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NEW POSITIONS AND PROMOTIONS

Dr. Nancy Rhodes will be joining the faculty in the Department of Advertising at Michigan State University.

Dr. David Ewoldsen will be joining the faculty in the Department of Media & Information at Michigan State University.

Dr. Catalina Toma was promoted and tenured at the University of Wisconsin – Madison in the department of Communication Arts.

AWARDS AND ACKNOWLEDGEMENTS

• PhD-student Liese Exelmans and Dr. Jan Van den Bulk received the Andre Kahn Sleep Award, awarded by the Belgian Association for Sleep Research and Sleep Medicine for a study called "Glued to the tube: the interplay between self-control, evening television viewing and bedtime procrastination."

• Several scholars at the University of Utah’s Center for Excellence in Ethical, Legal, and Social Implication Research (UCEER) have been awarded a $3.8 million grant through NIH and NHGRI to focus on issues relevant to genomics, genetics, and population screening in the healthcare of women, families, and children. Avery Holton (PhD UT Austin, 2013) is part of the communication research team and will help to lead multiple research projects aimed at examining how genetic issues are presented through news and social media platforms. The team will analyze how complex genetic issues are presented to the public and how those presentations may influence public perceptions and behaviors. They will also examine how genetic information is shared through social media networks and alternative language platforms.

• Dr. Jan Van den Bulk (Katholieke Universiteit Leuven) gives TEDx talk.
CALLS FOR PROPOSALS

EWHA-KACA Research Award
Ewha Womans University, Division of Communication and Media (EWHA) and The Korean American Communication Association (KACA) jointly award outstanding research proposals focusing on Korea-related communication and/or media studies. A total of $4,000 will be awarded to the winning recipient(s). Ideally, one or two faculty-led projects will be competitively selected to receive $4,000 ($2,000 for each of two projects). The half of the award will be distributed at the beginning of the award cycle (August 2016) and the remaining half will be distributed at the completion of the study within two years (August 2018). The research findings should be presented at one of the KACA research sessions at NCA, ICA, or AEJMC 2017-2018.

DETAILS AND HOW TO APPLY
All material must be submitted electronically to the Award Committee Chair, Dr. Joonghwa Lee (joonghwa.lee@und.edu), by April 5, 2016 at 11:59pm EST.

RESEARCH TOPIC: Any topic that advances Korea-related communication and/or media research is eligible for the award. Proposals must emphasize contributions to relevant research streams and the Korean society in general. All methods, whether qualitative or quantitative, are welcomed.

PROPOSAL: The proposal should be submitted in a word document with the .doc extension, 12 points, Times New Roman, double-spaced with page numbers, 1-inch margin on each side. Otherwise, the proposal will be disqualified. Hard copies will not be accepted. The proposal should be no more than five pages excluding references, timeline, and other additional materials. It should include the following sections:

1) An overview of the study, stressing the importance of the topic and the fit with Korea related communication and/or media research.
2) A brief literature review citing the most relevant articles and describing where the project fits with past research; This section should include the research questions and/or hypotheses, if applicable;
3) Proposed methods, with as much detail as possible;
4) A proposed timeline from inception of the project to presentation at one of the KACA research sessions at NCA, ICA, or AEJMC (2017-2018). Note: The project must be completed within two years from the date of the business meeting in which the first half of the award is granted.

ADDITIONAL MATERIALS
Include a current curriculum vita for PI and Co-PIs and a detailed project budget, targeting either $2,000 or $4,000, showing how the research funds would be used. For the most part, indirect costs, personal memberships, and subscriptions to software or journals will not be funded, unless justified by the researcher(s). If matching funds are promised by another source, please include a letter (or e-mail) of support from the department chair or other administrators responsible for those funds.

ELIGIBILITY
Any full-time faculty member who is currently teaching, researching or studying communication or media in North America, Korea, or elsewhere is eligible to apply. To be considered for the award, the PI should be a KACA member as of April 5, 2016. Members of the KACA Executive Committee (2015-2017) are not eligible to apply.

**ADDITIONAL INFORMATION**
Half of the awarded funds will be distributed at the start of the project, and the other half will be awarded when the project is completed and presented at one of the KACA research sessions at NCA, ICA, or AEJMC within the two-year deadline. Recipient(s) are required to submit an annual short progress report. Those who do not complete the project in two years from the date of award become ineligible for the additional funding. Proposals will be blindly reviewed by the selected reviewers, KACA Award Committee, and KACA Executive Committee. The committees reserve the right not to present the award.

**NEW BOOKS**

**U.S. Media and Migration: Refugee Oral Histories** - By Sarah C. Bishop
Routledge – 2016 – 212 pages

Using oral history, ethnography, and close readings of media, Sarah C. Bishop probes the myriad and sometimes conflicting ways refugees interpret and use mediated representations of life in the United States. Guided by 74 refugee narrators from Bhutan, Burma, Iraq, and Somalia, *U.S. Media and Migration* explores answers to questions such as: What does one learn from media about an unfamiliar place? How does media help or hinder refugees' sense of belonging after relocation? And how does the U.S. government use media to shape refugees' understanding of American norms, standards, and ideals? With insights from refugees and resettlement administrators throughout, Bishop provides a compelling and layered analysis of the interaction between refugees and U.S. media before, during, and long after resettlement.

Available now at [Routledge](#) and [Amazon](#).

**About the Author:**
Sarah C. Bishop is an Assistant Professor in the Department of Communication Studies at Baruch College, City University of New York. Much of her published work pertains to the ways immigrants, refugees, and sojourners use and are portrayed in media throughout intercultural transitions. At Baruch, Bishop teaches a range of undergraduate and graduate courses in Intercultural Communication, Privilege and Difference, and Digital Media Culture.
This book is the first collection of original research to explore links between demographics and media coverage of emerging human rights issues. It covers cross-national reporting on human trafficking, HIV/AIDS, water contamination, and child labour; and same-sex marriage, Guantanamo detainee rights, immigration reform, and post-traumatic stress disorder in the United States. The research asks questions such as: What are the principal catalysts that propel rights issues into media agendas? Why do some surface more quickly than others? And how do the demographics of cross-national reporting differ from those driving multi-city US nationwide coverage of rights claims?

Using community structure theory and innovative Media Vector content analysis, the eight chapters of this book reveal three striking patterns that show how differences in female empowerment, social or economic vulnerability, and Midwestern newspaper geographic location link powerfully with variations in coverage of rights issues. The patterns connecting demographics and rights claims confirm that coverage of human rights can mirror the concerns of stakeholders and vulnerable groups, contrary to conventional assumptions that media typically serve as "guard dogs" reinforcing the interests of political and economic elites.

This book was originally published as a special issue of The Atlantic Journal of Communication.
Advertising in The Aging Society: Understanding Representations, Practitioners, and Consumers in Japan
by Michael Prieler & Florian Kohlbacher
Palgrave MacMillan, 2016

Advertising in the Aging Society uses large-scale content analysis and questionnaire surveys to present insights into the impact of aging populations on the advertising industry. As the most aged society in the world, Japan demonstrates that the implications of population aging upon societies, businesses, and economies are vast. This book specifically explores the role of older people in advertising, examining the views among advertising practitioners and consumers in Japan. Using original research, this ground-breaking book analyses how older people are represented in advertising, how they are perceived by consumers, and what this means for companies who include or exclude older people in their marketing campaigns.

RESEARCH RECRUITMENT

Research Invitation for parents of children between the ages of birth to 17 working in academia/research. A researcher at the University of Arizona is conducting a study looking at how parents who work in academia and research use media in the home with their children, particularly those who study children and/or media. Findings from this study will greatly improve our understanding of how parents involved in research and academia (especially on children and/or media) use media in the home and how they might differ from non-academics.

Participation consists of voluntarily completing a secure online questionnaire. If you agree to participate, you will answer questions about your child’s media habits, your attitudes regarding media, your monitoring of your child’s media use, and simple demographics. The entire survey will take approximately 20-25 minutes to complete. You are free to decline to participate and can stop at any time.

The data that you provide will be kept secure once it is in the researcher’s possession. However, please note that the researcher cannot guarantee security during transmission of data due to keylogging and other spyware technology that may exist on the computer system you use to complete this study.
All participants in this study must be 18 years or older and have a child between the ages of birth to 17. All responses will be anonymous. Additionally, we are asking potential participants to forward this link to other parents so they might also share their experiences and insights. To participate, please click the following link: https://uarizona.co1.qualtrics.com/SE/?SID=SV_0URp4IW1hzZp8fX

If you have any questions or would like additional information about this study, please contact Dr. Matthew Lapierre at mlapierre@email.arizona.edu.

Thank you for both your time and consideration.

Matthew A. Lapierre, Ph.D., University of Arizona

INSTITUTES AND WORKSHOPS

SUMMER INSTITUTE IN DIGITAL LITERACY
JULY 24 - 29, 2016
PROVIDENCE RI

Professors Renee Hobbs and Julie Coiro host the 4th annual Summer Institute in Digital Literacy in Providence, Rhode Island, July 24 - 29, 2016. This intensive 42-hour program is a hands-on, minds-on learning experience for K-12 and college faculty, librarians, youth media educators and media professionals. The program focuses on how literacy is changing as a result of emerging media and technologies. We'll consider the implications of this cultural and technological shift for teaching and learning. Join us in exploring innovative approaches to teaching and learning now being used by K-12 educators, librarians, and college and university faculty. You will learn how to conduct project-based inquiry using a variety of digital texts, tools and technologies, which will help create challenging and engaging learning opportunities for you and your students.

It's a hands-on, minds-on learning experience, where you discover the power of digital literacy through intensive collaboration with a partner, designing assignments and lessons and creating several different types of multimedia products each day. More than 30 college faculty participated in the program in 2015.

Each day, participants get plenty of hands-on learning-by-doing, choosing from a range of workshops to explore digital technologies such as memes, blogs, wikis, collaborative writing tools, cloud-based media production environments, social media, iPads, and personal learning environments (PLE's) to foster online learning, critical thinking, creativity and engagement. A special focus of the program explores university-community partnership programs in digital literacy and learning.

Other sessions are designed to inform participants of digital resources (websites, videos, books, games or interactive media or online content) that have value for
teaching and learning. **Informal lesson sharing** enables you to share assignments, activities or ideas that you’ve tried out or that you think have the potential to engage and inspire learners in a particular context. **Research Roundtable** sessions are designed to give you time to share your most recent work, network with others interested in research, and obtain feedback from participants and digital literacy scholars.

Participants returning for a second year may select the **Leadership Track**, learning to address management issues of how to lead teams to advance digital literacy through the creative use media and technology. The leadership program completes the **URI Graduate Certificate in Digital Literacy**, a 12-credit blended learning program.


For more information, email Renee Hobbs at [hobbs@uri.edu](mailto:hobbs@uri.edu)