was an attempt to engage in two different kinds of discussion. Firstly, it addressed a debate within cultural studies about the degree to which hegemonic meanings in popular culture are accepted or resisted - our

argument being that a popular text may exhibit polysemy while also working to construct certain forms of hegemony. Secondly, we were trying to contribute to a very public discussion about race and the media - arguing, for example, that while the abundance of "positive images" of black Americans on television has made more overt forms of racism less acceptable, these also carry certain dangers, providing symbolic evidence to feed the backlash against affirmative action.

This kind of duality cuts across most of my current projects. These endeavors fall into three generally defined areas.

*** Developing the use of survey work in the exploration of ideology and hegemony.** Although this research has developed from my research on audiences, the use of more quantitative survey approaches has been largely neglected by those using a cultural studies approach (an argument outlined in the 'What Counts in Cultural Studies' essay). The potential of using surveys for the analysis of hegemony was, for me, confirmed by my work with colleagues Michael Morgan and Sut Jhally during the Gulf War. Our study - an analysis of people's knowledge or assumptions in formulating support (or lack thereof) for the Gulf War - was initially conceived as an attempt to broaden discussion of the role of media and public opinion. While the research was rather hastily put together (in order to ensure its topicality, the study was conceived, conducted, written up and disseminated in less than a month), it created the space for reconceptualizing the use of such surveys. In theoretical terms, it suggests moving beyond the conventional distinctions between "opinion" and "knowledge" and substituting them with the notion of "discourse" (a realm in which both knowledge and opinion claims may be interdependent parts of a discursive field). In practical terms, it allows the rigorous use of surveys to play a role in the analysis of hegemony. I am currently working on a book which will attempt to develop this approach, interconnecting with literatures in cultural studies, media studies and political science/public opinion.

*** Cultural and communications policy.** This work, which is a continuation of earlier work conducted in the UK is primarily conducted at the level of political economy. In the context of both the U.S. and global trends, the focus is on the cultural consequences of putting the cultural industries in the hands of large, private corporations largely funded by advertising. We also need, I would argue, to reflect critically upon the role of existing publicly funded media or cultural agencies - like the Corporation for Public Broadcasting or the National Endowment for the Arts - whose alternative vision is heavily skewed towards more affluent and educated audiences (an argument outlined in the 'Designing a Cultural Policy' essay). My own work in this area is ongoing. I am also co-director of the Media Ownership Project, established in September 1997, which will (in collaboration with others in the field) gather and develop data on ownership patterns in the media and cultural industries and work on ways of disseminating that information as widely as possible.

* **Media literacy and media education.** There are, almost by definition, few people in my field who are not interested in some form of media education. For most of us, it comes with the job description. My own concerns are fairly particular. As a co-founder and regular participant in the Five College Media Literacy Institute, I have been a part of a nationwide movement to promote media literacy as part of a high school curriculum and, more generally, to increase activism around media issues. This is both a theoretical as well as a practical concern - as my colleague Sut Jhally and I argue in the forthcoming symposium in the Journal of Communication, the media literacy movement needs to define itself in ways that retain the critical edge of media education, to distinguish between informing citizenship and informing consumption. I am also interested in using popular media forms to promote media literacy, supporting the production of accessible educational videos in my role as President of the Media Education Foundation, and as a scriptwriter for two educational video tapes (Getting the Message Across and The Myth of the Liberal Media).

Although I think I am a pretty competent teacher (I was pleased and honored to win the inaugural Award for Outstanding Teaching in the College of Social and Behavioral Sciences in 1993), I am still very much aware that my classroom teaching is something that benefits from constant review and invigoration. The large undergraduate lecture course (which I teach regularly) is a difficult forum - one that I try to approach as a pedagogical exercise rather than an opportunity to "profess" ideas or get through a certain volume of material. This is a matter of form and style as well as content, and I continue to work hard on ways of engaging a large group (with wide-ranging degrees of interest and understanding) with material from literatures that often challenge conventional notions.

I continue to be heavily involved with graduate teaching. My current workload of graduate committees is fairly typical of recent years. I am, at the time of writing, serving on 21 graduate student committees: 7 PH.D. dissertation committees (3 as chair); 11 PH.D. committees pre-dissertation and 3 MA committees (2 as chair).

I have served on most of the department's administrative committees, and I have, in more general terms, been aware of the responsibilities of departmental citizenship. I was the Director of the Center for the Study of Communication for two years (during which I helped a committee of graduate students to produce the first volume of Commodities). More recently I have chaired the department's Personnel Committee (also a search committee) for the last two years (involving a hire and three mini-tenure reviews), and, last year, served as the Director of Graduate Admissions.

The University's commitment to community outreach is something I welcome and, in my own work, take very seriously. I have, in

recent years, given many talks to other educational institutions, community groups, teachers and activists, and to classes taught by graduate students or other faculty. I have helped a number of grass roots or advocacy groups with media issues, from Fairness and Accuracy in Reporting to the Committee in Solidarity with the People of El Salvador. Although I am frequently called by journalists I try to be responsive to all genuinely interested requests, and I have given many interviews to national, regional and local media (from the "Today Show" to the local public radio station). I regularly review manuscripts for various publishers and journals (such as Routledge, University of Chicago Press, University of Pennsylvania Press, Sage, Westview Press).

Over the next few years I expect to continue my work on media and hegemony, cultural policy and media education. My next two books will be a co-authored introduction to television studies (under contract and in progress) and a single-authored book outlining a cultural studies approach to polls and surveys (for which most of the research has been completed). I also plan to develop my work on cultural policy, either as a book or a series of essays.