It Takes a Village

Amy Jordan, President-Elect, U of Pennsylvania

In this column, I reflect on the often-Herculean task of putting together ICA’s Annual Conference. It is a huge undertaking by so many people who give selflessly of their time and expertise. Their work is often “behind the scenes”, and what they do can sometimes feel thankless or unacknowledged. So let me take this moment to acknowledge all they do to make this association vibrant and strong.

I’ll start with the leadership of ICA’s 27 Divisions and Interest Groups. These fine folks represent the interests of their members by attending biannual board meetings. These meetings require advance preparation, a significant time commitment, and serious involvement in helping to shape policies, set priorities, and highlight challenges and opportunities facing the Association. Your chairs contribute to working groups dealing with issues as challenging as internationalizing our journals and brainstorming about alternatives to the structure of the annual meeting. They bring information from board meetings back to the membership through newsletters and business meetings, and they serve as conduits of information so that those of us who serve on the executive committee have a sense of what the broad membership worries about and how to respond to our needs.

Then there are the program planners, who do the incredibly hard work of putting together a slate of sessions that reflect the scholarship of their Divisions and Interest Groups under great time pressure and within the tight constraints of the limited space that they each have within the annual meeting. As I have written in previous columns, the two biggest challenges that we face in putting our annual meeting together are 1) finding enough qualified reviewers to read and rank submissions in ways that are meaningful and fair; and 2) the low acceptance rate that results from the very high volume of papers, abstracts, and panel proposals that come in each year. But our intrepid planners have taken on these challenges by recruiting volunteers early (thank you volunteers!), doing their best to match papers with reviewers through a revamped keyword system, and creating flexible submission formats such as high density, hybrid, and escalator sessions that provide more opportunities to share scholarship without sacrificing quality. As a result, despite the fact that we have even more submissions than we had for Seattle, we expect our acceptance rate to be over 40 percent. Our association continues to grow, it is this willingness to think “out of the box” that opens up opportunities for more of our members to present their work and engage in meaningful scholar-to-scholar exchange.

Our theme for the 2015 conference “Communication Across the Life Span” has been so ably guided by theme chair Jon Nussbaum (PENN State U). Jon graciously agreed to return to a leadership role after he already “did his time” as ICA President and his expertise in life span issues will produce a program (and an edited volume based on the theme) that I know we will all be proud of. Our local liaison with our communication colleagues in Puerto Rico, ERIC Vice Chair Federico Subervi (Kent State U), has worked to develop panels that spotlight the rich scholarship being done at universities across the island and that will have a broad interest for our membership. Federico has also been an important resource for identifying the local food, culture, and sights that our members might enjoy during those moments when they are not soaking in the sun and the scientific sessions.

In addition to our chairs, vice chairs, and program planners, there are members who serve as graduate student representatives and international liaisons from each of the Divisions and Interest Groups. They bring ideas from their members to the board and provide concrete suggestions about how we can realize our ambitions for making ICA an association that is welcoming and supportive of scholars at every stage of their career and from all corners of the world. Many of the Blue Sky Workshops will be devoted to programming that these liaisons plan and execute.

As noted in my last column, we are holding nearly two dozen pre- and post-conference workshops, which provide an opportunity to engage for a sustained period of time around a topic of common interest. Pre- and post-conferences are not easy events to plan. In addition to proposing a topic, people need to be mobilized, submissions are collected through Calls for Papers, and the plans and execution must be finalized. These half-day and day-long meetings have proved to be wonderful ways to have a “conference within a conference.” But they take time and energy to put together. Sometimes these are organized by members already involved in program planning in the Division/Interest Group level, but often they are proposed and executed by folks who simply step up to the plate because they recognize their value.

I could not do my job as President-Elect charged with putting together the San Juan meeting in 2015 without the sage advice of ICA’s Executive Committee, which includes ICA President Peter Vorderer (Mannheim U) and Past Presidents Francois Heidearcyck (U Libre de Bruxelles), Cynthia Stohl (U of California - Santa Barbara), and Larry Gross (U of Southern California). These are folks who have shared the wisdom of their own experiences planning conferences, and who reveal not only their success stories but also their failures so that I am not doomed to repeat them. Though the EC members give me the room to bring my own personal vision to the San Juan meeting, I will be incorporating many of their innovations in 2015. (And yes, dear members, I will be carrying on Peter’s dance party tradition in Puerto Rico!)
It’s hard to believe that it’s now been 25 years since I, along with much of the rest of the world, was stunned as the Berlin Wall came down - or, I should say, as it suddenly became permeable, eventually disappearing altogether sometime afterwards. We know today that the events that took place on 9 November 1989, were not at all what anybody (either in East Germany or in West Germany) had planned, but they would nonetheless leave an indelible mark on the face of our country and, many would argue, global politics more generally. I still remember well the events that unfolded on that November evening a quarter of a century ago, and if you’ll permit me a bit of reminiscence, I’d like to share my recollections with you, especially inasmuch as they help us open up a dialogue about the role of communication in our world and reflect on how some of these changes in the way we live and feel, in the world as a whole, will likely usher us into yet another new version of the world, substantially different from anything we are used to.

In November of 1989, I was living in downtown Berlin. On the night the wall came down, my partner and I had dinner plans with friends at a restaurant in Kreuzberg, a part of town that bordered the wall. Before we left the house, I remember pausing to check the news on the television, and we wound up being lucky to see the famous press conference that the speaker of the political party ruling East Germany was giving at the time. Among a variety of other things, he announced towards the end of the event that the last barrier of the Berlin Wall would be torn down. And when given that societal processes and changes have notably accelerated in late modernity, I think it’s certainly possible that future significant changes in the way we live, work, interact, and communicate with each other won’t require another 25 years. What, then, does the future hold? What new forms of communication will become the norm? Naturally, my thoughts led me to my own area of research, which currently focuses on the role of our communication being as it is, often subjective and varied, and continuously changing over time. In my view, this represents a truly significant shift that has occurred in the space of only a few years. The so-called “Internet of things,” which is often referred to as the next step in this cultural evolution, will likely usher us into yet another new version of the world, substantially different from anything we are used to. As such, this will again most likely happen within a remarkably short time period. So what effects might these changes have on the kind of lives we lead? What other changes might follow from these ones? Perhaps most importantly, what new historical moments—what new iteration of the world coming-down will be made possibly (or newly possible) in the wake of these changes?

Finally, some of these musings entail for me both an ongoing debate and a more critical element of reflection. Both humanistic and social scientific thinkers in our field have long recommended that the world we’re likely to live in and the opportunities such a world might yield, particularly with respect to communication. Yet there is another question that seems to be asked with somewhat less frequency, at least in certain corners of our field: Do we want to live in this sort of world? I find myself wondering if this is the sort of question that we as communication scholars should deal with (or, perhaps, should be expected to deal with!), or if instead we should leave these issues to the journalists, politicians, business leaders, and self-proclaimed experts who are already dealing with them. I do believe that our discipline, in all its wonderful diversity, would have much to offer in the way of both explaining the world we live in and reflecting on its advantages and disadvantages, including an assessment of who might benefit in certain versions of the future and who might, in fact, be left to suffer.

Perhaps this need not be a requirement for scholarship in our field, but it is nonetheless a rich opportunity that we can consider.

Regardless of whether you take a descriptive or a prescriptive approach to communication, the fact remains that historical moments like the fall of the Berlin Wall remind us of the phenomenal impact that communication can have on our world and, as an extrapolation, communication scholarship might have in shedding light on our past, present, and future. A coda to this lecture, which as Matt Carlson has already noted, will be given in a short while by Jaren Urban, the great methodologist and one of the technical U of Berlin’s psychology department. Back then, we wanted to study how people in the two German states would come together and overcome decades of separation, of differing political and media systems, and of divergent thinking; we would do this by measuring and analyzing how public opinions in these two states gradually changed over time, now that communication between them was open and free. Unfortunately, we didn’t get the funding we were looking for, and we finally gave up on pursuing the project. Even today, this is one of the decisions that I regret most in my academic career. Thinking about what we could have done, what we potentially would have found out, and how much communication research could have helped us understand what was going on at such a crucial time. I realize how important it is to use our expertise to understand the moment we live in, not only to know and learn from what has happened in the past, but also to be better prepared for what will come next. I suppose the more optimistic version of this lesson, then, comes in the form of a call to action, inviting us to make sure we take full advantage of the remarkable resources we have in our discipline, so that we may understand our past as fully and possibly while helping shape our future.
GamerGate Debacle Offers Reminder for Researchers: Interactions Need Attention, Not Just Effects

James D. Ivory, Game Studies Interest Group Chair, Virginia Tech

In last month’s ICA Newsletter, a group of researchers (Shira Chess (U of Georgia), Mia Consalvo (Concordia U), Nina Huntemann (Suffolk U), Adrienne Shaw (Temple U), Carol Stabile (U of Oregon), and Jennifer Stormer-Galley (Syracuse U) offered an excellent article describing harassment of ICA members and other communication scholars by advocates of the infamous “GamerGate” campaign that emerged in August of this year. I recommend their article to anyone interested in learning about the basics of the “GamerGate” phenomenon, the very personal implications of the debacle for scholars in communication and related fields, and some recommendations for individuals and organizations dealing with the risk of harassment and privacy invasions.

I share their view that the harassing and defamatory behavior carried out by some under the banner of “GamerGate,” a campaign ostensibly concerned with problems in video game journalism that seems to have well and truly lost its shape amidst unsubstantiated allegations, bullying, and misogyny, is reprehensible and presents personal risks for scholars in the area. When the “GamerGate” furor thankfully dies down, I am not sure what scholars of video game will glean from the specifics of “GamerGate” to add to knowledge about the social role of video games. The most egregious actions of the campaign seem to be rooted more in the stubborn societal presence of misogyny, knee-jerk fear of feminism, and ill-informed “men’s rights” arguments than in video games.

I do think, though, that aside from more urgent lessons about academic freedom and personal security, “GamerGate” also offers a broader reminder that much of the most prominent research on video games fails to capture their social role by focusing on how games might influence users rather than how users influence each other in games.

For some 3 decades, a primary focus of research dealing with video games in the field of communication has been on the effects of games’ content, particularly the effects of violent content, or with broader effects of playing video games as a habit, such as video game “addiction.” The question of how playing video games can affect an individual is an important one. Innovative research on games’ effects continues to be showcased by the ICA’s conferences and journal, but progress toward conclusive answers about societal effects of games is often slow, and the debates on the topic of video game effects are too often polarized and acrimonious.

Meanwhile, the modern social landscape of video games increasingly extends far beyond traditional questions of “effects” when it comes to what may be the most important social impacts of video games. Video game users interact with strangers and lifelong friends, and they involve themselves in communities, whether malevolent like some of the “GamerGate” participants or more prosocial. Meanwhile, the most prominent research agendas and debates in the field remain myopically focused on what games do to people instead of what people involved with games do to each other.

Much research on video games in our field, and especially much of the most prominent research, continues to deal with video games as a “stimulus,” or perhaps as an “avocation” or a “task.” (See the image below.) All of these approaches to video games lend themselves to questions about games’ effects, either in terms of specific content and features or general exposure. But not enough of the public’s attention is directed to the fact that games can now be viewed as a “social environment” where users interact with each other, and the social implications of these interactions may dwarf any effects of the games themselves.


There is good research emerging on the best and worst of video games users’ interactions with each other, no small portion of it through ICA. But no matter how many clever new studies explore important new questions about the way people behave toward each other in online game environments, the dominant conversations in prominent academic spheres, popular media, and policy circles all too often remain mired in a focus on a view of video games as talismanic catalysts for effects instead of technologies that engender important social interactions. While “effects” research should continue, we must pay more attention to research on the way people who play games treat each other in addition to what the games may or may not be doing to them. Consider online interactions in popular games like World of Warcraft or Call of Duty. With millions of people interacting in those spaces, is it more important to examine how often people playing those games are kind or cruel to each other, or how it affects players to pretend to be soldiers or orcs?

For example, in field experiments with which I have been involved, we have found that while most players in online games are helpful and polite, there also appear to be subtly stereotypical ways some players regard each other depending on players’ sex and other behaviors. Increasingly, I am inclined to suspect that these meaningful social interactions, both good and bad, between video game players have much greater social implications than the effects of game content that we have debated for decades.

I believe that research on video games’ social impact is an important topic meriting attention from researchers and the public, and I am pleased that ICA is an outlet for such research. But, as the toxic mob harassment that constitutes the misdirected “GamerGate” phenomenon indicates, it is as important for us to understand how video games users treat each other inside and outside of the video game experience as it is to debate the effects of the games themselves if we really want to understand video games.
As the end of the year approaches, we hope that you all had the chance to submit in time and smoothly your contributions for ICA 2015 Puerto Rico! We wish you a lot of success for your submission! Now comes the time to review for those who dedicate some of their time to serve the association this way and thus also contribute to the quality and the recognition of our association in our professional and academic community.

The Graduate Student Affairs Committee (GSAC) is also working toward the preparation of ICA Conference 2015 in Puerto Rico. Simultaneously we are preparing new projects and new ways to improve diversity, inclusivity, and participation for all early-career scholars. While Sholinn Freeman (Howard U) rightfully addressed issues of inclusivity beyond internalization, we are also considering different options to improve the form of ICA conferences, always with the objective to avoid falling into the trap of compartmentalization.

Recently our President-Elect Amy Jordan (U of Pennsylvania) asked you all to answer a short survey on annual conference and conference structure. As the survey will help ICA Board and Executive Committee to adjust the current conference structure to needs of our striving association, we would like to ask you some questions specifically targeting our early-career scholar situation and wishes for future conferences.

In the previous years, “Research escalators” or similar roundtable allowing early-career to present and have feedback on their work from “senior” scholars have been more and more present in the program of the conference. In addition, some of our friends and colleagues suggest having more panels or slots dedicated only to early-career scholars at the conference. We think that this raises the issue of separating “young” scholars from the rest of the presenters, and thus slowly creates a two-tier community. Nonetheless, we think that these questions have to be asked, and we think that you have your right to express your opinion about these issues regarding the future of our association's conferences. Thus, take some time to think about specific early-career scholar sessions.

In addition, we also want to think about two more points focused on ways to improve the service ICA provides to early career scholars as well as to reinforce our community within the association, especially during conferences. We therefore aim to have mentoring sessions for students and early-career scholars during the next conferences. In these mentoring sessions, experienced scholar could provide insights and advice about various topics such as starting your career, publishing, tenure, etc. We will provide in the next month introductions to this idea on our website and also use it as a platform to prepare such events. Interested scholars and early-career scholars can also let us know! In addition, we also need to think about other events catering to students and early-career scholars could be interested in. If you have ideas that we could support, let us know! (anne.kaun@sh.se & fr.allardhuver@gmail.com)

We hope to make ICA conferences better for us all, early and not-so-early-anymore career scholars!

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**Neoliberalism, Media and the Political**

Sean Phelan
(Massey U)

Neoliberalism, Media and the Political presents a novel critical analysis of the condition of media and journalism in neoliberal cultures. Emphasizing neoliberalism’s status as a political ideology that is simultaneously hostile to politics, the argument is grounded in empirical illustrations from different social contexts, including post-Rogernomics New Zealand, Celtic Tiger Ireland, the Leveson inquiry into the UK press, and the climate-sceptic blogosphere. Phelan draws on a variety of theoretical sources, especially Laclau and Bourdieu, to affirm the importance of neoliberalism as an analytical concept. Yet, he also interrogates how critiques of neoliberalism - in media research and elsewhere - can reduce social practices to the category of neoliberal. Against the image of a monolithic free-market ideology that imposes itself on other domains, the book identifies the potential sites of a cultural politics within neoliberalized media regimes.

Palgrave Macmillan
November 2014
£60.00 |$95.00

For further information and endorsements, see http://www.palgrave.com/page/detail/neoliberalism-media-and-the-political-sean-phelan/?K=9781137308351

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**Division & Interest Group News**

**Lesbian, Gay, Bisexual, Transgender and Queer Studies**

Congrats to Eve Ng, from Ohio U, who will be our next Co-Chair of the GLBT Interest Group! We are grateful for her service and look forward to her contributions over the next four years.

In other election news:
- The new bylaws expressing the Interest Group’s emphasis on a broad definition of diversity for CoChairs, rather than simply alternating gender identities, was approved.
- The Early Career Representative has been made an elected position.
- We have a committee of international liaisons working hard to ensure our group better represents the global diversity of ICA’s membership.
- BiG NEWS: we have changed our name to LGBTQ Studies Interest Group to more closely mirror terminology in the field.
CALL FOR PAPERS

The Future of Journalism: Risks, Threats and Opportunities

Thursday 10 and Friday 11 September 2015
Cardiff U, UK

Call for Papers

We are delighted to announce the fifth biennial conference - The Future of Journalism to be hosted by the Cardiff School of Journalism, Media and Cultural Studies (JOMEC) at Cardiff U, UK. The 2015 conference theme will be "Risks, Threats and Opportunities."

A selection of the research-based papers presented at the conference will be published in special issues of the peer-reviewed journals Digital Journalism, Journalism Practice and Journalism Studies. Sponsorship for the conference is provided by JOMEC and Routledge Taylor and Francis.

The plenary speakers will be Professor Jean Seaton (U of Westminster) and Professor Stephen D. Reese (U of Texas - Austin) (their bios appear below).

This call for papers invites contributions from the international community of scholars of journalism studies, journalism practitioners, educators and trainers, media executives, trade unionists and media regulators.

Papers focused on any aspect of the broad theme, "The Future of Journalism: Risks, Threats and Opportunities," are welcome, although priority will be given to those papers addressing one of the five subthemes:

* Journalism and Social Media. In the digital age of social networking, crowd-sourcing and "big data," how is journalism and the role of the journalist being redefined? How do we investigate the influence of Twitter, Facebook, YouTube, Instagram, Reddit, and the like, on the gathering, reporting or consumption of news?
* Journalists at Risk. Covering the world’s trouble spots has always posed acute challenges, but increasingly news organizations and their sources are being targeted in war, conflict or crisis situations. What are the key issues at stake to protect journalists’ safety and their right to report?
* Journalism Under Surveillance. What does freedom of the press mean in a post-Snowden climate, when spying, leaks and whistleblowing are making news headlines around the world? What are the new forms of censorship confronting journalism today, and what emergent tactics will help to it speak truth to power?
* Journalism and the Fifth Estate. At a time when the traditional ideals of the fourth estate risk looking outdated, if not obsolete, to what extent can we rely on citizen media to produce alternative, independent forms of news reporting? How best to reform mainstream media institutions to make them more open, transparent and accountable to the public?
* Journalism’s Roles and Values. How are journalism’s ethical principles and moral standards evolving in relation to the democratic cultures of communities locally, regionally, nationally or internationally? What are the implications of changing priorities for the education, training and employment of tomorrow’s journalists?

Titles and abstracts for papers (250 words max) are invited by Friday 9 January 2015 and should be submitted online via the email address: Futurejournalism2015@cardiff.ac.uk

Keynote Speakers:

Professor Jean Seaton is Professor of Media History at the U of Westminster, UK, and the Official Historian of the BBC. She has written extensively on media history and policy, the interaction between the media and politics, conflicts and security as well as children’s broadcasting and the broadcast arts. Her publications include Pinkies and Traitors: The BBC and the Nation, 1974-1987 (Profile Books, February, 2015), Carnage and the Media (Penguin, 2006) and co-authored with James Curran (Goldsmiths, U of London), the eighth edition of Power Without Responsibility: The Press and Broadcasting in Britain (Routledge, 2014). She is on the boards of Full Fact and the Reuters Institute, and is Director of the Orwell Prize, Britain’s premier prize for political writing.

Professor Stephen D. Reese has been a member of the U of Texas at Austin faculty since 1982, where he is the Jesse H. Jones Professor of Journalism. His research focuses on a wide range of issues concerning the sociology of news, the process of media framing, the globalization of journalism, and larger issues of press performance. Recent publications include Mediating the Message in the 21st Century: A Media Sociology Perspective co-authored with Pamela Shoemaker (Syracuse U)(Routledge, 2014), and Networked China: Global Dynamics of Digital Media and Civic Engagement, co-edited with Wenhong Chen (U of Texas - Austin)(Routledge, 2015). He has held major roles with the AEJMC and ICA, and lectured at several universities around the world, including as Kurt Baschwitz Visiting Professor at the U of Amsterdam.

Mass Communication & Society, Call for Papers, "Climate and Sustainability Communication"

Guest Editor: Donnalyn Pompper, Temple U.

This MC&S special issue shall open new conversations for integrating arenas of science and environmental communication, political communication, health communication and their respective theory and research method sets. Links between communication and sustainability have garnered significantly greater attention among scholars in Europe and Scandinavia than in North America. Reasons for this and implications of such developments have yet to be thoroughly examined. Collectively, business-case approaches far outnumber critical approaches among U.S.-based research on sustainability.

Complex problems and opportunities associated with globalization and power inequities require interdisciplinary, creative approaches. MC&S, a highly-ranked SSCJ journal, offers a perfect forum for inspiring new conversations and advancing climate and sustainability communication research.

The aim of this special issue is to build upon traditional approaches to mass media's role in shaping and amplifying climate/sustainability issues by opening new space for including diverse perspectives of multiple opinion leaders (including NGOs and institutions) shaped by cultural orientations - and by shaping media used to communicate about them. Suggested foci include:

* Role of culture and nation in framing climate and sustainability campaigns
* Negotiating power inequities in setting and acting upon sustainability campaign agendas - local, regional, national, global
* How have climate/sustainability campaigns and NGOs succeeded, failed, and retrenched?
* In what ways do economic systems shape climate and sustainability discourse?
* What are the roles of mass media and other communication forms with regard to climate and sustainability programs?
* Which have been the most effective techniques (e.g., frames) for advancing sustainability and climate activism and behavior change through communication and why?
* How can insider-activists (employees as moral actors) work to inspire multinational corporations to reform operations impacting climate and sustainability communication?
* How might a global ethic interplay with climate/sustainability issues which defy definition or universal acknowledgement?
* How can conflicts among cultures and lack of global, ethical and legal regulatory policy with regard to climate and sustainability be negotiated in the short- and long-term?
* What is the role of theory building in communication beyond supporting "window dressing" and "greenwashing:" deeply-entrenched critiques of sustainability campaigns?
* Power of documentaries’ persuasive appeals about climate change and sustainability?
* In what ways do advertisers assess effectiveness of green marketing campaigns?

Mass Communication & Society invites submissions for a special issue devoted to a symposium on "Climate and Sustainability Communication." A wide range of manuscripts using varied research methods and theoretical frameworks is welcomed. Encouraged are empirical studies which bear on the issues described above. Submit only original manuscripts that are not under consideration with other journals or books.

Deadline for submissions: Manuscripts are to be submitted by 30 June 2015, via the Mass Communication & Society online system at http://mc.manuscriptcentral.com/mcas following the standard journal submission procedures. Authors should note in their cover letters that the submission is for the special issue devoted to "Climate and Sustainability Communication." Final publication will be in Volume 19 (2016). In addition to the electronic submission process, please send one hard copy to:

Donnalyn Pompper
Call for Papers: Special issue of Popular Communication: International Journal of Media and Culture on Music and Discovery, with Co-Guest-Editors: Tom McCourt (Fordham U) and Nabeel Zuberi (U of Auckland)

The editors of Popular Communication: The International Journal of Media and Culture invite submissions for a special issue on the topic of Music and Discovery. We are aiming for a multi-disciplinary issue that draws on the many resonances of the word "discovery" in music as popular communication, and we welcome critical approaches in music education, musicology and ethnomusicology; film, television and cultural studies; media and communication studies; sound studies; popular music studies; global media, and other fields. We seek manuscripts that examine the politics and aesthetics of musical discovery, and how the tropes of discovery are invoked in disciplines, research methods and the production of knowledge related to music. How is "discovery" represented in musical production and sounds, in the uses and social meaning of music?

Experimentation and changes in music making are often understood through the language of discovery. Musical sounds and images embody and represent discovery in their textuality, intertextuality and para-textuality, from citation to product placement. Digital convergence and ubiquitous music raise questions about the interaction of distinctive media industries and technologies, as well as the modes of attention and play of senses involved in discovery. Social media and networks offer new ways of finding and sharing music, as well as new recordings, repertoires and performances. "Discovery" has long been organized in retail and leisure spaces; today, "discovery" often appears in discussions of digital platforms and algorithms that introduce unfamiliar music to listeners, who are then tagged and tracked as consumers.

The humanities, sciences and educational institutions devoted to music deploy the language of discovery in their rhetoric. The collecting and curatorial practices of institutions and tastemakers, amateur and professional, introduce us to archives and genealogies that may reaffirm or contest dominant music histories. Enlightenment reason, colonialism, imperialism and tourism continue to inform the discovery of musical worlds, and affect the ways in which the objects and subjects of discovery struggle for and negotiate agency. "Discovery" mobilises desires and affective forces that are gendered, sexualized and racialized. We welcome manuscripts on the theme of Music and Discovery in these areas of research, and others that we may have overlooked or have yet to speculate upon.

Submitted papers should be 6,000 words in length (inclusive of all elements). The deadline for submission is 1 March 2015. Tom McCourt (Fordham U) mccourt@fordham.edu and Nabeel Zuberi Nabeel.Zuberi@uofauckland.ac.nz welcome email queries before this date. Instructions for submitting your article can be found at http://www.tandfonline.com/toc/hpcc20/current. Some manuscripts may not be sent out for review if deemed inappropriate for the journal.

Popular Communication provides a forum for scholarly investigation, analysis, and dialogue on communication symbols, forms, phenomena and systems within the context of popular culture across the globe. Popular Communication publishes articles on all aspects of popular communication, examining different media such as television, film, new media, games, print media, radio, music, and dance; the study of texts, events, artefacts, spectacles, audiences, technologies, and industries; and phenomena and practices, including, but not limited to, fan, youth and subcultures, questions of representation, digitalization, cultural globalization, spectator sports, sexuality, advertising, and consumer culture.

CALL FOR PAPERS

InDigital Latin America Conference: Indigenous Engagement with Electronic and Digital Media

26-28 March 2015 | Nashville, Tennessee

We solicited a variety of perspectives on the ways Indigenous Peoples of Latin America engage television, radio, digital cameras, DVD production, cell phones, Facebook, YouTube, Twitter, and beyond. Topics may include, but are not limited to: institutional and textual analysis of indigenous media production, current thinking on authenticity of indigenous media, audience/reception studies, and media influence on culture and society.

Keynote Speaker: Dr. Faye Ginsburg, Director, Center for Media, Culture and History, NYU

Conference will take place at Vanderbilt University; registration information may be found at http://my.vanderbilt.edu/indigitalconference. Submission deadline: 16 January 2015.

Registration deadline: 9 February 2015

For questions please contact Richard Pace at RICHARD.PACE@MTSU.EDU

Available Positions and Other Advertising

DEPAUL UNIVERSITY, CHICAGO
College of Communication
Assistant Professor of Advertising

The College of Communication at DePaul University seeks an applicant for a tenure-track assistant professor position in advertising to begin August 2015.

The ideal candidate will have the ability to teach basic and advanced courses in advertising and offer expertise in such areas as account planning, advertising strategy, account management, digital media strategies, advertising sales, creativity in advertising, copywriting, art direction, Latino media and communication, or other specialties. The successful candidate will join a dynamic, growing faculty who direct and support innovative and expanding B.A. and M.A. degree programs in public relations and advertising. We seek individuals with a strong commitment to excellence in both teaching and research, visionary program building, and the drive to help us raise DePaul's national profile in public relations and advertising education. Applications are strongly encouraged from people with demonstrated success in working with diverse student bodies.

Our location in the heart of Chicago, the nation's third largest media market, provides an unparalleled opportunity to forge strong working relationships with key industry professionals and to offer students cutting-edge, pre-professional training.

A Ph.D. in advertising, mass communication, or a related field is required. Applicants must have a doctoral degree by the time of appointment. Professional industry experience is desirable. Excellent research support available. Salary is competitive and commensurate with experience.

To apply, please visit the following link to complete the application form: https://facultyopportunities.depaul.edu

You will need electronic copies of: 1) a cover letter that addresses your interest in and qualifications for the position; 2) a current CV; 3) contact information of three references; and 4) one or more examples of published research.

Any materials that cannot be submitted electronically may be sent to:
Kelly Chu, Chair
Advertising Search Committee
DePaul University
College of Communication
1 E. Jackson Blvd
Chicago, IL 60604

Review of applications will begin November 1, 2014 and will continue until the position is filled.

DePaul University is committed to diversity and equality in education and employment.
The School of Communications at Webster University invites applications for three assistant professor faculty positions in:

- **International Communication and Media Studies:** A teacher-scholar to help us build curriculum in international and comparative communication, media, and culture.
- **Advertising and Marketing Communications:** Especially in regard to digital media, including SEO, social media, web design, content marketing, big data, and analytics.
- **Film Production:** Candidates with success in film making, conversant with current trends and issues in the industry, and able to teach at all levels of film production as well as film and video producing.

Consult the full job descriptions and application instructions posted on the School’s website (http://www.webster.edu/communications/about/job-opportunities.html)

Review of applications will begin immediately and continue until the positions are filled; for priority consideration, applications should be received by December 5.

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**OHIO NORTHERN UNIVERSITY**

Department of Communication and Media Studies

Assistant Professor of Multimedia Journalism

Posting Number: 800441
Posting Type: External - Open to All Applicants
Job Title: Assistant Professor of Multimedia Journalism
Position Type: Full-Time Faculty
Department: 1530-Communication Arts

Benefits Summary:
Benefit package includes: Medical, Dental, Vision and Prescription insurance, Life insurance, Workers' Compensation insurance, Unemployment insurance, and Total Disability insurance.

Retirement: The University contributes 7% of the regular salary and the employee has a mandatory 7% contribution into the TIAA-CREF Retirement Program. Other benefits include tuition remission for employee, spouse, and employee's dependent children under the age of 25 (this does not include the last two year of the PharmD program or the JD), and twenty days of paid medical leave per year.

Pay Band:

Job Summary:
The Department of Communication and Media Studies at Ohio Northern University invites applicants for a nine-month, tenure-track position in Multimedia Journalism beginning in August 2015. ONU seeks a media specialist and educator to advance the school's commitment to preparing students for our diverse and multi-platform media environment.

Scope:
The Getty College of Arts and Sciences comprises sixteen departments offering over 50 majors that range from the liberal arts to a rich variety of pre-professional and professional programs. The College has a student-faculty ratio of 12:1; faculty and students collaborate closely in undergraduate research, creative works, and professional activities.

Principal Responsibilities:
Responsibilities include teaching required multimedia journalism courses, contributing to the teaching of other communication courses, performing service duties, advancing a scholarly research agenda, and maintaining professional productivity. Teaching would primarily focus on digital journalism in a multimedia and lab environment as well as in an instructional environment that incorporates online and elements of convergent media. Candidates should be prepared to teach multimedia journalism courses and digital media production courses. Candidates will also provide assistance to the operation of a 3,000 watt, commercial frequency, non-commercial radio station. Candidates should be prepared to contribute to curriculum development emphasizing cross-discipline integration of new media technology and multi-platform journalism. Teaching expectations are three to four courses per semester. Applicants should have significant professional and industry experience and demonstrated competence in the practice of multimedia journalism.

Required Skills: Successful candidates should have a strong multimedia and digital production background, media management, writing for media, audio and video production with strong researching skills. Additionally, candidates need professional experience. Excellence in teaching and mentoring students is expected.

Minimum Qualifications: Doctorate in Multimedia Journalism, Digital Media Production, Mass Communication, or a related field is required. ABD will be considered.

Preferred Qualifications: Earned Doctorate in Multimedia Journalism or related field with professional experience.

For more info and how to apply go to http://jobs.onu.edu/postings/2638

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**UNIVERSITY OF LOUISVILLE**

Department of Communication

Assistant Professor, tenure track, with expertise in New Media, Data Journalism, and/or Digital Communication

The Department of Communication invites applications for a tenure track Assistant Professor with expertise in new media, data journalism, and/or digital communication beginning fall 2015. The ideal candidate will be expected to teach undergraduate and graduate courses in video/digital/content production and other areas of interest. Candidates are expected to have a Ph.D. in Communication or a related field prior to the fall of 2015, a record that suggests scholarly promise, and the ability to teach undergraduate and graduate courses in the area.

All applicants apply online at: https://hrprod.louisville.edu/psc/hrprod/EMPLOYEE/HRMS/c/HRS_HRAM.HRS_CE.GBL?Page=HRS_CE_JOB_DTL&Action=A&JobOpeningId=30941&SiteID=200&PostingSeq=1

The University of Louisville is an Affirmative Action, Equal Opportunity, Americans with Disabilities Employer, committed to community engagement and diversity, and in that spirit, seeks applications from a broad variety of candidates. We offer benefits to same-sex and different sex domestic partners.

For more information contact Michael Cunningham at michael.cunningham@louisville.edu

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**UNIVERSITY OF LOUISVILLE**

Department of Communication

Assistant Professor, tenure track, with expertise in argumentation and/or persuasion

The Department of Communication invites applications for a tenure-track Assistant Professor with expertise in argumentation and/or persuasion to begin in fall 2015. Candidates are expected to have a Ph.D. in Communication or a related field prior to appointment, a record that suggests scholarly promise, and the ability to teach undergraduate and graduate courses in the area.

All applicants apply online at: https://hrprod.louisville.edu/psc/hrprod/EMPLOYEE/HRMS/c/HRS_HRAM.HRS_CE.GBL?Page=HRS_CE_JOB_DTL&Action=A&JobOpeningId=30940&SiteID=200&PostingSeq=1

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For more information contact Michael Cunningham at michael.cunningham@louisville.edu

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The Nicholson School of Communication (NSC) at the University of Central Florida (UCF) invites applications for a nine-month, non-tenure earning instructor or lecturer position beginning August 8, 2015.

The successful candidate for the position shall possess a Master’s degree in Communication or a closely related field from an accredited university by the time of hire, and significant professional experience, willingness and capacity to teach at the undergraduate level, including demonstrated ability for teaching in both Spanish and English, in a variety of delivery modes, including large lecture and small skills classes, web-assisted instruction, and through an online environment.

Instructional duties include teaching at the undergraduate level among the following list of courses: a capstone class that produces student broadcasts/newscasts, radio casts, and news websites in Spanish and English; Hispanic Media in the U.S.; Hispanic Audience Analysis and Content; Comparative Hispanic Media in the U.S.; Media in Latin America and Spain; Gender Roles in Hispanic Media; Effective Advertising to a Hispanic Audience; Media Content Development for the Hispanic Audience; Television News; and other electronic media courses.

Successful candidates will possess a demonstrated commitment to excellence in teaching and student learning. Other typical responsibilities include appropriate service in student advising (academic, professional and career), internship supervision, participating in the academic life of the school (e.g., attending faculty meetings, participating in curriculum review/development, assessment of student learning, etc.) as well as serving on various committees as appropriate for an instructor in the school. External service expectations include work with appropriate academic disciplinary bodies and professional organizations which may be fulfilled by participation in any of the following service activities: active participation in Forensics associated organizations (e.g., AFA, NFA, NCA Forensics Division, Forensics Honor Societies, etc.), active involvement in connecting Speech/Forensics to the larger university community and general public (e.g., promoting the Speech team in the community and/or on campus, via public presentations or events, local or national workshops, etc.) and/or your activity with disciplinary and academic associations (e.g., national, regional and state associations, etc.).

To apply for this position, please visit http://www.jobswithucf.com and complete an online application. In addition, candidates must attach a curriculum vita (CV); a cover letter stating interest and qualifications; and three (3) academic or professional references.

NOTE: Please have all documents ready when applying so they can be attached at that time. Once the online submission process is finalized, the system does not allow applicants to submit additional documents at a later date.

UCF is an equal opportunity/affirmative action employer. All qualified applicants are encouraged to apply, including minorities, women, veterans and individuals with disabilities. As a Florida public university, UCF makes all application materials available to the public upon request.

The Nicholson School of Communication strives to be a premier academic program known for excellence in research scholarship and education. For additional information about the Nicholson School of Communication and its programs visit http://communication.cos.ucf.edu/.

For more information about this position, please contact Ms. Debbie Doyle, debbie.doyle@ucf.edu.

The Nicholson School of Communication (NSC) at the University of Central Florida (UCF) invites applications for a two tenured Full Professor rank or Associate Professor rank graduate faculty positions in Strategic Communication (Crisis and Risk Communication) beginning August 8, 2015.

The successful candidate for the position shall possess a minimum of a Master's degree in communication or related field from an accredited university by the time of appointment and demonstrate a willingness and capacity to teach at the undergraduate level.

Duties include a teaching load assignment of two courses each academic semester (“2-2” load) at UCF’s Orlando campus. The Speech program direction and related duties include: developing a nationally competitive Speech/IE program (e.g., AFA, NFA oriented); successful recruitment and coaching of national level caliber intercollegiate speech competitors; recruitment and mentoring of Graduate Assistant Speech coach; and program administrative duties such as tournament entries, coordinating travel arrangements and travel (including coaching and judging duties), recordkeeping, compliance with university and school policies, etc.

The Speech program directing assignment includes expectation for effective Forensics program administrative functions. These include, but are not limited to budgeting, recordkeeping, sessional tournament entry/travel planning, appropriate travel authorization procedural compliance, Student Government Association (SGA) relations, establishing and enforcing Forensics team policies, managing assigned space and/or equipment, ensuring compliance with all relevant University policies and regulations, and if appropriate coordinating the hosting of high school and intercollegiate Forensics tournaments and/or workshops on UCF campus. Additionally, the assignments include reporting of competition results, public information releases, initiating and/or sustain Forensics Alumni Relations and providing leadership for resource development, as well as collaborating with NSC and UCF to promote the Speech program on campus and in the region, via appropriate publicity, public events and alumni contact.

Other typical responsibilities include appropriate service in student advising (academic, professional and career), internship supervision, participating in the academic life of the school (e.g., attending faculty meetings, participating in curriculum review/development, assessment of student learning, etc.) as well as serving on various committees as appropriate for an instructor in the school. External service expectations include work with appropriate academic disciplinary bodies and professional organizations which may be fulfilled by participation in any of the following service activities: active participation in Forensics associated organizations (e.g., AFA, NFA, NCA Forensics Division, Forensics Honor Societies, etc.), active involvement in connecting Speech/Forensics to the larger university community and general public (e.g., promoting the Speech team in the community and/or on campus, via public presentations or events, local or national workshops, etc.) and/or your activity with disciplinary and academic associations (e.g., national, regional and state associations, etc.).

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The Nicholson School of Communication strives to be a premier academic program known for excellence in research scholarship and education. For additional information about the Nicholson School of Communication and its programs visit http://communication.cos.ucf.edu/.

For more information about this position, please contact Ms. Debbie Doyle, debbie.doyle@ucf.edu.
The successful candidates for the positions shall possess an earned doctorate in Communication or an equivalent field from a university, and have experience in teaching and research in Communication Studies in an academic institution. The candidate should have a strong background in research and teaching in the field of Global Media Studies/Technology Policy.

Applications received by December 15, 2014 will receive the highest priority. The search will continue and applications will be accepted until the position is filled.

To apply, please send a letter of application, a CV, a sample of research, writing or creative work, a statement of teaching philosophy, evidence of teaching effectiveness, and the names of three references to: faculty-recruitment@qatar.northwestern.edu

Northwestern University is an Equal Opportunity, Affirmative Action Employer of all protected classes including veterans and individuals with disabilities. Women and minorities are encouraged to apply. Hiring is contingent upon eligibility to work in Qatar.
The Walter Cronkite School of Journalism and Mass Communication at Arizona State University is seeking an assistant professor of data analytics and audience engagement to teach and conduct research in this growing area.

The Cronkite School, located on ASU's Downtown Phoenix Campus in the nation’s 11th largest media market, is a global leader in professional and innovative digital news media education. The school champions a "teaching hospital" model of journalism education. It is the home to a dozen immersive professional programs and operates Arizona PBS, one of the nation's largest public television stations which reaches 1.9 million households across 80 percent of the state.

Required qualifications are a Ph.D. with an emphasis on multivariate statistical analysis, analytic tools and software. The ideal candidate will have a background in digital audience data, measurement and analytics strategy and their use to engage audiences and create new digital products.

The successful candidate will have a Ph.D. in Communication or a closely related field, a proven record of excellence in teaching, distinguished publications and achievements in their field of study. The candidate will engage in teaching, research, and service. Applicants should demonstrate effective leadership in a diverse community of faculty, students, and staff, and be an articulate and vigorous spokesperson for the department's scientific and educational missions. The department's research profile is particularly strong in quantitative analysis in several areas of communication. The successful candidate will have a Ph.D. in Communication or a closely related field, a proven record of excellence in teaching, distinguished publications and achievements in their research specialty, evidence of strong administrative experience and managerial skills, and a deep commitment to promoting diversity. The university is located between Boston and New York City. Direct inquiries to Maryann Markowski (Maryann.Markowski@uconn.edu). To apply, use Husky Hire (http://coms.uconn.edu/jobopportunities.html) and submit a cover letter, CV, copies of relevant publications, and statements on teaching, research scholarship, leadership, and diversity. Please submit three letters of reference to Maryann.Markowski@uconn.edu. The University of Connecticut is an EEO/AA employer.

The University of Connecticut invites applications for Professor and Department Head. The successful candidate will be appointed at the rank of professor, and will engage in teaching, research, and service. Applicants should demonstrate effective leadership in a diverse community of faculty, students, and staff, and be an articulate and vigorous spokesperson for the department's scientific and educational missions. The department's research profile is particularly strong in quantitative analysis in several areas of communication.

The successful candidate will have a Ph.D. in Communication or a closely related field, a proven record of excellence in teaching, distinguished publications and achievements in their research specialty, evidence of strong administrative experience and managerial skills, and a deep commitment to promoting diversity. The university is located between Boston and New York City. Direct inquiries to Maryann Markowski (Maryann.Markowski@uconn.edu). To apply, use Husky Hire (http://coms.uconn.edu/jobopportunities.html) and submit a cover letter, CV, copies of relevant publications, and statements on teaching, research scholarship, leadership, and diversity. Please submit three letters of reference to Maryann.Markowski@uconn.edu. The University of Connecticut is an EEO/AA employer.

To see the full ad posting: http://coms.uconn.edu/jobopportunities.html

NORTHERN ILLINOIS UNIVERSITY
School of Media and Communication
Assistant professor of data analytics and audience engagement

Northwestern University is an Equal Opportunity, Affirmative Action Employer of all protected classes including veterans and individuals with disabilities. Women and minorities are encouraged to apply. Hiring is contingent upon eligibility to work in the United States.

The Department of Communication, Department of Radio/TV/Film at Northwestern University is seeking a full-time lecturer in the area of media industry studies. The candidate will contribute to a robust undergraduate curriculum that includes media studies, media production, and screenwriting; to the MS in Leadership for Creative Enterprises http://www.communication.northwestern.edu/programs/ms_leadership_inventive_entreprises and to MFA programs in Writing for Stage + Screen and Documentary Media http://www.docmedia.northwestern.edu . In particular, the candidate will teach courses on the organization and practices of media industries such as film, television, radio and podcasting, music, gaming, and social media, as well as the convergence among these. Industry experience, historical and theoretical perspectives on the creative industries, and expertise in either sound studies or global media are welcomed. Applicants should have a PhD and college teaching experience.

Appointment starts September 1, 2015, for a one-year term with the possibility of renewal.

For full consideration, please send your application letter, a curriculum vita and three letters of recommendation by January 15, 2015. We will begin reviewing applications by that date but will continue accepting applications until the position is filled.

Applications and supporting materials should be sent to:
Media Industry Studies Search #24408
Office of the Dean
Northwestern University
1920 Campus Drive 2nd Floor
Evanston, IL 60208
email: ScreenCultures@northwestern.edu

Northwestern University is an Equal Opportunity, Affirmative Action Employer of all protected classes including veterans and individuals with disabilities. Women and minorities are encouraged to apply. Hiring is contingent upon eligibility to work in the United States.

THE UNIVERSITY OF SOUTHERN CALIFORNIA
Annenberg School for Communication
Jayne and Hans Hufschmid Chair in Strategic Public Relations and Business Communication

The USC Annenberg School for Communication and Journalism seeks to appoint a transformational interdisciplinary scholar to the Jayne and Hans Hufschmid Chair in Strategic Public Relations and Business Communication. The individual selected will provide academic and research leadership focusing on the intersection of communication and business. The position calls for expertise in digital media convergence, new and emerging approaches to connecting organizations to their publics, and social media analytics, as well as an understanding of the impact of rapid technological change on local and global economies.

USC is deeply committed to interdisciplinary collaboration, and thus we seek a boundary spanner who can not only foster connections among existing programs like our Media Economics and Entrepreneurship initiative, the Annenberg Innovation Lab, and the Strategic Communication and Public Relations Center, but can also seek out and nourish relationships between Annenberg and the USC Marshall School of Business, working to build programs that integrate strategic public relations and business management.

To see the full ad posting: http://www.communication.northwestern.edu/programs/ms_leadership_inventive_entreprises and to MFA programs in Writing for Stage + Screen and Documentary Media http://www.docmedia.northwestern.edu .
An advanced degree is preferred. Salary and benefits will be competitive and commensurate with qualification and experience. USC is an equal-opportunity educator and employer, proudly pluralistic and firmly committed to providing equal opportunity for outstanding persons of every race, gender, creed and background. The University particularly encourages members of underrepresented groups, veterans and individuals with disabilities to apply.

The University is partnering with the executive search firm Perrett Laver on this appointment. Further information, including details of how to apply, can be downloaded at www.perrettlaver.com/candidates quoting reference 1809. For informal inquiries please contact Katie Ho via katie.ho@perrettlaver.com or +44 (0)20 7340 6223.

UNIVERSITY OF SAN FRANCISCO
USF Ethnic Minority Dissertation Fellowship

Department:
Academic Affairs/Provost Office

Job Type:
Full-Time

Job Summary:
The University of San Francisco invites applications from underrepresented ethnic minority scholars for the USF Dissertation Fellowship Program for academic year 2015-2016.

Job Responsibilities:
Scholars complete their dissertation and initiate an ongoing program of scholarly or creative work, while becoming familiar with the usual service responsibilities of a university faculty member. Scholars teach one course in their discipline each semester and serve the University in various capacities. The program provides compensation of $36,000 and limited support for relocation and research-related expenses. Additional support includes office space, computer and library privileges.

Minimum Qualifications:
Scholars are members of one of the following groups: African-Americans, Asian-Americans, Pacific Islanders, Hispanics/Latinos, or American Indians, and are U.S. citizens or Permanent Residents. Candidates must have completed all course work leading to their doctorate by Summer 2015, and must be considering a career in college teaching in one of the following fields:


Education: Counseling Psychology, Leadership Studies, Learning and Instruction, International and Multicultural Education, Teacher Education.

To be considered for this position please visit our web site and apply on line at the following link: http://aptrkr.com/544798

EEO Policy
The University of San Francisco is an equal opportunity institution of higher education. As a matter of policy, the University does not discriminate in employment, educational services and academic programs on the basis of an individual’s race, color, religion, religious creed, ancestry, national origin, age (except minors), sex, gender identity, sexual orientation, marital status, medical condition (cancer-related and genetic-related) and disability, and the other bases prohibited by law. The University reasonably accommodates qualified individuals with disabilities under the law.