The theme of the upcoming conference in San Francisco, *Creating Communication: Content, Control and Critique*, deals with the tension between new opportunities and new limits of our present-day communications environment. Many are observing with excitement the emergence of new opportunities for the public to create content—through file sharing, message boards, blogs, wikis, webcams, mobile communication, and diverse forms of peer-to-peer communication. Others remain sceptical, regarding such claims for change as overstated—questioning the supposed rise in interactive, alternative, or democratizing communication.

The conference theme will include critical analyses of contemporary communication practices, processes, and structures, examining their relations to power and control. It will explore the conditions under which critical voices may be incorporated or facilitated. And it will raise questions about the constitutive and emergent properties of communication, mediated or not, new or established, in order to understand how the conditions for creating communications are changing and to pursue the wider implications of these changes across the field of communication and beyond.

**The theme panels**

In addition to the keynote panels, outlined in the last newsletter by Sonia Livingstone, 16 academic theme panels are included in the program. These were selected through the standard process of conference review, a difficult task since 35 panel proposals (including 2 round table proposals) and 21 individual paper proposals had been submitted for the conference theme. I'd like to thank the 86 colleagues who reviewed these submissions, resulting in the acceptance of 13 panel proposals, 12 individual papers and 4 presentations for the interactive paper session.

Although these theme panels are (as always) characterised by their diversity, we can distinguish two main groups: the first focuses on the users, viewers, consumers, spectators, subjects and participants, in order to evaluate their media uses in relation to the social, the cultural and the political; the second group deals with the mediating role of different subsystems in this process.

In the first group, the panels (critically) zoom in on evaluating the politico-democratic, social, and cultural potential of media. In *Creating Communication: Media, Citizenship, and North American Young People*, researchers examine how politics, citizenship, and identity emerge among young people both off- and online. The panel *Creating Alternative Channels of Discourse on Iraq* discusses the creation and impact of alternative media channels in depictions of the antiwar movement and debates over Iraq. A third panel, *Youth and Digital Storytelling: Connecting Multimodal Composing and Multiliteracies*, looks at participation in the creation of online content, bringing in some of the young people involved to talk about their stories. *Dis)connecting Communities* considers the potential of diverse community structures, including Wikipedia, community radio, and fan communities. Finally, *Is Really a Scarce or Abundant Resource?* takes a bird's-eye perspective on these issues, by linking them to our notions of reality.

A second set of panels is more explicitly critical. *The Limits to Creating Critical Content Online* panel challenges celebratory accounts and discourses about the blogosphere. *Participants in Creating Communication Rights: Perspectives on the Emergence of a Global Social Movement* examine the value of contemporary mobilizations around communication and information rights issues. In *Surveillance, Consent, and Dissent*, relations among communication technologies and alienation, exclusion, surveillance is charted. *Creating the Neoliberal Subject in Health Communication* explores how changing communication practices are involved in the emergence of new health subjects,
The Film Program will take place in connection with the 2007 ICA conference, focusing on films related to its theme. This 1-day event will showcase productions by local independent Bay Area filmmakers and film collectives. These films, all examples of alternative and democratizing cinema, will center on the practice of alternative journalism as it has existed in the past and in the present. Panelists will discuss alternative journalism's successes and failures, its critical capacities, and the challenges of working in a media- and information-saturated environment.

The fourth grassroots panel has a distinctly local nature combined with a clear translocal potential. As each host city always incorporates the promise of a treasure of local experiences, practices and discourses, it was deemed necessary to organise a discussion panel on San Francisco itself. This session, entitled Dialogue About Mobility: Wi-Fi Rollout and the San Francisco Model, looks at our host city as a model for using Wi-Fi in creative ways in order to meet the needs of local communities, global business and education while promoting the city as a hub of technology. Organised by the Urban Communication Foundation, it will bring together representatives of local government, community and academic worlds to discuss the challenges and forward-thinking policies of Wi-Fi today.

Theme events: excursions

Participation should be playful. So, the theme organising team has added two events to the list of excursions. On Saturday, we will visit the ZEUM - San Francisco's nonprofit multimedia arts and technology museum. Its mission is to foster creativity and innovation in young people and their families, on the assumption that the creative tools and processes associated with the arts and technology are especially useful for cultivating the kind of critical thinking and imagination youth need. ZEUM provides hands-on learning and creative self-expression, using animation, sound and video production, theatre and live performance, and visual arts to encourage, build, and articulate the voice of children and youth. This event is an opportunity to get to know ZEUM, its way of working, and the vision of the people behind it. After a presentation and a debate on the museum as a tool for stimulating media literacy, there will be time for a hands-on guided tour.

On Sunday, we take playing to a different level, with a visit to San Francisco's Musée Mécanique, which is cosponsored by the Games Studies Division. The museum is one of the world's largest privately owned collections of mechanically operated musical instruments and 'antique' arcade machines. The collection of arcade games should prove an interesting step back into the past, where Centipede meets Asteroids and Pacman goes Spyhunting. The combination of these classic arcade games with older mechanical games shows their affiliation to a century-old culture of playing. After an introduction by John Sherry (Vice Chair of the Games Studies Special Interest Group), the owner, Dan Zelinsky, will take the participants on a journey from turn of the century hand cranked music boxes to modern video arcade games. This visit will again be highly participatory and hands-on, as all machines are still in working condition and can be used for they were meant to be used: to play.

The film program on Sunday

The Film Program will take place in connection with the 2007 ICA conference, focusing on films related to its theme. This 1-day event will showcase productions by local independent Bay Area filmmakers and film collectives. These films, all examples of alternative and democratizing cinema, will center on the practice of alternative journalism as it has existed in the past and in the present. Panelists will discuss alternative journalism's successes and failures, its critical capacities, and the challenges of working in a media- and information-saturated environment.

The event will conclude by reflecting on ways to enhance alternative journals.
Filmmakers and film collectives. These films, all examples of alternative and democratizing communication, illustrate the diversification of content creation and distribution within diverse and complex communication environments. The program also highlights the relevance of film as a communication tool and how people, including marginalized voices, participate in the creative process.

Two of these films show a selection of the work of the Other Cinema project and the Queer Women of Color Media Arts Project. The third film is Mark Becker's Romantico, a documentary about Mexican musician Carmelo Muñiz Sánchez, who returns home to his beloved daughters after years spent playing San Francisco's taquerías and hipster joints. Straight Outta Hunters Point, directed by Kevin Epps, takes an insider tour of Hunter's Point, one of San Francisco's public housing projects. Maquilapolis, directed by Vicky Funari and Sergio De La Torre, shows life, work, and resistance in the multinationally owned factories that came to Mexico for its cheap labor. Finally, The Weather Underground, a 2003 Academy Awards Nominee for best documentary directed by Sam Green and Bill Siegel, interweaves extensive archival material with modern-day interviews to explore the incredible story of "The Weather Underground."

The film program is coordinated by Susana Kaiser and John Kim from the Department of Media Studies at the University of San Francisco.

The theme website For more information about of conference theme activities, please have a look at: http://www.vub.ac.be/icatheme07.

A final word of thanks
Constructing this theme programme was the joint effort of the so-called theme organisation team, which provided tremendous support to me. So I want to express my sincere gratitude to Benjamin De Cleen, Seeta Peña Gangadharan, Susana Kaiser, and John Wonyup Kim. Further, Sonia Livingstone and Michael Haley have always been there to provide advice, support and help in putting (and keeping) the theme programme together, which is also very much appreciated.

President's Message
Ronald E. Rice, ICA President

Prologue
Somehow I got assigned to create a faculty bulletin board, with photos of each faculty member along with answers to several questions students had asked. Someone had started on it about two years before, but there were photos and quotes from only about a third of the faculty. This seemed unnecessarily tacky: Just who were the rest of the faculty, and why weren't they included? So, the Chair of the department, wisely realizing that no one but me really cared, told the faculty during one meeting that I was now in charge of completing the board and had the authority to harass them for photos and a short interview. That part was actually fun, as I got to spend some time with old and new faculty, learn how to use my new little digital camera and transfer the photo files to a CD, and get them printed through online ordering.

After I finished the faculty bulletin board (using all my high-level skills of formatting, using colored paper, and stapling, but also reducing a bit the potential of my doing further harm to the discipline or my university through writing or analysis), two faculty asked if I could use different photos (the current photos were too old or too accurate to avoid being unflattering but at least they noticed the board was done), meaning I needed to get just two new photos printed. So I decided to use one of the self-serve kiosks in a nearby International Communication Association, 1500 21st Street NW, Washington, DC 20036 USA; phone: (01) 202-955-1444; fax: (01) 202-955-1448; email: publications@icahdq.org; website: http://www.icahdq.org. ICA dues include $30 for a subscription to the ICA Newsletter for one year. The Newsletter is available to nonmembers for $30 per year. Direct requests for ad rates and other inquiries to Michael J. West, Editor, at the address listed above. News and advertising deadlines are Jan. 15 for the January-February issue; Feb. 15 for March; Mar. 15 for April; Apr. 15 for May; June 15 for June-July; July 15 for August; August 15 for September; September 15 for October; October 15 for November; Nov. 15 for December.

To Reach ICA Editors

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Journal of Computer-Mediated Communication
Susan Herring, Editor
drugstore - always on a mission to force myself to learn about new technology. Well, that should have been several warning signs right there: a simple task, intended to help others, motivated by the potential for learning.

Chapter One
I had been using a nice USB 1Megabyte Flash memory drive for carting around files, so after cropping and adjusting the photos using the standard Microsoft Picture Manager (nothing fancy for me!), I copied the two photos onto the USB drive. I went to the drugstore, and, as it was early in the day, all the kiosks were free and the person behind the photo counter had only one customer. I sat down by the one for self-service, individual prints-not the large-volume kiosks that sent the orders to the photo processing department for later pickup, as I only needed two, they didn't have to be perfect, and I didn't want to wait to get the bulletin board finished.

The kiosk was a marvel of potential openness to the world of digital data: There was an input/drive/port for every imaginable data device, including several I had never heard of. These were all included in a lovely yellow and blue cover for the monitor and computer and photo processor - that is, it was clearly designed to be an all-purpose, completely integrated system. But all I needed was a USB port, which it included. The touch-screen came up, asking me to select what kinds of photos and output I wanted; I selected the simple "prints." It then showed a screen with several input devices, asking me to choose which one I was using. I had the USB drive in the USB port, and the light was on, indicating it was a live connection. HOWEVER. The screen displayed only four choices (such as CD or photo memory card) - not including the USB drive. Even though the integrated inputs included it and even though apparently the computer itself recognized the USB drive. There was no way to use the screen interface to select the USB drive. Strange.

I waited until the photo department person was free and asked about this. After a fair amount of looking at exactly the same things I was looking at, she told me that it doesn't accept those things.

Ah! I said. Ah!

BUT, as she was nice and wanted to be helpful, she said I could use the bulk processing kiosk, as there was no other customers waiting and she could just process the two photos immediately. This was great, especially as she realized, given the current lack of demands on her time, that this was a workaround, and would allow her to provide helpful service. However, the fact that the first kiosk was strangely not actually integrated, and actually misled users, was now forgotten-possibly to happen again and again.

Chapter Two
So she went back to the counter, and I sat down at the more powerful, even better kiosk. Curiously, it had fewer input drives/ports but did include the USB drive. And the display screen did offer the USB drive option. And the USB drive was alive with its little yellow glow at the end, like a firefly trying to attract a mate or some attention. The screen even had a very nice animation showing just exactly how to move the USB drive into the port, in case I was thinking of cramming it into the floppy disk drive. BUT no matter how many times I followed this exquisitely clear movement, it never registered the existence of the USB drive - it kept telling me to insert it. I did so, several times.

I'm not sure anyone watching me would have approved such obsessive attempts to just connect.

So, after waiting until she had no customers, I called the helpful photo...
department person over again. After a fair amount of looking at exactly the same things I was looking at, she told me that it wasn't working.

Ah! I said. Ah!

By now I had to go to work. (As I actually had to go to a meeting at the university and then teach a class, it's not clear that this was really "work", or that it was more "work" than trying to get the kiosks to submit to my needs.) No problem, though, because there was a photocopy store on the other side of campus that I could stop by after my class.

Chapter Three
After class, when I went to the photocopy store, I saw in the right corner a kiosk that looked like it had a USB drive. But it also had a pleasantly hand-written sign on it that it was "temporarily inoperable" (unlike the apparently permanently inoperable kiosks of my recent experience). They had a second kiosk of a different type, but this kiosk did NOT take a USB drive. It did, however, take a diskette.

I just happened to have a blank diskette in my briefcase, so I went to the counter and asked the nice person if I could use one of the store's computers to copy two files from the USB drive to the diskette so that I could use the diskette in the working kiosk to make two photos, for which I would gladly pay the advertised rate. This, I know, was an unusual request, probably not included on any in-store advertising, so she courteously asked me a few times to repeat/explain my request. She finally told me that their computer would significantly compress the file, down to just 72 dpi, and that wouldn't make a good photo. All I wanted was to copy the file, and they had a computer right there, but apparently the only way they thought they could handle it was to process the file through some photo software and then send it on to the diskette.

Chapter Four
Okay. Okay. So I walked across campus to my office, copied the two files from my USB drive to my diskette and walked back across campus to the photocopy store and back in front of the temporarily operable kiosk. The kiosk had with a flatbed scanner, so you could scan in photos. But, in my case, I would have to have had printed photos in order to scan them in. I didn't have them, but that was okay because I didn't want to scan them in anyway; I just wanted to print them. The point of this small diversion, however, is that the top of the scanner lid showed the size of photos you could make - apparently with the scanner and presumably with the machine in general. One of the sizes was 4x6, which is what I wanted.

So I touched the screen, was asked what I wanted to do (just print two simple photos, I whispered, and pressed "prints"), then asked what size photos. It showed that there were four sizes to choose from, including the 4x6 that I needed to match the other photos on the faculty bulletin board. HOWEVER. At this time-amazingly, just in time for my kiosk experience-the 4x6 size was shaded outindicating, I guess, that that size paper was temporarily not available in the photo processing bin. But but but the scanner lid showed that 4x6 was once of my choices! Sigh.

Chapter Five
I realized that now I had the photo files on my diskette. So I could go back to the local pharmacy and use the self-serve kiosk. I did so, but it was now about 5 p.m., and the drugstore and the photo area was pretty busy. I accidentally first typed "self-serf" kiosk-and though it was a random typo, I guess it's not a bad way to reveal what's going on here. Anyway, I went through the guided touch
screen, selected "prints", selected "diskette", and the screen in a very animated way showed me just how to insert the diskette and, amazingly, the two photos came up. Quickly, before anything else happened, I selected "print."

At this point a screen popped up asking me to enter my print password. I figured perhaps this was something I could make up, then use when paying for them, to make sure that no one else could pick up my photos (ever see One Hour Photo?). It allowed me to enter five digits, but no matter what I entered, it would just tell me to enter my print password again. I wanted to ask the photo processing person to help, but he (now a different person from the morning) was busy doing what he was paid to do: help customers pay for things.

Eventually, after waiting until he was unoccupied, I asked him why the print-password thingy wasn't working. He said "592." I asked him "what?", and he repeated "592." So I said, "So I have to get a password from you to submit my print request?" He said "Yes." I asked him how I would have known this. He said "that's me you have to get the password from me." The screen hadn't said this; it had just asked me to enter a print password. Now I entered 592 and, "naturally," it worked just fine.

It said the two photos would print in a few minutes and I would get a receipt to take to the counter to pay for the photos. It printed the first one.

Ah, but then. Then the system froze, with a cryptic message saying there was a system management error. There was nothing I could do (as the rest of the day was making very clear), and certainly not in the way of managing this system. I wanted to ask the photo processing person to help, but he was busy doing what he was paid to do: help customers pay for things. Eventually, after waiting until he was unoccupied, I asked him for help. After a fair amount of looking at exactly the same things I was looking at, in addition to some new screens, he told me that it wasn't working.

Ah! I said. Ah!

He said that he would have to reboot the computer, it would take some time, and did I mind waiting? Um, no. Of course I didn't mind.

Chapter Six
Fifteen minutes later, the computer in the kiosk finally rebooted. I went through all the screens again; the kiosk accepted my diskette; it showed my two prints; I selected "print"; it thought about it, whirred, and spit out both photos. They looked great. But there was no receipt forthcoming. I wanted to ask the photo processing person to help, but she (now yet another different person from the morning and the evening) was busy doing what she was paid to do: help customers pay for things. Eventually, after waiting until she was unoccupied, I asked her for help. After a fair amount of looking at exactly the same things I was looking at, she told me that there was no receipt.

Ah! I said. Ah!

She took me to the photo processing counter; entered the cost for each photo (three now, at 29 cents each, plus tax, for a total of 94 cents); and gave me my three photos in a nice pharmacy photo processing envelope, and my 6 cents change.

Epilogue
The photos look lovely on the bulletin board.

Conclusion
I believe there are many issues here involving traditional and new media (bulletin boards, photos, computers, interfaces, storage media) and organizational communication (emotional labor, task design, expectation management), as well as intersections between the two (managing conflicting tasks, responsibility for-without training about-technologies and services, feedback among technology, service providers, customers), and innovation diffusion (perceptions of innovation attributes such as compatibility or trialability, understanding of potential adopter needs, technology clusters). There's actually quite a lot of literature about all these things, within and outside of communication research, such as sociotechnical systems, actor-network theory, work design, digital divides, outsourcing, social construction of technology, etc. And many people have similar, and much worse, experiences trying to make their way through the world. So why do these kinds of things persist? Seems like there are very fruitful, theoretically and empirically informed possibilities for communication research here...

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**Making Communication Studies Matter**

Brenda Dervin, Ohio State U

The purpose of ICA 2007 Preconference #3 is to establish a dialogue *about* dialogue - across field and research-practice divides, between those who focus on conducting and applying studies of users/audiences of media, library, information, and communication systems. The preconference is designed as a working symposium. All participants will be involved in brainstorming how we can bridge gaps between the cacophonies of perspectives being brought to bear on understanding and serving users/audiences.

Among numerous challenges the communication field has faced in the emerging electronic mediated world is the fact that communication has become everybody's business. There is no arena in which this is more obvious than in research focusing on users/audiences. Virtually every field has jumped on the bandwagon.

The outcome has been an explosion of research amid cacophonies of discourses founded on differing assumptions, vocabularies, and methods. There is little sharing across fields and research-practice divides. A great deal of research is being implemented in the name of "communication" with little knowledge of the offerings of communication scholars. Likewise, communication scholars are implementing "user" studies too often with little knowledge of those in other fields highly involved in addressing identical questions.

Simultaneously, there has been a series of systematic attacks on the value of the social sciences. These attacks have taken on a variety of forms, but bottom line the charges -- from far too many practitioners, policy makers, and sometimes political observers -- are that the social sciences are irrelevant to policy, design, and practice.

When we intersect these two phenomena what emerges most tellingly is that something is very amiss in the communicating about our understanding of communication that emerges from user/audience studies. There is, in short, a dialogic rift that is not being bridged with usual scholarly communication practices.
It is these phenomena that served as the impetus of this preconference. The symposium is an outgrowth of a project funded by the Institute of Museum and Library Services that focused in part on the problems of dialogue between the three fields most involved in user/audience studies (communication, library and information science, and human computer interaction) and between researchers and practitioners (e.g., designers, administrators, front-line practitioners). To date, interviews have been completed with 114 experts in the fields, asking for assessments of user/audience research and of attempts to collaborate across research and practice divides. An additional 47 faculty and graduate students wrote impressionistic essays after reading the interview database. These sources will serve as fodder for the speakers on the symposium roster.

This working symposium will be held all day Thursday, May 24. In the morning, a diverse group of presenters with anchors across the three fields will give their impressions, from their different perspectives, of what they see as gaps across field and research-practice divides and what they see as potential procedural and structural changes to facilitate dialogue. These speakers include: Sandra Braman (U of Wisconsin-Milwaukee); Donald Case (U of Kentucky); Cees Hamelink (U of Amsterdam); Youichi Ito (Keio U); Robert Jacobson (Bluefire Consulting, Santa Monica); Ed McLuskie (Boise State); Michael Menou (consultant, information & knowledge management, London); John Nerone (U of Illinois); Kaarle Nordenstreng (U of Tampere); Marshall Pool (U of Illinois); John Richardson (UCLA); David Snowden (Cognitive Edge, Cardiff); Angharad Valdivia (U of Illinois).

The afternoon working groups will start with brief presentations by 4-5 participants per group, focusing on what they have learned about communicating across divides from their projects in other contexts. The remainder of the time will focus on canvassing all participant viewpoints and brainstorming next steps including a possible global conference and possible recommendations for innovating alternative communication procedures and structures that will better serve user/audience studies.

ICA Organizational Communication Division Doctoral Preconference May 24, 2007

Dennis K. Mumby, U of North Carolina-Chapel Hill

I would like to personally invite doctoral students to this year's Organizational Communication Division doctoral preconference. It promises to be an exciting daylong workshop that gives graduate students who are close to dissertation stage the opportunity to interact with some of the best and most innovative scholars in the field of organizational communication. The registration fee is $35. Organized around the theme of "difference," the preconference will focus on the various professional and research issues that budding scholars face in exploring "difference" as a central communication construct. The format of the preconference will involve presentations, breakout sessions, and roundtable discussions, each of which will address the challenges and opportunities of doing scholarship that explores difference in its many expressions-class, race, gender, ethnicity, sexuality, age, disability, religion, regionalism, and so forth-and how those intersect with organizing processes and practices.
The preconference is intended to appeal to students from a broad range of conceptual and methodological perspectives, including social scientific, critical, poststructuralist, feminist, post-colonial, and so on. We have done our best to attract a stellar cast of scholars who will provide students with a supportive and collaborative environment in which to explore scholarly and professional issues. These scholars include: **Dennis Mumby**, U of North Carolina at Chapel Hill (Chair); **Brenda Allen**, U of Denver; **Karen Ashcraft**, U of Utah; **Kirsten Broadfoot**, Colorado State U; **Patrice Buzzanell**, Purdue U; **Stanley Deetz**, U of Colorado, Boulder; **Sarah Dempsey**, U of North Carolina at Chapel Hill; **Gail Fairhurst**; **Gail Fairhurst**, U of Cincinnati; **Shiv Ganesh**, U of Waikato; **Lynn Harter**, Ohio University; **Erika Kirby**, Creighton U; **Patricia Parker**, U of North Carolina at Chapel Hill; **Linda Putnam**, Texas A&M U; **Angela Trethewey**, Arizona State U; **Heather Zoller**, U of Cincinnati.

Faculty and students will together explore questions such as the following:

1. What do we mean by difference? How do we adequately conceptualize it?
2. How could a scholar study more "traditional" research domains such as identity, leadership, conflict, socialization, technology, etc., through the lens of difference?
3. How can the study of difference be incorporated into different organizational forms-nonprofit, high reliability, knowledge-intensive, community-oriented, and so forth?
4. How does one do research that genuinely engages with the various stakeholders in difference studies?
5. How does one secure funding for research on difference?
6. How does one engage in collaborative, interdisciplinary research on difference?
7. What are ways to successfully engage in research that takes seriously the intersection of multiple forms of difference (e.g., race, gender, sexuality)?
8. What are the methodological and empirical challenges of researching difference?
9. What forms of scholarly preparation are important to become a researcher of difference?
10. What are the opportunities and challenges of developing a scholarly profile that thematizes difference?
11. What are the promises and perils of committing one's research, teaching, and service to difference?

The day promises to be an enriching and exciting experience for everyone. Mark your calendars! I'll look forward to seeing you all in San Francisco!

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**Preconference: Digital Storytelling - Critical Accounts of a Californian Export**

**Knut Lundby, U of Oslo**

Digital Storytelling is evolving as a participatory media practice around the globe. Individuals in a variety of institutional settings tell short, self-representational stories with standard digital equipment. These personal narratives are usually made with self-sourced images and told with the own voice.
Although there are many forms of digital storytelling, this preconference takes as its point of departure the approach that was developed in California from the early 1990s.

The paradigmatic principles created at the Center for Digital Storytelling in Berkeley (www.storycenter.org) state that everyone has a powerful story to tell, and digital technology could help tell it. Storytellers are introduced to a 'core methodology' in usually weeklong workshops.

Their ideas of Digital Storytelling from this center in California have spread throughout the world. Why has this Californian export become so popular? Which further developing forms of digital storytelling should be observed? What are the broader meanings, the textual characteristics, it's democratic and participatory potential, and future developments of digital storytelling? How could digital storytelling be understood as mediation practices and to which extent could it contribute to media literacy? Such questions deserve critical and constructive scholarly interest.

The preconference will trace the roots and the take-up of the Digital Storytelling movement, and raise critical research questions from three different corners of the world: from the ICA host state of California, from Europe and from Australia.

The preconference is cosponsored by the Popular Communication Division and the Communication and Technology Division. The preconference takes place at the UC Berkeley campus, sponsored and hosted by the Graduate School of Education, UC Berkeley.

The preconference is developed from the international research project 'Mediatized Stories: Mediation perspectives on digital storytelling among youth' based at the U of Oslo www.intermedia.uio.no/mediatized/ in cooperation with the digital storytelling research at the ARC Centre of Excellence for Creative Industries & Innovation, Queensland U of Technology www.cci.edu.au.

Call for Nominations for the Herbert S. Dordick Dissertation Award

S. Shyam Sundar, Penn State U

The Communication and Technology (CAT) division of the International Communication Association (ICA) invites nominations for the Herbert S. Dordick Dissertation Award for the most outstanding dissertation in communication and technology completed during the past two years. The award will be presented at the Business Meeting of the CAT division during the ICA conference in San Francisco in May 2007. The following guidelines should be followed in nominating a dissertation:

1. Any CAT-related dissertation completed (i.e., successfully defended) between Sept. 1, 2004 and August 31, 2006 is eligible for consideration. Dissertation authors need not be members of CAT division to be considered, but must be ICA members to accept the award.
2. Dissertations may be nominated by the author, dissertation advisor or a professional colleague. In either case, full contact information of the author must be provided, including name, phone number, surface mail address, and email address.
5. Nomination materials should include: (a) the author's contact information, (b) proof of completion of the dissertation along with date, (c) a one-page abstract of the dissertation, (d) a 1-2 page statement describing the significance of the work and why it is deserving of the award, and (e) a representative chapter, selected sections of the dissertation, OR a paper distilling it, up to 30 (double-spaced) pages maximum, excluding references, tables, and figures.

4. The deadline for receipt of nomination materials is midnight of March 15, 2007. Submissions may be made electronically or in print. Submissions in print require 5 copies of each document.

Send submissions to:
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16802-5101 USA

Directions in Mediated Communication, New Technologies, and Language and Social Interaction Research
Michelle Scollo, Rutgers U

The Language and Social Interaction Division will be sponsoring a preconference for the 2007 ICA Conference in San Francisco on Thursday, May 24, 9 AM to 5 PM entitled, Directions in Mediated Communication, New Technologies, and Language and Social Interaction Research. The preconference will focus on emerging areas of research on language and social interaction in and through mass media, mediated communication, and new communication technologies as well as their influence on face-to-face interaction. The preconference will highlight directions for language and social interaction research in these emerging areas, old and new methods and theories for such work, as well as data-based examples of research being conducted on these topics.

Featured speakers include Mark Aakhus, Donal Carbaugh, Miriam Greenfeld, Tamar Katriel, Kris M. Markman, Saila Poutiainen, Robert E. Sanders, Michelle Scollo, Crispin Thurlow, and a keynote address by James E. Katz entitled, "Linking Micro and Macro Social Interaction." Please see the ICA website for more information on the preconference, including titles of speakers' talks (http://www.icaehdq.org/conferences/2007/preconfinfo07.asp), or email the preconference organizer, Michelle Scollo, Rutgers University, at mscollo@rci.rutgers.edu.

Complete the Crossword and WIN a Free Conference Registration!
The *ICA Newsletter* presents this fun contest, sponsored by DK Eyewitness Travel. This puzzle features the names of people, locations, and other cultural icons commonly associated with San Francisco - the site of ICA's 2007 conference. Complete the puzzle and send us your solution to be entered in a drawing for a **FREE registration for the San Francisco Conference in May**. We will also select 25 entrants to win a free copy of the *DK Eyewitness Travel Guide to San Francisco & Northern California*, 2006 edition.

Send entries to:

**Michael J. West**
International Communication Association
1500 21st Street NW
Washington, DC 20036
USA

**ALL ENTRIES MUST BE RECEIVED BY MARCH 15, 2007.**

Good luck, and have fun!

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**Crossword Puzzle**

*DK Eyewitness Travel presents Destination: SAN FRANCISCO*

We are excited to present a unique crossword puzzle contest for ICA members. The clues below are all related to San Francisco and its cultural icons. Complete the puzzle and send your entry to Michael J. West at the International Communication Association. Good luck and have fun!

**Across**
1. Psychedelic stomping grounds
5. Mainly tourist transport
6. NYC beastie, too
11. Top-ranking interstate
14. Most poular district
16. Amy Tan’s cross-cultural “club”
19. Lived as local “beast”
20. Eastwood’s scalloped Callahan (1971)
22. Not the Golden Gate
24. East Bay “A”-1?
26. Fitte stitcher
29. Criminals’ good property
32. Elemental valley

**Down**
2. Urban pyramid, and movie
3. Skip, “If you drop,”
4. Bobby McGeer’s 79th chanteuse
5. Face of communism
7. Worth’s scribble
8. Atop Telegraph Hill
9. City Lights bookstore’s poet founder
10. Gold-prints good with pigs
11. Caviar!
13. Aromatherapeutic local flora
15. Chinatown Square
17. Japanese Tea Garden 1st
21. “Full House” family
23. Kerouac, Cassidy, Ginsberg, etc.
25. Apologies to “shakes
27. Rolling weather

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**Communication, Culture & Critique** - Early Thoughts of a Fledgling Editor
First of all, let me thank those colleagues who put my name forward as a potential editor for our wonderful new journal, and then to those colleagues who voted me into the post. This journal has been a long time coming and now that it is arrived, at least on paper if not quite yet in actuality, I am excited at the prospect of making CC&C the first choice destination for scholars working across the discipline and who are using a range of critical analytical frameworks. I am confident that, with the help of my editorial board, the journal will quickly become established as an important outlet for the dissemination of high quality, topical, and relevant critical and interpretive scholarship in the broad fields of media, communication, and cultural studies. I am honored to be given the opportunity to serve ICA by becoming the inaugural editor of CC&C and hope to live up to the faith put in me by my colleagues.

Why will I be a good inaugural editor for our new journal? I am a twin and my sister and I have been part of a longitudinal study on osteoporosis and lifestyle at St Thomas hospital, London, for the past 5 years. Whilst on the face of it, a study that samples 5,000 pairs of twins should produce compelling and convincing data, the problem is that if the research design is faulty, then no matter how large the sample, the resulting data will be unreliable; so it is with this particular study. The reason I make this point is that when I work with my postgraduate students on research methods, there is always a knee-jerk reaction against qualitative research approaches on the grounds of small numbers and a reluctance to accept the value and importance of individual testimony, of personal stories, of in-depth fieldwork which privileges the individual over the mass. Essentially, the debate centers on what "counts" as research, what is knowledge, what is truth, and what is real. These questions crystallize and exemplify the qualitative vs. quantitative problematic. So, having spent a not insignificant amount of time over the span of my academic career so far, arguing (but not being defensive!) about the value of qualitative and interpretive research methods and approaches, the opportunity to work with colleagues in developing a new qualitative communications journal and in particular, one which emerges under the auspices of both ICA and Blackwell, is incredibly exciting.

What I hope for Communication, Culture & Critique is a journal whose contributors are working at the cutting edge of their particular subfields, undertaking research that nudges the boundaries of what we think we know. A journal promoting scholarship that can contribute to a better understanding of our increasingly complicated world. Whilst the driving force behind the establishment of CC&C has been the perception (rightly or wrongly) that the other ICA journals do not always provide a welcoming home for qualitative, interpretive, or critical scholarship, I do not intend to continue that schism by rejecting sound critical scholarship which nonetheless has quantitative elements. However, I would imagine that the majority of work published in CC&C will be broadly qualitative and/or interpretive in orientation and methodology.

Communication, Culture & Critique will thus provide an international forum for research and commentary that examines the role of communication in today's world. It welcomes high quality research and analyses from diverse theoretical and methodological approaches from all fields of communication, media, and cultural studies that is critically informed, methodologically imaginative, and careful in its exposition and argument. Foci for enquiry can include all kinds of text- and print-based media, as well as broadcast, still and moving images, and electronic modes of communication including the internet, games, and mobile telephony. Typical journal content will include research articles, theory-focused essays, commentaries on evolving and topical issues, research notes, book reviews, and other scholarly contributions. Any and all approaches, analyses and perspectives are welcome including, but not limited to: cultural criticism and analysis, media and communications critique, feminist approaches, queer theory, postcolonial theory, and interpersonal and group communication analyses.

I expect to publish well-argued, rigorous, and thoughtful work that poses as many questions as it answers. Communication, Culture & Critique will provide a lively forum for debate, dialogue, and doubt. In the coming years, the board will develop special themed issues and encourage interdisciplinary and cross-cultural work which uses innovative approaches and methods to shine new light on some of the urgent issues facing our planet. Bringing a critical lens to the social, cultural, and political dimensions of our media-saturated world is a crucial task that the academy must perform if we are to be of any use to the societies in which we work and play. We must recognize the salience of geography on communication flow, the importance of gender and ethnicity on lived experience, the relationship of poverty to the knowledge society, and the historical antecedents of contemporary events if our work is to have any real meaning for or influence in the lives of real people in the real world.

This is my vision for Communication, Culture & Critique; I hope that in the coming years, I can make even part of it a reality. If I can get the big thing done - issue 1 of volume 1 published in spring 2008 - then I am hopeful that a small thing like making the journal a fantastic success will be the easy bit. But then, I always was a glass half-full kind of person....salut!
Around San Francisco: Fisherman's Wharf and North Beach

Michael J. West, ICA Staff

The northeast corner of the San Francisco Peninsula (facing Oakland and the Bay) is occupied by two of the city's most popular and vivacious neighborhoods: Fisherman's Wharf, which is the center of both fishing and tourism in San Francisco; and North Beach, the "Little Italy" district, which is also the hotbed of local nightlife and the historical headquarters of the Beat Generation. Both neighborhoods are easily accessible from the Union Square location of ICA's 2007 Conference, via either the Market Street Tram or the San Francisco Cablecar system.

The most popular tourist draw in San Francisco-dwarfing even the Golden Gate Bridge-Fisherman's Wharf is the section of coastline on the San Francisco Bay. The area combines the hub of the fishing industry (including both the municipal public fishery and a full fleet of commercial fishing boats) with a practical metropolis of tourist stops. Around the famous Fisherman's Wharf sign at Jefferson and Taylor Streets are dozens of seafood restaurants, souvenir shacks, street vendors, and novelty museums, not to mention the two large shopping centers of Ghirardelli Square and Pier 39. Accordingly, the streets and sidewalks of the neighborhood are almost always jammed full of people and cars.

Despite the tourists and tourist traps, however, there's much to see and do that's worthwhile. Some of the museums are of genuine value and interest: the Maritime National Historical Park, for example, includes a visitor center, a maritime museum (closed for renovation), a library/research facility, and a fleet of historic vessels that includes six major craft and over 100 smaller craft. Also in Fisherman's Wharf is the Musee Mechanique, to which ICA's Theme Committee and Game Studies Division are sponsoring an excursion on Sunday, May 27. This museum has one of largest collections of in the world of mechanical toys, musical instruments, and other devices as well as early video games from "Pong" to "Pac-Man." Entering visitors are greeted by an automated 1930s figure, "Laughing Sal," who has become one of the icons of Fisherman's Wharf.

Additionally, the water in the Bay yields attractions of its own. One of the most beloved is Dungeness crab meat, which you can buy from any number of sidewalk vendors and eat as you walk. The hundreds of sea lions who sunbathe outside of Pier 39 are also a
perennial favorite, with crowds often gathering to watch them and hear their "arf-arf" barks. If that's not enough, you might navigate the waters themselves: the boats that cruise the bay and the ferries out to Alcatraz, or even to Marin County, all depart from and arrive at Fisherman's Wharf.

The glut of street performers near the Wharf also make for great entertainment and a chance to absorb unique forms of communication. In particular, keep an eye out for the famous Bushman—an act best left unexplained.

North Beach, elevated above Fisherman's Wharf at the bases of Telegraph and Russian Hills, is a lively urban reprieve for anyone exhausted by the tackiness and shameless commerce of the wharf. Although it's best known as San Francisco's Italian section, North Beach is arguably its most cosmopolitan neighborhood, having within its boundaries an entire city's worth of experiences. Still, you will know when you've arrived in North Beach when you see the Italian flag (red, white, and green stripes) painted onto the streetlamp posts.

One of the most distinctive sites in North Beach is not Italian at all: it's Washington Square Park at Filbert and Columbus, whose most "ethnic" characteristic is probably the groups of people who practice Tai Chi in the park every morning. (The art is Chinese, but the practitioners at Washington Square are from any number of ethnic and cultural backgrounds.) Across Filbert Street from the square is another of the neighborhood's most recognizable landmarks, the Saints Peter and Paul Church. Built in 1924, the Roman Catholic church's twin spires are a marvel and a frequent photographic subject; most famously, Saints Peter and Paul was the site of Marilyn Monroe's 1954 wedding to American athlete Joe DiMaggio, who grew up in North Beach.

A few blocks down Columbus Avenue from Washington Square is the intersection of Columbus and Broadway: the heart of North Beach. Once the home of San Francisco's adult entertainment district, the intersection has largely left its seedy past behind and grown into a more diverse and respectable cultural center. The famous Condor Club, for example, has become a lobster restaurant. However, the other historical character of the intersection has not changed in 50 years: Columbus and Broadway was the core of the Beat culture of the 1950s. Half a block south of Broadway, in fact, is an alleyway named "Jack Kerouac Alley" after the most famous Beatnik. Kerouac, along with Allen Ginsberg and Neal Cassidy, frequented (and were published by) the world-famous City Lights Bookstore, the independent, alternative bookshop and publisher founded by Lawrence Ferlinghetti. One of the best bookstores in the western United States, City Lights still retains its art-loft flavor of 50 years ago. The surrounding blocks are full of Beat-themed coffee shops (the most famous being Caffe Trieste at Grant and Vallejo), jazz clubs, and other attractions, including the 125-year-old Hotel Boheme and the Beat Museum on nearby Grant Avenue.

North Beach contains dozens of bars, nightclubs, boutiques, museums, and beautiful buildings (including the green copper Columbus
Tower/Sentinel Building (home of Francis Ford Coppola's American Zoetrope film studios) - however, what it probably contains more of than anything else is eateries. The Italian establishments, of course, dominate this arena, with countless sit-down restaurants, cafes, and delicatessens (many of which have been family-owned and operated for generations) spread all over the area. But amongst the rambling pizzerias and espresso bars are unique gourmet restaurants with cuisine from all over the world. Near Caffè Trieste at Vallejo Street and Grant Avenue is the Citizen Thai & Monkey Noodle Bar, with architecture that resembles a Buddhist Temple and a menu featuring traditional Thai food prepared from contemporary ingredients. A few blocks away on Broadway is the El Gran Taco, which claims to serve the Best Burrito on Broadway. (In fact, it serves the only burrito on Broadway.) And Moose's, across Stockton Street from Washington Square, is a favorite spot of San Francisco's movers and shakers, famous for its gourmet "Mooseburger."

If you're stopping in North Beach for dinner, however, don't let the glut of Italian restaurants discourage you from trying one. With so many in the area it's impossible to determine which are good and which are bad; the crowded eateries are a safe bet, but the best restaurants are often the little-known hole-in-the-wall places you can only find by exploring. Still, there are some perennial winners, particularly Michelangelo's just down Columbus from the Park, and Mama's, an eccentric brunch spot that is known for its homemade raspberry jam.

Finally, if you want to see both Fisherman's Wharf and North Beach but have little time to explore either, there is one absolutely essential stop: the Coit Tower, a 210-foot concrete tower in the Art Deco style. Inside the walls of the tower are fresco murals done by 26 different artists and containing myriad different subjects (only two being San Francisco scenes). The top of the tower rises almost 500 feet over the center of North Beach and even higher over Fisherman's Wharf, affording impressive views of both neighborhoods and much of San Francisco Bay.

Ultimately, though, visits to the two neighborhoods are immensely rewarding and essential to an understanding of San Francisco's culture: North Beach is key to the experience of the city life from its residents' perspective, and Fisherman's Wharf to the experience of San Francisco as a tourist destination. Their proximity to the ICA Conference makes exploration of these areas particularly convenient and revelatory.

**Photo Credits:** Fisherman's Wharf sign - SFCVB/Jerry Lee Hayes. Tai Chi - SFCVB/Mark Downey. Bakery - David Sanger. All others public domain.

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**Integrating Behavior Change and Message Effects Theories in Cancer Prevention, Treatment, and Care**

Three classes of theories about message effects in cancer control are presented
in a special supplement to Volume 56 of the *Journal of Communication*, edited by Joseph N. Cappella and Barbara K. Rimer. This special issue, published in August, is available online to ICA members through the Blackwell Publishing website (http://www.blackwell-synergy.com/loi/JCOM).

The supplemental issue resulted from papers submitted to a workshop entitled "Integrating Theories of Message Effects and Health Behavior Change to Improve Cancer Control," held at the Annenberg School at the University of Pennsylvania in November 2003 (sponsored by the National Cancer Institute and cosponsored by ICA and the Annenberg Public Policy Center). The workshop's goals were to investigate the integration of three classes of theories—behavior change, information processing, and message effects theories—in their application to the prevention of risky behavior and adoption of healthy behaviors, particularly as regards the design of messages for cancer control. It sought to create a dialogue among researchers in all of these areas, in order to improve theoretical coherence and applications in health communication.

The 13 resulting journal articles are not just different approaches to a complex problem, but offer complementary perspectives on the effects of messages on audiences. Thus they allow integration across theories and across the many different kinds of scientists who conduct such research.

The *Journal of Communication* supplement includes the following articles:

*The Role of Theory in Developing Effective Health Communications*
Martin Fishbein and Joseph N. Cappella

*The Effects of Beliefs about the Health Consequences of Cigarette Smoking on Smoking Onset*
Jon A. Krosnick, Linchiat Chang, Steven J. Sherman, Laurie Chassin and Clark Presson

*Sensation Seeking, the Activation Model, and Mass Media Health Campaigns Current Findings and Future Directions for Cancer Communication*
Michael T. Stephenson and Brian G. Southwell

*Using the Limited Capacity Model of Motivated Mediated Message Processing to Design Effective Cancer Communication Messages*
Annie Lang

*Fundamental Processes Leading to Attitude Change Implications for Cancer Prevention Communications*
Pablo Briñol and Richard E. Petty

*Persuasion According to the Unimodel Implications for Cancer Communication*
Arie W. Kruglanski, Xiaoyan Chen, Antonio Pierro, Lucia Mannetti, Hans-Peter Erb and Scott Spiegel

*The Persuasive Influence of Emotion in Cancer Prevention and Detection Messages*
James Price Dillard and Robin L. Nabi

*The Functions of Affect in Health Communications and in the Construction of Health Preferences*
Ellen Peters, Isaac Lipkus and Michael A. Diefenbach

*Narratives and Cancer Communication*
Melanie C. Green
The theories presented in this *Journal of Communication* supplement are pertinent to the effects that cancer-control messages can have. Understanding the relationships among these theories is a major challenge, but one for which the payoff could be significant improvement in health.

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**Call for Papers: Special Issue of Communication Theory**

This special issue will be coedited by Brian G. Southwell and Marco C. Yzer, both of the U of Minnesota's School of Journalism and Mass Communication.

Half a century ago, Katz and Lazarsfeld presaged the trajectory of late-20th-century mass communication research and its move away from an assumption that media exposure dictates people's behavior directly. They noted that information often does not flow from media outlets directly to atomized individuals but instead travels via intermediary processes that are conversational in nature. Despite recent interest in interpersonal networks, however, the roles of conversational networks in media effects have lain surprisingly underappreciated in theoretical work in the past 50 years. *Communication Theory* will dedicate a special issue on "Conversation and Campaigns" to restart the relatively dormant discussion in this area.

Discussions of a wide range of dimensions relevant to this topic are invited, with a special emphasis on explicitly theoretical work that discerns the various roles that interpersonal conversation can play with regard to mass-media campaigns relevant to politics, health, or any other domain, or clarifies the conditions under which we can expect those roles. For example, we need to know more about various possible roles for talk, for example as mediator or moderator, and about important caveats, such as the importance of group composition and conversation content. We actively encourage submissions from a range of subareas, as scholars studying interpersonal communication, language and social interaction researchers, and those who primarily investigate mass communication, for example, have much to learn from one another. This special issue offers a way to connect different groups of researchers in a way that is long overdue.
Manuscripts can be submitted electronically via Communication Theory's web site on Manuscript Central at http://mc.manuscriptcentral.com/comth. If you are a new user, you may create an account by clicking on "Create Account" in the top right-hand corner of the screen and following the step-by-step instructions. Returning users may log in by clicking on "Log In" in the top right-hand corner of the screen. Manuscripts are submitted through the Author Center. Manuscripts will be considered for this issue if they are received no later than September 1, 2007. Manuscripts should not exceed 30 pages, including text, references, notes, tables, and figures, and must conform to the Publication Manual of the American Psychological Association (5th edition). The cover letter should indicate that the manuscript is for consideration for the "Conversation and Campaigns" special issue.

Student Column

Qi Wang, Villanova University & Rebecca Hains, Salem State College With guest star columnists Bing Han, University of Maryland & Irina Gendelman, University of Washington

This is Part Two of a guest column written by Bing Han and Irina Gendelman, student affairs committee members who proposed writing a column about how advisors and professors identify important factors that predict graduate students' success in academia. For this purpose, Bing and Irina designed a survey and sent it to 52 graduate programs in communication. They received 54 faculty members' responses. Based on the received data, Bing and Irina extracted the dominant themes that the faculty members used to predict graduate students' success in their academic careers. In this column, we present Bing and Irina's research findings. If you have further questions or comments, please feel free to email Qi Wang or Rebecca Hains, or the original authors. We welcome diverse responses from our readers.

(Part One of this column)

How to Become a Professor: Faculty Perceptions of Communication Ph.D. Student Characteristics Needed to Succeed in Academia (Continued)

By Bing Han and Irina Gendelman

RQ3: What is the best research/publication model a graduate student should use (solo, collaboration, or both)? Graduate students often do research in different ways: some do research on their own and are sole authors on their conference papers and publications; some do research in collaboration with others and are never the first author; some do research in collaboration with others and sometimes are first authors sometimes are not; some try all different ways, collaboration or alone. This question asks faculty members to identify the best research/publication model for graduate students to follow, if there is any.

Quite a few professors pointed out that no one best model exists and it completely depends on the area of study, the student's subfield in the field of communication. A general practice is that "interpretive humanistic work in communication is more suited to solo researchers; empirical work lends itself
better to collaboration." As a professor noted:

If [the student] specializes in quantitative methods, then that student should be more involved in research teams, as that is how quite a bit of quantitative research is done. If a student is specializing in rhetorical methods, on the other hand, then he/she should work more independently.

The majority of professors believed that it is best for students to try a combination of independent and collaborative work. As one professor specifically pointed out, ideally, a mix of three ways should be tried: "(a) some collaboration with professors to learn how to do the work, (b) some collaboration with other grad students to get some breadth of exposure to ideas and build collaborative networks, and (c) some solo to demonstrate their own abilities." Therefore, doing research by using a mix of all different ways allows the student to get the best of their graduate education.

Even though independent scholarship is the goal of a Ph.D. education as demonstrated in the completion of a dissertation, most professors stressed the importance of working closely (collaborating) with a faculty mentor (a more experienced researcher or an able scholar) who can guide the student through the research and publication process. Regardless of which area the student is in (but especially to those on the social science track), doing collaborative work especially with faculty members, if possible, will be very beneficial for the student. As one professor noted:

The point is for the student and mentor (advisor) to work with each other in ways that help the student discover his/her voice. Whether the student is introduced to the conference and journal (revise/resubmit) processes via individual submissions or collaborations is less key than is the fact that the introduction occurs, and someone can be there to respond to questions about the maze.

In general, Students can learn a great deal from collaboration with a faculty member. They can get a comprehensive sense of the research and publication process. Since publication takes very long, faculty members can help students get started, tailor their studies to the broader literature, get used to revising, and deal with negative reviews. For students, it is important for them to get some initial publications, and faculty can be very helpful in this regard, because without being on research teams, students may not be able to "publish very much of substance."

Professors who recommend the use of a combination of independent and collaborative work even suggest a time table for using all the different ways of research. They advised that in the first few years, it is best for the student to "start with a project with a faculty member as a sort of apprentice," "learning how to conduct research and write well," and then from there, move toward independent work. As a transition to solo project, the student can seek out project teams that allow "more freedom for individual growth and initiative" as the first author. The student can also work with other students on projects, but professors warned that this should not happen too soon as "without faculty input, the product is less than optimal." Whether the student is working together with other students or work alone, some professors suggested that "the student
seek out a faculty member with experience and whom s/he trusts to read and make comments on the work as it moves through the publication process."

**RQ4: How critical are some of the qualities in contributing to a communication graduate student's success or failure in comparison with each other?**

When faculty members were asked to rate the importance of qualities that may contribute to the overall success or failure of a graduate student in communication, they used 7 to indicate the most critical quality and 1 to indicate the least critical. Faculty members rated 25 qualities that may indicate success (see table 1) and 12 qualities that may indicate failure (see table 2). The ranking of these qualities in terms of their relative importance showed that the first four highest ranking qualities that may help graduate students succeed in academia are all motivational factors: motivation, passion for what they are doing, intellectual curiosity, and academic integrity. The next important factors turned out to be some crucial skills: methodological competence, writing skills, and time management skills.

This pattern of ranking motivational factors ahead of specific skills is further confirmed in the ranking of the qualities that may contribute to the failure of a graduate student. When asked which factors were most critical in contributing to a student's failure, faculty members rated lack of motivation and lack of intellectual curiosity as the two most important factors followed by lack of specific skills: poor writing ability, procrastination (poor time management skill), and methodological incompetence.

**Conclusion**

Two predominant themes emerge from the answers to the four questions in this article. Motivation and writing skills are the most frequently mentioned characteristics that may help predict a communication Ph.D. student's career success. In the first question, participants' answers consistently and overwhelmingly confirmed that taking "initiative," "engagement" and "hard work" are the most important characteristics of a successful graduate student. Naturally, those who take the initiative to acquire necessary skills will get work done. Writing skill is reported as the most important skill for a graduate student's career success. Not surprisingly, the importance of these characteristics supported by the qualitative data was further confirmed by the quantitative data in the fourth question when participants ranked relevant qualities. Motivation, passion for what they are doing, and intellectual curiosity were ranked as the first three most important qualities for a graduate student's future success in academia, followed by skills like methodological competence, writing skills, and time management skills. The ranking of the factors that may contribute to a graduate student's failure also showed that lack of motivation and intellectual curiosity as the two primary causes of failure followed by lack of specific skills: poor writing ability, procrastination (poor time management skill), and methodological incompetence. Interestingly, while motivation was ranked highest in the quantitative answers, the qualitative answers indicated that not everyone defined "motivation" in the same way. When faculty got a chance to write in more depth, they often referred to qualities that were aligned closer to the more action oriented "initiative." In other words, while a student may be motivated to complete their Ph.D., they may still require "hand holding" to do it. The qualitative answers helped distill that for many respondents, motivation meant the ability to take initiative.

In the second question, although faculty members disagreed about whether time to complete a Ph.D. is a good indicator of a graduate student's future success, the reasons they gave, reflect whether they put the emphasis on motivation or skills. Those who recommended a quick approach emphasized that if a student is highly motivated, he or she should be able to finish the program earlier than
normal. Those who suggested a steady approach focused on the importance of spending time sharpening one's research skills including writing skills, methodological skills, conceptual skills, and publishing skills. In answering the third question about the best research/publication model for graduate students, the majority of participants agreed that a combination of individual and collaborative work is the best.

Faculty members and departments play a crucial role in introducing graduate students to the values and skills of being successful academics. Early and explicit introduction to these expectations will help students assess their goals and understand what action they need to take in achieving a rewarding career.

Table 1: Ranking of Student Characteristics Indicating Success

<table>
<thead>
<tr>
<th>Mean (0-7)</th>
<th>Ranking</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.70</td>
<td>1</td>
<td>Motivation</td>
</tr>
<tr>
<td>6.59</td>
<td>2</td>
<td>Passion for what they are doing</td>
</tr>
<tr>
<td>6.56</td>
<td>3</td>
<td>Intellectual curiosity</td>
</tr>
<tr>
<td>6.56</td>
<td>4</td>
<td>Academic integrity</td>
</tr>
<tr>
<td>6.44</td>
<td>5</td>
<td>Methodological competence</td>
</tr>
<tr>
<td>6.43</td>
<td>6</td>
<td>Writing skills</td>
</tr>
<tr>
<td>6.40</td>
<td>7</td>
<td>Time management skills</td>
</tr>
<tr>
<td>6.24</td>
<td>8</td>
<td>Independent thinking</td>
</tr>
<tr>
<td>6.19</td>
<td>9</td>
<td>Creativity in conducting research</td>
</tr>
<tr>
<td>6.13</td>
<td>10</td>
<td>Intellectual ambitiousness</td>
</tr>
<tr>
<td>6.02</td>
<td>11</td>
<td>Independence in working</td>
</tr>
<tr>
<td>5.91</td>
<td>12</td>
<td>Creativity in conducting research</td>
</tr>
<tr>
<td>5.83</td>
<td>13</td>
<td>Confidence about ones ability as an intellectual</td>
</tr>
<tr>
<td>5.72</td>
<td>14</td>
<td>Intellectual engagement with colleagues</td>
</tr>
<tr>
<td>5.54</td>
<td>15</td>
<td>Responsiveness to advice from senior scholars</td>
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<tr>
<td>5.46</td>
<td>16</td>
<td>Clear communication with faculty</td>
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<tr>
<td>5.07</td>
<td>17</td>
<td>Ability to voice unpopular opinion</td>
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<td>4.81</td>
<td>18</td>
<td>Sociability with colleagues</td>
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<tr>
<td>4.56</td>
<td>19</td>
<td>Good teaching skills</td>
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<td>4.50</td>
<td>20</td>
<td>Considerate personality</td>
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<td>4.48</td>
<td>21</td>
<td>Willingness to &quot;rock the boat&quot; when necessary to achieve a goal</td>
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<td>4.11</td>
<td>22</td>
<td>Clear communication with administration</td>
</tr>
<tr>
<td>4.09</td>
<td>23</td>
<td>Perfectionism</td>
</tr>
<tr>
<td>3.96</td>
<td>24</td>
<td>Unconventionality</td>
</tr>
<tr>
<td>3.09</td>
<td>25</td>
<td>Taking less time than normal to get the degree</td>
</tr>
</tbody>
</table>

Table 2: Ranking of Student Characteristics Indicating Failure

<table>
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<th>Mean (0-7)</th>
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<th>Characteristics</th>
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</thead>
<tbody>
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<td>Rank</td>
<td>Name</td>
<td>Issue</td>
</tr>
<tr>
<td>------</td>
<td>-------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>6.13</td>
<td>Lack of intellectual curiosity</td>
<td></td>
</tr>
<tr>
<td>5.93</td>
<td>Poor writing ability</td>
<td></td>
</tr>
<tr>
<td>5.87</td>
<td>Procrastination</td>
<td></td>
</tr>
<tr>
<td>5.83</td>
<td>Methodological incompetence</td>
<td></td>
</tr>
<tr>
<td>5.50</td>
<td>Lack of ideas for research</td>
<td></td>
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<td>Bad relationship with advisor</td>
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<td>Lack of originality in conducting research</td>
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<td>Insecurity</td>
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<td>Reputation as a &quot;trouble maker&quot;</td>
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<td>Disagreeable personality</td>
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<td>Social incompetence</td>
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**About Our Guest Columnists**

Bing Han (M.A., University of International Business and Economics, Beijing, China) is a doctoral student in the Department of Communication at the University of Maryland, College Park. Ms. Bing Han's major interests are in the area of intercultural communication and negotiation and conflict management. Her research interests center on conflict in interpersonal, intercultural, and international arenas. She likes reading literature and philosophy. She likes playing tennis.

Irina Gendelman is a PhD student at the University of Washington. Irina's interests are in urban communication, public art, digital technologies and instructional development. Her primary research is focused on the intersection between physical spaces and communication technologies. She is a co-founder of the Urban Archives project at the UW (www.urbanarchives.org). She is currently working on her dissertation about the discursive and material construction of history and heritage in Seattle's Central District. Irina also works as an instructional consultant for the UW's Center for Instructional Development and Research.

**Call for Guest Columnists' Contributions**

If you have a topic or some ideas that you hope to share with other students, please email Qi Wang at qwang@villanova.edu or Rebecca Hains at rebecca@hains.net. We would like to have this column be a space for information exchange between students. Even if you are a brand new student, you may have some unique insights. Your contribution may benefit other graduate students. Please join us!

**News of Interest to the Profession**

**DEPARTMENT OF COMMUNICATION - RUTGERS U**

Professor James E. Katz, Rutgers U, appeared on The Discovery Channel program, *The Inside Story of the Cell Phone*, to discuss his research. The
program was shown both in the United States and in countries throughout the world.


Professor Marya Doerfel, Rutgers U, participated in the Tulane University/NSF Katrina Symposium held in New Orleans and presented: "Communication Networks and Technology Needs of Organizational Leaders: Returning and Rebuilding New Orleans' Interorganizational Infrastructure" (research funded by National Science Foundation grant # 0554959). Professor Doerfel was a guest speaker for the Rotary Club of New Orleans, where she gave a research talk entitled: "Communication Networks of Organization Leaders: Returning and Rebuilding New Orleans' Interorganizational Infrastructure."

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**Division & Interest Group News**

**Instructional & Developmental Communication**

The planning for the San Francisco program is now complete. We were able to accept 50% of the paper submissions (33 out of 66) and 38% of the panel submissions (3 out of 8). Congratulations to everyone whose work was accepted.

I would like to thank the reviewers for all of their hard work in evaluating the papers and panels: Jerry Allen, Hans Beentjes, Kristen Berkos, Sahara Byrne, Rebecca Chory, Cochece Davis, Steven Eggermont, Lynn Gregory, Eun Joo Kim, Deborah Linebarger, Don Martin, Lynda McCroskey, Ute Ritterfeld, Sarah Rosaen, and Kathy Rowan.

In addition, I would like to offer congratulations to our Top Paper winners. The top faculty papers were:

"Does Children's Advertising Exposure Contribute to an Unhealthy Diet? Refining the Big Food Advertising Effects Hypothesis" by Moniek Buijzen (U of Amsterdam)

"Adolescents' Online Communication and their Well-Being: Testing the Stimulation Versus the Displacement Hypothesis" by Patti Valkenburg & Jochen Peter (U of Amsterdam)

"Interactivity in a Web Conferencing Learning Environment: Effects on Trainers and Trainees" by Keri Stephens & Timothy Mottet (Texas State U)

The Top Student Paper went to "A Human-Centered Approach Towards Instructional Technology: Impact of Presence and Engagement on Satisfaction in Online Courses" by Bimal Balakrishnan and Keston Pierre (Penn State U).

I look forward to seeing everyone in San Francisco!
Mass Communication

Kyon Hur Dissertation Award

Nominations for the 2007 Kyoon Hur Dissertation Award are invited from programs and institutions granting PhD in any aspect of mass communications. The rules for this year's competition are as follows:

1. Dissertations completed between November 1, 2004, and October 31, 2006 (inclusive), are eligible for consideration (i.e., dissertation defense has been held and passed).
2. The following materials MUST be submitted with the nomination: (a) a cover letter with the name, address, telephone, and e-mail address of the nominee and his or her advisor(s), (b) a manuscript prepared for blind review that acts as an integrated summary of the thesis or dissertation not exceeding 30 (thirty) pages excluding references, tables and figures. Full theses or dissertations or chapters of theses or dissertations will not be accepted for review.
3. All materials must be received by March 1, 2007, and should be sent to (electronic submission is preferred): Robin Nabi, nabi@comm.ucsb.edu.

PLEASE NOTE: Dissertation advisors and department heads should be highly selective in their nominations as this is a very competitive award among the very best dissertations of the past two years. A cash prize will be presented to the winner at the 2007 ICA annual meeting in San Francisco. Please contact Robin Nabi at nabi@comm.ucsb.edu with any questions.

Top Conference Papers

The Mass Communication Division received 260 papers and 24 panel proposals for the San Francisco meeting this May, making for a very competitive selection process. We'd like to thank all those who submitted their fine work, and especially the 134 reviewers who gave generously of their time and energy to allow the review process to proceed smoothly and efficiently.

We were delighted with the quality of the papers and are proud to announce the top faculty papers as follows:

The Influence of Television News Depictions of the Images of War
Michael Pfau (U of Oklahoma), Michel M. Haigh (Pennsylvania State University)

Capital, Consumption, Communication, and Citizenship: The Social Positioning of Taste and Civic Culture in the U.S.
Lewis A. Friedland, Dhavan Shah, Nam-Jin Lee, Mark Andrew Rademacher, Lucy Atkinson, Thomas Hove (U of Wisconsin Madison)

Adolescents' Exposure to Sexually Explicit Online Material and Sexual Uncertainty: Investigating Perceptions of Pornography as Underlying Mechanisms
Jochen Peter, Patti M. Valkenburg (U of Amsterdam)

Perceptions of Effectiveness Versus Markers of Actual Effectiveness in Adolescents' Reactions to Antitobacco Ads
Erica W. Austin, Myiah Hutchens Hively, Yi-Chun "Yvonnes" Chen,
The top student papers include:

**The Watchdog's Bite: Viewer Reactions to Uncivil News Interviews**
Eran N. Ben-Porath (U of Pennsylvania)

**Fantasy Theme Analysis of the Rhetorical Visions Embedded in the Blogs of Expatriates in Taiwan**
Yea-Wen Chen (U of New Mexico)

**The Effect of Late-Night TV Comedy Viewing on Adolescents' Civic Participation: Political Efficacy as a Mediating Mechanism**
Lindsay H. Hoffman, Tiffany Lynn Thomson (Ohio State U)

**Unintended Construct Activation: A Cognitive Developmental Explanation for the Boomerang Effect in Response to Strategic Messages**
Sahara Byrne (U of California - Santa Barbara)

Our congratulations to these authors! We have a great diversity of panels scheduled for the San Francisco meeting, and we look forward to a stimulating exchange of ideas this May. We would like to encourage all members of the Mass Communication Division to attend the Business Meeting which will take place after the Top Paper Panel. See you in San Francisco!

Robin L. Nabi, Vice-Chair
nabi@comm.ucsb.edu

**Philosophy of Communication**
The Philosophy of Communication program for 2007 is very exciting. We have a number of papers which draw on Habermas' presentation in Dresden, and - in so far as there is an overall theme - it is that of the global public sphere. We welcome submissions on a wide range of topics, in the belief that our division is the place where enquiry about the presuppositions of various discipline areas has a home. The pressure on referees is intense. We invite those of you who consider submitting to the Division to sign up for the Division, and sign up as referees.

On a lighter note, the Chair and Deputy Chair, Ingrid Volkmer, welcomed Michael Haley to Melbourne on 10 February. As a Division whose executive is not, on the whole, based in the US, we are particularly grateful to Michael and his team for their help

Christie Slade, Chair
Christina.Slade@humn.mq.edu.au

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**Calls for Papers**

**CALLS FOR PAPERS/ABSTRACTS**

*Journal of Intercultural Communication Research.* James W. Neuliep, Editor-elect, *JICR*, Department of Communication, St. Norbert College, 100 Grant St., De Pere, WI 54114. Email: jicr@snc.edu.
Feminist Media Studies. Authors in North America, Latin America, and the
Caribbean: submit to Lisa McLaughlin, Editor; e-mail: melauglm@muohio.edu.
Authors in Europe, Africa, Asia, and Australasia: submit to Cynthia Carter,
Editor; e-mail: cartercl@cardiff.ac.uk.


Journal of Communication Studies, National Council of Development
Communication. Soliciting research papers, abstracts. E-mail: Shveta Sharma, communication@jcs@yahoo.com
communication@jcs@yahoo.com.

Hampton Book Series: Communication, Globalization, and Cultural Identity.
Jan Servaes, Hampton Book Series Editor, c/o School of Journalism and
Communication, University of Queensland, Brisbane QLD 4072, Australia.
Phone: +61 (7) 3365 6115 or 3088. Fax: +61 (7) 3365 1377. Email: j.servaes@uq.edu.au
j.servaes@uq.edu.au

E-mail: subjectmatters@londonmet.ac.uk.

Submissions. Journal of Middle East Women's Studies (JMEWS). Info:
Marcia C. Inhorn, Director of the Center for Middle Eastern and North African
Studies, U of Michigan, and Mary N. Layoun, Chair of Comparative Literature,

Communication Review. The Communication Review solicits papers in the
interdisciplinary field of media studies. We are interested in papers discussing
any aspect of media: media history, globalization of media, media institutions,
media analysis, media criticism, media policy, media economics. We also invite
essays about the nature of media studies as an emergent, interdisciplinary field.
Please direct papers to Andrea L. Press and Bruce A. Williams, Editors, Media
Studies Program, University of Virginia. Email: alp5n@virginia.edu,
baw5n@b.mail.virginia.edu. For more information about the journal and
submission guidelines, please see the journal's website at
http://www.tandf.co.uk/journals/titles/10714421.asp.

Call for Manuscripts - The Journal of Native Aging & Health publishes
articles that address Native aging, health, and related issues. All theoretical and
methodological approaches are welcome. Original research and studies should
apply existing theory and research to Native Americans, Alaskan, Hawaiian,
Islanders and First Nations Peoples, or should illuminate how knowledge
informs and reforms exiting theories and research on Native populations, aging,
and health. No material identifying the author(s) should appear in the body of
the paper. The paper must not have appeared in any other published form. Each
submission should include a separate cover page with the name of the author(s);
present academic title or other current position, academic department and university (if appropriate); and complete address, telephone number, and e-mail address (if available). The submission also must include a single-paragraph abstract of no more than 120 words on a separate page. Manuscripts, abstracts, references, figures, and tables must conform to the Publication Manual of the American Psychological Association (2001, Fifth Edition) guidelines. Contributors are encouraged to be familiar with the Manual's guidelines for avoiding bias in language used to express ideas in the manuscript. By submitting to JNAH, authors warrant that they will not submit their manuscript to any other publication without first withdrawing the manuscript from consideration by JNAH, that the work is original, and that appropriate credit has been given to other contributors in the project. Reports of the original research and papers may not exceed 25 pages (including references, tables, figures, and appendixes). Copies of submissions will not be returned to the author(s). Send four paper copies of complete papers to Pamela J. Kalbfleish, Editor, Journal of Native Aging & Health, School of Communication, University of North Dakota, 202A O'Kelly Hall, Grand Forks, ND 58202. Along with your paper copies, include a disk with your submission in Word document format or attach an electronic copy of your manuscript to an e-mail sent to the editorial office. Questions may be directed to the editorial office via email at yearbook@und.nodak.edu, telephone 701-777-2673, or fax 701-777-3955. **Ordering Information:** To order a copy of the Journal, contact: Dr. Pamela J. Kalbfleisch, Editor, Journal of Native Aging & Health, School of Communication, University of North Dakota, Box 7169, 202A O'Kelly Hall, Grand Forks, ND 58202. $25.00 a copy / $40.00 year subscription.

**Journal of Marketing and Communication Management.** The Managing Editors, JMCM, Department of Marketing and Communication Management, University of Pretoria, Pretoria 0001, South Africa. Info: [http://www.jmcm.co.za](http://www.jmcm.co.za) Email: Professor C H van Heerden, nheerden@hakuna.up.ac.za, or Professor Anske Grobler, anske@postino.up.ac.za.


Proposals. **Alternatives Within the Mainstream II: Queer Theatre in Britain.** Info: Dimple Godiwala-McGowan, Senior Lecturer, York St. John College (U of Leeds). E-mail: DimpleGodiwala@aol.com.

**Deadline extended.** Papers. **Journal of Middle East Media (JMEM),** Center for International Media Education (CIME) at Georgia State U and the Arab-U.S. Association for Communication Educators (AUSACE). Mohammed el-Naway, Senior Editor, Department of Communication, One Park Place South, 10th Floor, Georgia State U, Atlanta, Georgia 30303, USA. E-mail: jouman@langate.gsu.edu jouman@langate.gsu.edu.

**New Journal - Communication for Development and Social Change.** A new
journal, *Communication for Development and Social Change*, is seeking papers that will present empirical research, theory, and practice-oriented approaches on subjects relevant to development communication and social change. Authors may submit inquiries and manuscripts electronically to Jan Servaes, Department of Journalism and Communication, University of Queensland, Brisbane, Australia, at j.sarvaes@uq.edu.au.

**Paper proposals invited.** Abstracts are invited for an international conference on MEDIA EVENTS, GLOBALIZATION AND CULTURAL CHANGE to be held on Friday 6th - Saturday 7th July 2007 at the University of Bremen, Germany. Contributions on any academic aspect of media events are welcome. For more information about the detailed conference themes, visit the conference website [http://www.media-events-bremen07.org](http://www.media-events-bremen07.org). Please send abstracts (maximum 300 words) by email no later than Saturday 31 March 2007 to one of the conference organizers: Andreas Hepp ([Andreas.Hepp@uni-bremen.de](mailto:Andreas.Hepp@uni-bremen.de)), Friedrich Krotz ([Friedrich.Krotz@uni-erfurt.de](mailto:Friedrich.Krotz@uni-erfurt.de)) or Nick Couldry ([N.couldry@gold.ac.uk](mailto:N.couldry@gold.ac.uk)).

*Journal of Children and Media.* Special Issue: "Children, Media, and Conflict" Vol. 2, No. 3 (September 2008), Guest editors: Cynthia Carter and Stephanie Hemelryk Donald. Direct experiences of war and conflict are part of everyday life for millions of children around the world. In Iraq, for instance, children are often caught in the middle of struggles between military forces and insurgents. Indigenous children in Australia are disadvantaged by unresolved wars that still play out in the discursive voice of the popular press. In Northern Ireland, the "troubles" are only (just) (perhaps) over. For many other children, war and conflict are primarily experienced through news and current affairs media. This special issue seeks research papers investigating various aspects of the relationship between children, media, and conflict - for example: the news media's use of images of children; children and young people's active participation as media producers of alternative news content; the changing nature of the relationship between child news audiences and news and current affairs organisations; the media channels through which children and young people are expressing their opinions and demanding to have them heard and taken seriously; the possible range of effects (fear reactions, learning information, political socialisation, etc.) as a result of children and young people's exposure to news about war and conflict.

Contributions to this special issue are welcomed from a wide range of theoretical and methodological approaches, regarding children and young people. We are particularly keen to receive proposals from a broad range of cultural zones and regional perspectives. In the first instance, expressions of interest accompanied by a 300-word abstract should be submitted to BOTH guest editors no later than 1 May 2007. Authors of accepted abstracts will then be invited to submit a full paper to the guest editors of no more than 8,000 words including notes and references by no later than 1 October 2007. All papers will be subject to anonymous peer review. Please email abstracts to: Cynthia Carter: [cartercl@cardiff.ac.uk](mailto:cartercl@cardiff.ac.uk) AND Stephanie Hemelryk Donald: [Stephanie.Donald@uts.edu.au](mailto:Stephanie.Donald@uts.edu.au). Journal of Children and Media website address: [http://www.tandf.co.uk/journals/titles/17482798.asp](http://www.tandf.co.uk/journals/titles/17482798.asp).

**March 15, 2007. Call for Papers.** The *Journal of Interactive Advertising* announces a special issue on Political Communication and Interactive Advertising. Political communication in the online environment has developed
rapidly worldwide, enabling candidates, advocacy groups, activists and ordinary citizens to use new modes of interactive media. Recent news stories underscore the notion that the Internet has come of age for political communication. Governmental bodies have incorporated regulations to include interactive political advertising under the same laws and policies that govern other media channels. Political communication has extended traditional political marketing strategies to various new venues of online media. Although interests and practical applications in this area have increased substantially in recent years, there is still an important need to build both empirical evidence and a theoretical framework for the impact of online political communication on citizen participation and engagement in civic societies. *The Journal of Interactive Advertising* therefore invites the submission of empirical and conceptual papers that fit the theme "Political Communication and Interactive Advertising." In this Special Issue, we expect to raise new possibilities for theory development, methodological innovation, and cross-disciplinary approaches in political communication research via various online devices and venues. Submitted manuscripts will be subject to a double-blind peer review process and must not have been published or accepted for publication or currently under consideration for publication elsewhere. Electronic submission should be via email in either Word or PDF format, with all manuscripts following the JIAD guidelines [http://www.jiad.org/](http://www.jiad.org/). **Submission Deadline: March 15, 2007.** Please note that the acceptance/rejection decision will be notified to all authors on June 15, 2007, regardless of the submission date. Questions and submissions should be directed to the special issue editor: **Marilyn S. Roberts, Ph.D.** Phone: (352) 273-273-1090. Fax: (352) 846-3015. Email: mroberts@jou.fl.edu.

**March 30, 2007. Call for Papers Center for Spanish Language Media Inaugural Research Conference, "Assessing the State of Spanish Language Media."** The Center for Spanish Language Media at the University of North Texas invites scholarly papers from academics, students, and professionals for presentation at its Inaugural Research Conference to be held in Denton, Texas, USA, November 8-10, 2007. Papers are welcome using any appropriate theoretical foundation and methodology as long as the topic relates to Spanish Language Media. Of particular interest are papers dealing with current trends in Spanish Language media, case studies, economic analysis, advertising, audience analysis, or other topics. Papers can discuss these topics in the context of the United States or any other Spanish-speaking nation. Submission Requirements:  

**a)** **Length:** not to exceed 30 double-spaced pages, including references and tables using 8 1/2 X 11" paper.  
**b)** **Style:** APA 5th edition is required.  
**c)** **Abstract:** Abstract of no more than 250 words needed with each submission.  
**d)** **Authorship:** author's name, author's biography, institution address, phone number, and e-mail to appear on the title page only.  
**e)** **Deadline:** Papers must be received electronically by Friday, March 30, 2007. Please send papers as an attachment to spanishmedia@unt.edu.  
**f)** **Review:** All papers will be reviewed by a peer-review scholarly committee using a blind review system.  
**g)** **Language:** All submission must be in English.  

Conference Details: Information on the conference schedule, housing options, and travel will be available on the Center's website at [http://www.spanishmedia.unt.edu](http://www.spanishmedia.unt.edu). For more information, please send inquiries to spanishmedia@unt.edu.

**April 30, 2007. Media Psychology Call for Manuscripts.** A special issue of *Media Psychology* is scheduled to be published in December 2007, focusing on the role of emotion in media effects processes. Empirical pieces, extensions of existing theories, and development of new theoretical perspectives are sought. Emotion, rather than arousal or physiological response, should be the focus of
all submissions. Specific topics might include, but are not limited to: (1) emotion(s) as explanatory mechanisms within established media effects theory; (2) how audience emotion(s) influence media message selection; (3) how audience emotion(s) impact the processing of various media messages; (4) emotional experiences as the outcomes of interactions with the media; (5) the interplay between emotion and cognition in media contexts; (6) the structure and/or content of media messages and emotional response. Manuscripts must be submitted by April 30, 2007 via the Media Psychology submission website: http://www.editorialmanager.com/mep/. In their cover letter, authors should indicate the submission is intended for special issue consideration. Inquiries may be directed to either co-editor of the special issue: Robin Nabi, UC-Santa Barbara, nabi@comm.ucsb.edu, or Werner Wirth, University of Zurich, w.wirth@ipmz.unizh.ch.

May 1, 2007. Call for Papers: Special issue of the Electronic Journal of Communication - News Framing in a New Media Age. How frames emerge in public discourses and how frames affect individuals, groups, and public opinion are the topics of a great deal of scholarship in mass communication and political communication. In general, this scholarship focuses on the role that news stories play as a conduit of frames, which are thought to be coconstructed by news personnel and news organizations, and by advocates, politicians, and other elites who have access to, or cultivate access with, news personnel and news organizations. The hypermedia, interactive, and/or networking aspects of the World Wide Web appear to offer new ways to theorize and empirically examine the framing process. This special issue of EJC invites scholarship that explores framing in the new media environment. Theoretical integration essays that pose hypotheses and directions for future research are welcomed, as are empirical articles that examine content and/or effects of frames in the new media environment. For more information, contact Paul D'Angelo, dangelo@tcnj.edu.


Journal of Film and Video. Call for Manuscripts. Special Double Issue on Animated Sitcoms. The Journal of Film and Video invites the submission of manuscripts for a special double issue of the journal to be published in Volume 61 (Summer 2009/Fall 2009). Guest Editors for the issue, Mary M. Dalton and Laura R. Linder, seek essays from a variety of critical perspectives examining animated sitcoms. Topics may include studies of particular animated series, the role of cable networks in advancing the form, common themes across programs, audiences and reception, and marketing and product tie-ins. Submissions are due February 15, 2008. A final decision on submissions will be made by May 15, 2008 with revisions due August 1, 2008. Manuscripts of 12-35 typewritten pages intended for review for this issue should be sent in triplicate to Stephen Tropiano, Editor, Journal of Film and Video, Ithaca College Los Angeles Program, 3800 Barham Blvd. Suite 305, Los Angeles, California 90068; UFVAjournal@aol.com. Manuscripts and reviews should be prepared following the MLA Style Manual and Guide to Scholarly Publishing by Joseph Gibaldi (Fifth Edition, 1999). Submit one original and two hard copies of the manuscript for consideration. It is important that the name(s) of the author(s) not appear anywhere on the two copies of the manuscript submitted to Stephen Tropiano to ensure blind review by the guest editors of this issue. Notes and list of works cited are to appear on pages at the conclusion of the article. The Journal is committed to a policy of nonsexist language; authors are urged to keep this in mind. The editors reserve the right to alter phrasing and
urged to keep this in mind. The editors reserve the right to alter phrasing and punctuation in articles accepted for publication.

May 21 & 22, 2008. Call For Papers. "What is an Organization? Materiality, Agency and Discourse," Universite de Montreal, Quebec, Canada (right before the start of the 2008 meeting of the ICA in Montreal). Agency is a concept that is receiving increasing attention from organization scholars. While some approach this notion from a discursive point of view, others propose a more hybrid view that also takes into account materiality. Organized in honor of James R. Taylor's contributions to the study of organizing, this conference aims to engender new, thought-provoking views on this debate. See also: http://www.groupelog.umontreal.ca/anglais/colloque/index.htm

Guidelines for Submission: All submissions and conference communications will be conducted via email. Prospective contributors interested in presenting a paper should send an abstract of approx. 1,000 words to the conference organizers by October 1, 2007. Notification of acceptance of papers will be given by December 15, 2007. Authors will need to send full papers by April 1, 2008 if they want their paper to be included in the conference proceedings. Abstracts should be typed, double spaced, and include a title, name(s) and affiliation(s) of the author(s), and author contact information. Copies of submissions should be sent as an email attachment (saved as a Word document) to the LOG email address at: groupelog@umontreal.ca. The organizers are currently discussing the possibility of publishing the best contributions as book chapters in an edited book with a book publisher.

CONFERENCES

Sept. 6-7, 2007. Members of the Popular Communication Division of ICA are invited to participate in the conference, "Transforming Audiences: Identity/Creativity/Everyday Life" to take place Sept. 6-7, 2007 at the University of Westminster, UK. Send paper proposals to Eric Spindler (e.spindler@wmin.ac.uk) prior to April 20, 2007. See the announcement in the Call for Papers of this newsletter for further information. The Popular Communication division is serving as a sponsor of this event. See full details at www.transformingaudiences.org.uk

OTHER OPPORTUNITIES


The IABC Research Foundation is offering a grant for US $50,000 for Research on Communication Department Structure and Best Practices. Proposal guidelines can be found on the Research Foundation website http://www.iabc.com/rf/
non-profit research and development arm of IABC (International Association of Business Communicators). The Foundation is dedicated to contributing new findings, knowledge and understanding to the communication profession, and to helping organizations and communicators maximize organizational success. Through the generosity of donors, corporate sponsors and volunteers, the Foundation delivers original communication research and tools not available in the commercial marketplace.

*Journal of Children and Media* is an interdisciplinary and multimethod peer-reviewed publication that provides a space for discussion by scholars and professionals from around the world and across theoretical and empirical traditions who are engaged in the study of media in the lives of children. Manuscripts (APA style, 8,000 words maximum) for the "Review and Commentary" section (up to 2,000 words) should be e-mail-delivered to Charlotte Cole, Review and Commentary Editor, charlotte.cole@sesameworkshop.org.

The *Canadian Journal of Communication (CJC)* is a quarterly peer-reviewed journal committed to publishing outstanding scholarship in communications, media and cultural studies, journalism, and information studies. *CJC* is looking for theoretically innovative and methodologically challenging original manuscripts, in English or French, for immediate peer-review. To submit an article for peer-review go to the *CJC* website [http://www.cjc-online.ca](http://www.cjc-online.ca) and click on the "submit" button. Articles for peer-review should be approximately 6,000 to 8,000 words in length. In addition to the traditional peer-reviewed article the *CJC* will develop innovative forms and formats for discussions of current practices including: media reviews, research overviews of current projects, and polemical commentaries. These submissions are shorter in length and may be either more descriptive or experimental in tone. Please direct ideas and inquiries to editor@cjconline.ca. For information on book reviews please contact our book review editor, Leslie Regan Shade, at review_editor@cjconline.ca. Info on *CJC*: Kim Sawchuk, Editor, *CJC*, editor@cjc-online.ca.

**Visiting doctoral fellowships.** The Media Management and Transformation Center (MMTC) at Jonkoping International Business School, Jonkoping University, Sweden, in the field of media business and media economics for advanced doctoral students. Dr. Cinzia dal Zotto, Research Manager, Media Management and Transformation Center, Jonkoping International Business School, P.O. Box 1026, SE-551 11 Jonkoping, SWEDEN. Info: [http://www.jibs.se/mmtc](http://www.jibs.se/mmtc). Email for more information: cinzia.dalzotto@ihh.hj.se.

**Fellowship opportunity.** The Foundation for the Defense of Democracies is accepting applications for its Academic Fellows antiterrorism training program. This program provides university professors with a detailed understanding of the terror threat that faces our nation and sister democracies. Centered on a 10-day course taught in conjunction with Tel Aviv U, the program takes place entirely in Israel and runs May 27-June 7 (travel inclusive). Participants interact with academics, diplomats, military and intelligence officials, and politicians from Israel, Jordan, India, Turkey, and the United States. They also visit military bases, border zones, and other security installations to learn the practical side of deterring terrorist attacks. All expenses are paid by FDD. For more information
Available Positions and Other Advertising

DOMINICAN UNIVERSITY OF CALIFORNIA
Assistant/Associate Professor, Communications

Dominican University of California is hiring for this full-time tenure-track position to begin August 2007, teaching undergraduate core courses in communication. Visit us [http://www.dominican.edu](http://www.dominican.edu) for job listing and application instructions.

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IOWA STATE UNIVERSITY
Social Psychology and Communication Studies

The Psychology Department at Iowa State University invites applications for an Associate Professor with tenure in Social Psychology who also will serve as the coordinator of an undergraduate interdepartmental Communications Studies program. The appointment will begin August, 2007. Teaching or research interests in any area of communication studies will be considered an asset in the review process.

Successful candidates are expected to have a record of excellence in research and teaching and will be expected to maintain a highly productive program of research with potential to secure extramural funding. The teaching load for this position is two courses per year. The salary is competitive and generous start-up funds are available. Newly acquired laboratory space has greatly expanded the Departments research infrastructure. Ames, Iowa has excellent public schools and is consistently rated as one of the best small towns in which to live and work. Members of under-represented groups are especially encouraged to apply.

Review of applications will begin February 23 and continue until the position is filled. Candidates should send their vita, a cover letter describing their research and teaching interests, relevant (p)reprints, and three letters of reference to: Craig A. Anderson (caa@iastate.edu), Search Committee Chair, Department of Psychology, W112 Lagomarcino Hall, Iowa State University, Ames, IA 50011-3180. Iowa State is an Affirmative Action/Equal Opportunity Employer.

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The mission of the University is to nurture and develop the talents of students and to create applicable knowledge in order to support social and economic advancement. The student population is approximately 26,000 enrolled in over 145 programmes at the associate, undergraduate and postgraduate levels. The medium of instruction is English.

The University invites applications for academic posts in the Department of English and Communication. Candidates with applied research achievements will receive very positive consideration. Relevant experience in business and industry will be a definite asset.

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INTERNATIONAL COMMUNICATION
School of International Service
AMERICAN UNIVERSITY

Associate or Assistant Professor in International Communication

The School of International Service (SIS) at American University seeks applications/biosketches for a tenure-track position in International Communication at the rank of Assistant or Associate Professor, pending budgetary approval. The successful candidate will have a strong background in international communication, as evidenced by teaching and research contributions. The successful candidate will be expected to contribute to the School’s mission of excellence in teaching, research, and service.

The School is seeking a scholar who is committed to developing an active research program in international communication. The successful candidate should have a strong background in research and a record of publication in the field of international communication. The successful candidate will be expected to contribute to the School’s mission of excellence in teaching, research, and service.

Applications should include a letter of interest, a current CV, and names of three references. Salary and benefits are competitive and commensurate with qualifications and experience. Appointment will begin in summer 2021.

Applications are encouraged from individuals who have demonstrated expertise in the areas of international communication, media studies, and digital media studies.

Please send your application to:

Professor Michael Schudson
Chair, International Communication Search Committee
School of International Service
American University
4400 Massachusetts Avenue, NW
Washington, DC 20016-8807

Applications will be accepted until the position is filled.

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