

ICA Newsletter

INTERNATIONAL COMMUNICATION ASSOCIATION

Volume 29, No. 7 September 2001



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WASHINGTON, DC

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AUSTIN, TX

1730 Rhode Island Ave. NW, Washington, DC 20036

ICA Headquarters Office Moves to DC

By the time you read this newsletter, ICA staff will be on the move from Austin, TX, where we've been headquartered since 1974, to Washington, DC, with a target date for being fully "up and running" at our new location by September 12. The new headquarters address is 1730 Rhode Island Ave., NW, Suite 300, Washington, DC 20036-3101—just south of Dupont Circle and a half block from Connecticut Avenue NW at M Street.

"We'll be right where we need to be," says ICA Executive Director Michael L. Haley, "to play a significant role in future policy- and decision-making and to have access to others whose interests and publics complement ours." The new office suite offers 1600 square feet and provides individual work space for each staff member, plus storage and a workroom.

Making the move with Haley will be Barbara Stooksberry, public information/publications, and Sam Luna, member services. Bob Cox will continue as associate executive director but will work mostly from Austin. In addition, two new staff members have been hired: Paige Rumberg, office administrator, and Guo Liang, associate publications editor.

While the move is in progress the first week of September, ICA will maintain a skeletal staff in Austin to handle phone calls, faxes, and email messages, as possible. Computers with the member database will be in transit, so questions requiring access to those records will have to be answered after the move is complete. ICA members will be notified as soon as a new phone number is available, and the information will be available on the ICA website.

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PREIDENT'S Message

Communication and Identity— the English-Only Movement

By Cindy Gallois
U of Queensland

Earlier this year, just when I thought it was safe to read the newspapers and watch the news on TV again, a small but disturbing political movement in Australia went on the increase one more time. This movement is centered on a new political party called One Nation, which a few years ago caused scandal in Australia and in East Asia because of its leaders' anti-immigration and pro Anglo-Australian stance. In a country with a proud (albeit recent) tradition of multiculturalism and strong laws against racial vilification, this party was able to put chauvinist and assimilationist discourse back onto the media and political agendas. This year, the party's rhetoric was more tuned to complaint on behalf of rural Australians ("the battlers in the bush"), but the underlying message was clear—Australia should remain an Anglo-Celtic and Anglophone place, and the majority should be protected from the inroads of immigrant and indigenous groups. They did unnervingly well in some parts of the country, although the outcome was mainly to ensure the election of less conservative state governments.

Australia is not that different from other countries. For example, the voices of the anti-immigration and English-only movements in the United States are also growing louder. There are analogous movements in the United Kingdom and some other European countries, and Asia is not immune from ethnolinguistic prejudice either. These political movements show how sensitive majority groups can be, and how powerfully they can react, to perceived increases in the vitality of ethnic minorities. As we know from history as well as current events, the consequences can be dire.

In June 2000, ICA's task force on the English-only movement in the U.S. (Barker, Giles, Noels, Duck, Hecht, & Clément) reported to the Board of Directors; their full report was published in the *Journal of Communication* (51(1), 3–37). They examined the impact of the English-only movement and associated developments like the passage of anti-immigration propositions in California, on majority and minority communities—particularly Hispanics, who represent the fastest growing non-English-speaking group in the U.S. They concluded that no other language poses a serious threat to English anywhere in the world. Indeed, with its increasing dominance in the mass media and the Internet, if anything, it is English that threatens other languages. Furthermore, the negative impact of English-only movements on ethnic minorities has been well documented.



(continued on page 4)

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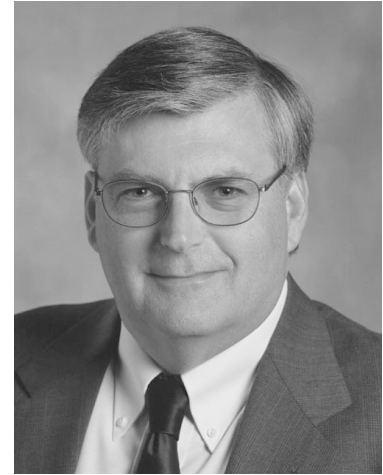
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We Need Excellence Beyond the Classroom

By Brent D. Ruben
Rutgers U



Just before graduation day, a student and his family gathered eagerly around the dining-room table to open a letter from the university that the student attended. The student began to read to all assembled what they hoped would be a note of congratulations from the dean.

The letter read: “Dear Student, Your diploma will be withheld because of an outstanding parking violation. In order to receive your diploma, you are required to first satisfy this obligation.” It was signed “The Parking Department.” Stories like this are all too common—and are symptoms of a fundamental problem at many higher education institutions today.

Higher education is an indispensable sector of society, and American teaching and scholarship are emulated the world over. Given that, why has public funding for higher education generally been flat in recent years? Why do students, parents, alumni, employers, journalists, taxpayers, and other external stakeholders perpetually question us? Why, in short, don’t our constituencies support us more actively?

The answer is that we too narrowly define the concept of excellence to which we aspire. We strive for excellence in teaching and research—and we often achieve it. But we fall considerably short in two other dimensions of quality: service excellence and organizational excellence. And the responsibility for both the failure and the fix sits squarely on the shoulders of every one of us who works on a campus.

Service excellence concerns the way we create and maintain relationships with those we serve through our instruction, research, and community outreach. The story about the student and the parking ticket illustrates the challenges of service excellence. Unfortunately, most campus cultures are much more effective and efficient in matters of regulation and control than in relationship development. The issue in the parking-ticket case is not whether the student should meet his financial responsibilities to the institution but rather how we communicate those obligations so that we don’t undermine our larger goals.

There are many other examples. Consider, for instance, the faculty member who is in her office preparing lecture material when a student arrives at her door with a question. The faculty member reacts to the interruption with visible annoyance and tells the student to come back during office hours. The professor is working hard to maintain her college’s reputation for scholarly excellence. Unfortunately, at the same time, she is making a less exemplary contribution to service excellence.

Similar incidents occur every day at institutions of high academic quality. Such events are remembered, and, unfortunately, it does not take many of them to sour our relationships with others. Yes, there are also many good stories. My own research and that of the Technical Assistance Research Program of the White House Office of Consumer Affairs show that people recall and repeat stories about negative events much more often than they remember and recount positive ones. That means that such encounters have a disproportionately large impact on the public image and reputation of our departments, our institutions, and higher education in general.

The fundamental problem is our lack of consistency. We go to great lengths to assess and document the quality of our academic work; we thoroughly and painstakingly review our teaching and research programs and the accomplishments of individual faculty members. But we have never really dedicated ourselves, as institutions or as a sector, to service excellence—certainly not to the extent that we have dedicated ourselves to excellence in academics. We don’t think or talk much about service, we rarely assess how well we do it, and we do little to recognize or reward it in ways that would make it part of our institutional culture.

We follow a similar pattern in matters of organizational excellence that concern the effectiveness and efficiency of the way we work. For example, at many institutions, gaining the necessary approvals to offer a new course is often lengthy, cumbersome, and frustrating. Sometimes faculty members must review the same proposal several times because they serve as members of different oversight committees or groups. To cite another case in point: At many universities, reimbursement for travel can take one, two, or even three months from the time that you submit the paperwork until you receive a check. In contrast, if you work at some leading corporations, you can file your travel expenses from anywhere in the world by phone and receive a check within 48 hours at your home or bank, or in your American Express account.

The dysfunctional work processes that pervade higher education institutions waste time and other valuable resources, thwart faculty and staff innovation, and undermine

Excellence / continued from previous page

morale. In many cases, they also interfere with our ability to serve our external constituencies effectively.

The health care sector provides an object lesson. In the past, health care providers focused exclusively on clinical quality, but today many primary care practices also emphasize issues of service and organizational effectiveness. They offer evening and weekend hours, designate staff to help patients process insurance claims, and encourage feedback about their services. Moreover, many health care organizations

have recognized that such changes aren't just about appearances. They are fundamental to the quality of care.

Research in the medical area shows that how caregivers treat patients influences how those patients understand and comply with their medical treatment—and also increases the likelihood that patients will take responsibility for managing their own health care. Similarly, the way that we deal with our students and our other stakeholders affects not only how they value us as “providers,” but also our ability to help

them learn, make productive use of their knowledge, and become self-motivated, lifelong learners.

We need a new, broader vision of excellence, one that attaches far greater value to relational and organizational considerations. What's required is not simply improved public relations, but a fresh look at what excellence in higher education means.

Examine the needs and perceptions of those we serve. As individuals and institutions, we must develop a better understanding of how our various constituencies view us. At a minimum, we should gather information on their expectations, priorities, and level of satisfaction or dissatisfaction with our programs and services. For example, various departments could institute a regular program of focus groups and surveys of students and alumni to solicit their assessments and suggestions for improvement.

With new insights, we could identify important gaps between how we think we are performing and how our constituencies perceive us. In some cases, those gaps will indicate that we need to explain more effectively why we've acted as we have. In other cases, they will suggest that we need to make changes in what we do or how we do it. For example, an academic-department survey indicated a high level of dissatisfaction with the department's advising program. Follow-up focus groups revealed that much of the problem was not the absence of a viable advising system, but rather that students were not well informed about the system and how to take advantage of it.

Become more effective learning organizations. When I talk with colleagues in academic and administrative units, I hear a great deal about how each department, school, or discipline is special. Indeed, every unit is unique in some respects, but many similarities also exist that provide the potential for learning from others. All organizations, in all sectors, serve specific constituencies. All organizations need to clarify their mission and build consensus for it,

President's Message / continued from page 2

The task force report noted that several disciplines in the social sciences (especially psychology, sociology, and linguistics) have large literatures on the complex and important relations among language, communication, and social identity. The communication issues are obvious, as our self-concepts and relationships are mainly made up of everyday language practices at home, school, and work. Surprisingly, the tradition of research is not strong in communication; this is an area that our field has largely left alone. The report calls for more communication research, grounded by rigorous theory, on the processes underlying English-only and similar movements and their consequences. The authors have provided a theoretical model as a start to this endeavor.

I believe this is a key issue for communication scholars as we move into the 21st century. The negotiation of social identity through language and language attitudes is a central aspect of reconciliation, the theme of next year's conference—the reconciliation among diverse ethnic groups who share a common space. In addition, in the context of globalization, it is vital to understand and to manage the extreme dominance of English in the mass media and the Internet. To do this, we must first understand how this dominance affects the social identity of both English speakers and speakers of other lan-

guages. Yet, a search of ICA's journals and newsletters over the past few years reveals little interest in this topic. It would be false to say there is nothing. One finds a sprinkling of papers in each of our journals, including work on the history of racist discourse, hate speech, the communicative impact of California's laws, bicultural identity, talking race. But there is only a handful of papers. Communication researchers in this area often publish their work in the journals of other fields, so that much of the benefit is lost to our field.

There is no better time for us to take up the challenge of explicating the communicative antecedents and consequences of English-only and other ethnocentric movements. ICA can and should facilitate this process as much as possible. The conference next year is an excellent opportunity. First, we can repeat the initiative taken in Acapulco to include bilingual panels and panels in the host language. We must also showcase our research and theory on intergroup language and communication. Our journals, both existing and proposed, provide another opportunity for special issues and more general coverage in this area. So does our renovated newsletter. It would be hard to find a topic where communication can serve the public interest better than in understanding the impact of language on identity and its negotiation through communication.

to identify constituent needs, to improve and assess their effectiveness, and to use technology to support their goals.

For example, recently the Rutgers undergraduate admissions office sought to improve how prospective students could learn the status of their applications without having to employ a large, dedicated staff to answer phones. To whom did the admissions officers look for a model? Other colleges and universities, of course, but they weren't handling matters any more efficiently than we were.

As it turned out, what was needed was the approach used by leading corporations to solve problems of this type: to think generically and identify the fundamental processes involved. Thinking generically led us to realize that the "admissions-records problem" should instead be considered a "tracking problem." What organization best tracks its products and services? Probably Federal Express. Now our admissions office has a Web-based tracking system for prospective students that embodies most of the same features as the FedEx package-tracking process. Who would have thought that a university could learn from a delivery service?

Our focus on how we are different is often a barrier to organizational learning. To the extent that we are unique, we have nothing to learn from anyone—not exactly the posture one would hope for in a sector where teaching, learning, and discovery are core values.

Study and improve our internal operations. Every college unit needs to analyze and improve how it functions. How well do our teaching methods work? How effective are our professional development efforts? Our financial systems?

Higher education is the gold standard in research, and we have subject matter experts available on every imaginable topic. Yet, we have not been committed to consistently high standards when it comes to R&D for our own internal organizational processes.

Should we not also use our expertise to examine our own operations?

For example, one of the most obvious kinds of internal R&D is to analyze work processes to clarify and streamline the sequence of steps required to accomplish a goal. In one Rutgers department, clarifying the responsibilities of the dean and the chairman in hiring new faculty members substantially reduced the number of days involved in negotiations. It also eliminated the ambiguities, miscommunication, and ill will that had been characteristics of the hiring process in that department for years.

Recognize that everyone at the institution is a teacher. Clearly, students gain important knowledge in the classroom, but they are also being taught poignant and enduring lessons outside the classroom. Seeing a faculty member or staff member courteously and professionally deal with an angry colleague or student can provide at least as poignant a lesson on human relations as any series of assigned readings on the topic.

We are all teachers and learners—not only full- and part-time faculty mem-

bers and teaching assistants, but also each and every staff member. Many of us teach in dormitories, dining halls, administrative offices, and on campus buses. We teach through every interaction we have with those who live on and work on the campus, with visitors, and with the general public. We must remember that we are all the face of higher education.

In sum, colleges should consider a variety of ways to improve the quality of our services and relationships with our constituents and how we function internally as organizations. The traditional scholarly goals of higher education institutions are of paramount importance. But if we are to fulfill our teaching and learning role in society, and be recognized for doing so, we can't be content being a leader in scholarly excellence alone. We must demand more of our institutions and ourselves.

Brent D. Ruben is a professor of communication and executive director of the Center for Organizational Development and Leadership at Rutgers U.

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UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

The Department of Political Science and the Department of Speech Communication at the University of Illinois at Urbana-Champaign invite applications and nominations for a tenure-track position in **Media and Politics**, with a starting date of August 21, 2002. Rank is open. We seek scholars who work in any of the specialized areas within the field of media and politics, including communication and election campaigns, the role of media institutions in politics and government, media and public opinion, and the uses of new communication and information technologies in politics, government, and citizenship. Senior candidates should have a record of demonstrated excellence in research and teaching and strong analytic skills. Junior candidates should be methodologically well-trained and demonstrate the potential for excellence in research and teaching. Moreover, they should have Ph.D. in hand or demonstrate evidence of imminent completion by August, 2002.

The selected candidate will join a leading graduate and research program in politics and media staffed by an expanding interdisciplinary group of colleagues in Political Science and Speech Communication who study the subject employing a range of perspectives and methods. The selected candidate will be appointed jointly in both departments. The salary will be commensurate with the candidate's experience and record.

Junior candidates should include curriculum vita, statement of research and teaching interests, examples of writing, course syllabi and other evidence of teaching effectiveness, and arrange for the submission of three letters of recommendation. Senior candidates should include a curriculum vita. In order to ensure full consideration, applications must be received by October 15, 2001.

Send applications and nominations to Professor Peter F. Nardulli, Head, Attn. Media and Politics Search Committee, Department of Political Science, University of Illinois at Urbana-Champaign, 361 Lincoln Hall, 702 South Wright St., Urbana, Illinois 61801-3696; (217) 333-3880 voice, (217) 244-5712 fax.

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Seoul Diary 101: Eating Out

By Jennings Bryant
ICA President-elect
U of Alabama

What sort of food can I expect to find in Seoul? What's real Korean food like? Do I need to pack a week's worth of Nutrigrain bars and trail mix? Should I ship a case of Maalox and pack the Pepcid? These are only a few of the questions that fellow explorer, ICA Executive Director Michael Haley, and I set out to answer when we pretested the foods of Seoul last April during our scouting expedition for the 52nd annual ICA conference to be held at the Seoul Hilton, July 15–19, 2002.

Let's begin with the first question: What sort of food can I expect to find in Seoul? Well, there's Italian, Chinese, French, Spanish, Japanese, Mexican, and a wide variety of other international fare. Naturally, there's a bit of Korean food also. Or, if you want, you can have KFC, McDonalds, Taco Bell, Starbucks, Popeyes, or Pizza Hut. You can even get beef jerky, Vienna sausages, and moon pies at a Circle K. In other words, Seoul is a cosmopolitan city with a wide array of restaurants serving diverse palates and pocketbooks.

Perhaps the best way to provide you with some insight into dining in Seoul is to share our field notes because I can guarantee our friends in the Korean Society for Journalism and Communication Studies (KSJCS) saw to it that we had many varied and unusual dining experiences during our visit to Seoul.

When superhost Taik Sup Auh met us at the Incheon Airport, he asked if we would like to go to a barbeque restaurant later that evening. To a lad reared in the American South in states as different as North Carolina and Texas, one question comes to mind: beef or pork? It so happens that in Korea, barbeque can be either, so that doesn't appear to be a particularly relevant question. The more germane question is *kalbi* or *pulgogi*? *Kalbi* is something like "spare ribs," and *pulgogi* is made from strips of marinated meat. Neither is highly spiced; both are typically cooked over hot charcoals at your table, and both are typically delicious (and quite familiar to Western palates).

In the "Seoul Diary 101" article in the July–August *ICA Newsletter*, I described the unusual mode of conveyance we took to the barbeque restaurant that first night in Seoul. The restaurant was of the "touristy" genre, and the vehicle the restaurant sent to pick us up was eye-catching, to say the least. The décor of the van might best be described as bordello casual. In marked contrast, the restaurant décor was hunting-lodge chic, with beautiful wood paneling and beams throughout. When we had

been seated at a rather large wooden table with comfortable seats, Professor Auh spoke a few magic words in Korean, and congenial and efficient servers/cooks descended on us with bowl after bowl of food, all of which were artfully arranged around our extremely hot charcoal grill. When you order barbeque in Korea, don't think that all you'll get is meat. In this and every other Korean restaurant we visited, the main dish was accompanied by *kimchi* (*kimch'i*), numerous other vegetable dishes, seafood delicacies, and other appetizers, and more little dishes full of assorted "goodies" than I have ever imagined. Vegetarians could actually eat at barbeque restaurants in Korea and go home stuffed!

Our barbeque meal turned out to be a feast, and every morsel was absolutely delicious. Michael and I were particularly fond of a self-made concoction that probably violated a dozen cultural taboos: We spread assorted sauces, bean curd, and the like on beautiful sesame leaves, and then enfolded the sizzling *pulgogi* in that. What a treat! Where Michael and I differed was in our preference for the ideal accompanying drink. Michael opted for *soju* (a clear distilled beverage), and I fell for a wonderful Korean beer (*OD*). No matter, after 13 hours of airline fare, we descended on that food like a horde of locust.

One digression may be in order: You might have noticed my earlier use of an undefined term *kimchi*. Well, *kimchi* is an institution in Korea (often called "the national dish"), and like most institutions, it is complex. At one level, *kimchi* is a vegetable dish—cabbage fermented in chili pepper spices and the like—but really it is more like a category of foods, for some restaurants serve multiple *kimchi* dishes at the same meal. In fact, there are dozens of varieties of *kimchi*. If you don't believe me, visit the Kimch'i Museum in Seoul (really!), or at the very least you should visit the official *kimchi* website (<http://www.kimchi.or.kr/english/index.html>) or a variety of other websites that explicate the cultural institution that is *kimchi* (e.g., <http://kimchi.kfri.re.kr/2-1.htm#a>; <http://www.lifeinkorea.com/culture/kimchi/kimchi.cfm>; or <http://soback.kornet.nm.kr/~pixeline/heeyun/korea/kimchi.html>). Too bad you can't download free samples from websites (yet!).

Back to the eat-athon: The first couple of mornings in Seoul, Michael and I had business meetings with our colleagues from KSJCS that began with business breakfasts at the lobby restaurant of the Seoul Hilton. By eating with individuals who consumed a wide variety of breakfast fare, we were able to get a good feel for the diversity of the breakfasts available at the Hilton. Some of us ate traditional Korean breakfasts (which may include *kimchi*, by the way), others ate a beautifully presented traditional Japanese breakfast (e.g., rice, fish, noodles, etc.), and others opted for a wide array of American breakfasts (e.g., eggs and bacon, pancakes, French toast). Because Michael and I had been very good for these first couple of breakfasts (e.g., oatmeal, muesli), during breakfast on our third morning we broke the bank and treated ourselves to the breakfast buffet—eating our way around the globe. To envision this buffet, begin with the breakfast buffet offered at the Washington Hilton during our 2001 conference, and



then add delicacies from around the world, with a heavy emphasis on Asian offerings. Delicious!

Our second evening in Seoul, our hosts escorted us to the *Insa-dong* area, renown for its fine antiques, art galleries, teahouses, and exotic restaurants. It had been raining heavily as we browsed in shops along *Inсадong-gil* (the main street in the area), so we ducked into a wonderful teahouse/art gallery to warm up with a cuppa. Some of the tables and chairs were hand-thrown ceramic pieces, and the exotic ambience left me with the feeling that I'd followed Alice down the rabbit hole and entered some alternative artsy universe. Not only was this teahouse a welcome respite from the storm, it was an interesting departure from everyday reality.

Then we went to a traditional Korean restaurant for a true feast. (Hint: If you approach the door of a restaurant and see stacks of shoes by the door, you should take off your shoes before entering. We did, and I wondered if I would ever find my faithful Clarks again—no problem!). Our party of 10 or so was escorted to a private room, where we sat on the floor around a large rectangular table roughly

10 inches off the floor. Most of the party assumed comfortable lotus positions. I tried, but I'm afraid my body language bespoke a failed game of "Twister" rather than comfortable repose. In fact, I assumed so many positions during the 2-hour meal that I expected to have a unique crop of bunions on the morn. The food was worth it, however.

At one point I counted 31 dishes on the table, including, of course, several varieties of *kimchi*. Most I liked a great deal; others I'm glad I tried once. Michael, on the other hand, seems to have truly catholic tastes. I don't think he's ever met a dish he didn't like. Interestingly, with this group and this meal, someone seemed particularly fond of every dish on the table, and when everyone departed happy and sated, almost every dish was nearing the empty mark. A dining environment such as this is particularly conducive to camaraderie, and I wholeheartedly recommend that every ICA conferee try one traditional Korean meal. My fervent wish is that your dinner companions may be as engaging as Michael's and mine were on this memorable evening.

Our two other dinners were occasions to remember also, in part because of our

cordial, gracious, and erudite hosts (owners or officers of major Korean media companies), but also because of the quality of the cuisine. One evening we dined at an exquisite Italian restaurant, with seafood, veal, and pasta dishes that rivaled the finest of Italy, as well as a very special wine list featuring fine Italian wines and excellent wines from Australia, New Zealand, and other countries. Another evening, we ate at the beautiful Hotel Shilla and had the finest Chinese meal I have ever eaten outside of China, with delicacies such as shark's fin soup, abalone, Beijing duck, and rare wild mushrooms prepared and served with consummate sophistication and verve. This certainly was not Chinese fare as Americans know it!

If you're not hungry by now, either you're not a member of Stanley Schachter's external-cue utilization condition, or I'm not describing our experiences very effectively. In writing this portion of our Seoul Diary, I confess that my affective memory has provided me with a fine appetizer that can be surpassed only by the wonderful meals I anticipate eating during our 52nd ICA convention in Seoul. Bon appetite! Or better yet, *Mat-It-Ke De-Ship-Shi-Yo*.



Rensselaer

The Department of Language, Literature, and Communication is seeking tenure-track faculty to conduct original research and teach courses in one or more of the following areas: human-computer interaction, web communication, computer-mediated communication, organizational communication, persuasion processes, advertising and public relations, E-business, or social or economic policy as it applies to communication technologies. Rank and salary are open, and both senior scholars and new Ph.D.'s are invited to apply. Duties will begin *September, 2002*. Applicants' research should address fundamental questions about the way technology shapes human interaction and the individual and/or social impact of communicating with technologies. Applicants should demonstrate a record of published research in one or more of the defined areas, acquisition of extramural research funding, or a clear potential to do so. The successful applicants will join a faculty that is currently conducting state-of-the-art research in Human-Computer Interaction, Computer-Mediated Communication, digital document design, and technology & culture, at one of America's first technological and most wired universities. They will be invited to join a multi-disciplinary group of collaborating faculty in the newly established Rensselaer Social and Behavioral Research Laboratory, a spacious facility with multiple HCI and CMC research suites, VR and eyetracking labs, focus group interviewing rooms, Internet2 connection and other state-of-the-art research capabilities. Rensselaer Polytechnic Institute is located in upstate New York within easy driving distance of New York City, Montreal, and Boston, in a region of the northeast known for its scenic beauty and quality of life. Review of applications will begin immediately, and will continue until suitable candidates are identified. Application, vita, samples of published research, and three letters of reference should be sent to: James Watt, Chair, Dept. of Language, Literature, & Communication, Rensselaer Polytechnic Institute, Troy, NY 12180. RPI is an EO/AA employer.

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Sept. 13. Papers, Western States Communication Association, Long Beach, CA, March 2-5, 2002. <http://www.westcomm.org>

Sept. 30. Proposals. Chapters, New Frontiers in International Communication. For details: Mehdi Semati, msemati@eiu.edu

Oct. 1. *Women and Language* special issue, Communication and the Globalization of Feminism: Challenges, Opportunities and Advances. Contact: Deborah Ballard-Reisch, dballard@unr.nevada.edu or Anita Taylor, ataylor@gmu.edu

Oct. 31. Mss. Rhetorics at the Margins: Gender, Sexuality, Violence, July 3-5, 2002. National U of Lesotho. Contact: c.dunton@nulls

Nov. 1. Papers. Reconciliation Through Communication, ICA 52nd annual conference, July 15-19, Seoul, Korea. <http://www.icahdq.org>

Nov. 1. Abstracts. 5th International Conference on Argumentation, Amsterdam, June 25-28, 2002. <http://www.hum.uva.nl/issa>

Nov. 1. Papers, Center for Global Media Studies, Spokane, WA, July 12-13, 2002. Contact: David Demers, demers@cgms.org; <http://www.cgms.org>

Nov. 15. Papers, proposals. 19th annual Intercultural Communication Conference, Feb. 21-23, Coral Gables, FL. Phone: 305-284-5106; email: icc2002@miami.edu

Nov. 15. Papers, book reviews. *Journal of Radio Studies*. Editor Frank Chorba, Mass Media, Washburn U, Topeka, KS 66621; phone: 785-231-1010 x1805; email: zzchor@washburn.edu

Dec. 1. Papers. 5th World Media Economics Conf, May 9-11, Turku, Finland. <http://www.tukkk.fi/mediagroup/meconference.htm>

Dec. 1. Mss. Race, Gender & Class. Special multidisciplinary issue: A retrospective on the 1992 Los Angeles "riot" Information: Jane L. Twomey, jtwomey@american.edu; (202) 885-2968.

Dec. 1. Gender & Media. Gender Issues Div., Broadcast Education Assn., Las Vegas, NV, Apr. 5-8. Contact: Jennifer Meadows: jmeadows@csuchico.edu

Dec. 1. Mss. ECA Health Communication Division, New York, April 24-28. Contact: Lisa Sparks Bethea, mbethea@gmu.edu

Dec. 7. Abstracts, workshop proposals. Global Interdependence & Language, Culture, & Business, Duke & U of North Carolina Centers for International Business Education & Research (CIBER), March 13-16, 2002, Chapel Hill. <http://www.faculty.fuqua.duke.edu/ciber>

Jan. 7. Mss. *Personal Relationships* special issue on Contextual Influences on Personal Relationships, Brant Bureson, brantb@purdue.edu

Jan. 15. Mss. Advertising & Consumer Psychology Conference, New York, May 16-18. Contact: L. J. Shrum, shrum@business.rutgers.edu

CONFERENCES

Sept. 7-8. International Association of Media and Communication Research (IAMCR) 2001 Conference, Budapest. <http://www.mcs.mq.edu.au/courses/ICP/iamcr/iamcr.htm>

Sept. 14-15. Internet & Development in Asia, Internet Political Economy Forum 2001, Singapore. <http://www.fas.nus.edu/icmp>

Sept. 16-19. Cultural Industries & Dialogue Between Civilizations in the Americas, Panamerican Conference, Montreal. <http://www.uqam.ca/gricis>

Sept. 19-22. 2001 Bugs: Globalism & Pluralism, Montreal. <http://www.uqam.ca/gricis>

Oct. 27-29. 29th Research Conference on Communication, Information & Internet Policy, TPRC, Alexandria, VA, USA. <http://www.tprc.org>

Nov. 2-3. Global Media: The Quest for Universal Ethical Standards, Washington & Lee U Knight Program in Journalism Ethics, Lexington, VA. richardsonb@wlu.edu

Nov. 10-12. International Symposium on Future Cities, Riyadh, Saudi Arabia. <http://www.araburban.org>

Nov. 12-16. 25th International Telecommunication Union conference, Johannesburg, South Africa. <http://www.itu.int/newsroom>

Nov. 17-19. Digital Divide, ICA & IAMCR, Austin, TX. Wolfgang Donsbach, Dept. of Communication, Dresden U of Technology, 01062 Dresden, Germany; http://communication.utexas.edu/college/digital_divide_symposium

2002

Jan. 7-11. International Conference on Computer Support for Collaborative Learning, Boulder, CO, USA. <http://www.cscl2002.org>

March 2-5. Western States Communication Association, Long Beach, CA. <http://www.westcomm.org>

March 13-16. Global Interdependence & Language, Culture, & Business, Duke & U of North Carolina Centers for International Business Education & Research (CIBER), Chapel Hill. <http://www.faculty.fuqua.duke.edu/ciber>

Apr. 5-8. Gender & Media. Gender Issues, Gender Issues Div., Broadcast Education Assn., Las Vegas, NV. Information: jmeadows@csuchico.edu

Apr. 24-28. Eastern Comm Assn., New York.

May 9-11. 5th World Media Economics Conf, Turku, Finland. <http://www.tukkk.fi/mediagroup/meconference.htm>

May 16-18. Advertising & Consumer Psychology; schrum@business.rutgers.edu

June 25-28. 5th International Conference on Argumentation, U of Amsterdam. <http://www.hum.uva.nl/issa>

July. Australian & New Zealand Communication Association conference, Bond U, Gold Coast, Queensland. mary-power@bond.edu.au

July 3-5. Rhetorics at the Margins: Gender, Sexuality, Violence, Association for Rhetoric & Communication in Southern Africa, National U of Lesotho. Contact: c.dunton@nulls

July 12-13. Center for Global Media Studies, Spokane, WA. <http://www.cgms.org>

July 12-13. Current Issues & Directions in Social Interaction Research, Kwangwoon U, Seoul, Korea. Contact: Prof. Tae-Seop Lim, School of Communication Arts, Kwangwoon U, Nowon-gu, Seoul 139-701, South Korea. Phone: 011-822-940-5373; fax: 011-822-918-3258; email: taeseoplim@hanmail.net or tslim@gwu.ac.kr

July 15-19. ICA 52nd annual conference, Seoul, Korea. <http://www.icahdq.org>

Dec. 2-7. ITU Telecom Asia 2002, Hong Kong. <http://www.itu.int/newsroom>

OTHER OPPORTUNITIES

Nov. 15. Visiting Scholars for social science research, Russell Sage Foundation. 212-750-6000; <http://www.russellsage.org>

Dec. 15. Nomination deadline for Western States Communication Assn. Distinguished Service Award. Contact: Stephanie J. Coopman; 408-924-5366; sjcoopman@email.com

ICA has only one copy of the May 1998 issue of the ICA Newsletter. If you have a copy you are willing to part with, please send to ICA, 1730 Rhode Island Ave., NW, Suite 300, Washington, DC 20036.

The Anticommons and Other Tragedies

By Leah A. Lievrouw

University of California at Los Angeles

For some of us, the notion of “intellectual property” (IP) has always had the air of an oxymoron. It artificially confers the properties of materiality or property to entities, such as ideas, concepts, creativity, or practices, that are, by definition, ephemeral or intangible. But



because it also seems sensible that people should benefit from their creative work, legal fictions have been devised that give creators temporary ownership rights to their ideas so long as they are “fixed in a tangible form of expression” (copyright), or take the form of an invention that is demonstrably useful, novel, and nonobvious (patents). In each case, ideas must be

converted into some kind of material object or “work” (e.g., book, musical recording, a new piece of machinery) to qualify for ownership rights. This requirement of “fixity” is grounded in the commonsense assumption that only tangible things can properly be considered property, unlike activities such as browsing, reading, thinking, or learning.

Intellectual property ownership is not absolute. Certain users and uses (e.g., researchers, libraries, educators, not-for-profit cultural groups) are granted specific and limited exceptions to use the protected works (“fair use”). The “first sale” doctrine stipulates that the copyright owner controls only the initial sale of a copy of the work. After that, whoever owns the copy may lend it, resell it, or otherwise use it so long as the use is not infringing (i.e., it doesn’t hurt the market for the original work). Eventually, after some specific and limited period of time, property rights lapse so that works enter the “public domain,” another imaginary territory in which anyone may use works for whatever purpose they wish without permission from the creators. In principle, the public domain should be much vaster than the domain of privately owned works because it serves as a reservoir of ideas to inspire and enrich new creative activity.

Over the years, the repertoire of “tangible forms of expression” has expanded from print and visual artworks, to motion pictures, sound and video recordings, and now to digital works like software and multimedia. Inventions have evolved, too, from mechanical devices and chemical substances to

molecular structures, data-processing procedures, and even mathematical algorithms. As **Jessica Litman** notes in her recent book, *Digital Copyright* (2001), each technological change has challenged existing IP rights, and in response traditional copyright law has been patched and amended in ways that preserve the existing privileges of copyright holders while extending those privileges ever further into new areas—including many that were previously considered part of the public domain or exempt activities. Moreover, the length of copyright protection has been steadily increasing. Whereas works made for hire that were copyrighted before 1978 were protected for 28 years, with an optional 28-year renewal, the Copyright Act of 1976 extended the renewal term to 47 years, for a total of 75 years. In 1998, Public Law 105-298 increased that protection by 20 more years, so that today a work may be copyrighted for 95 years. Works made by individuals (not for hire) are automatically protected from the moment of creation until 70 years after the author’s death.

Overall, then, more and more types of creative activities, and products of those activities, have been privatized, and for increasingly longer periods of time. Policy is shifting toward preserving and extending the rights of owners and away from the interests of those who benefit from the public domain, first sale rights, and fair use exemptions. Some argue that the public domain is fast becoming a kind of residual pool of leftover works that no one considers valuable or useful.

The rise of new media technologies over the past 20 to 30 years has posed perhaps the greatest challenge to IP conventions so far. According to Litman and other scholars, including **Pamela Samuelson** and **Lawrence Lessig**, the surveillance capacities of new technologies go beyond allowing IP holders to control the production and distribution of their works, as they have done in the past. Now the consumption of works can be controlled, as well, because it is “possible to monitor, record and restrict what people look at, listen to, read and hear” (Litman, 2001). Although the Internet is often portrayed by IP interests, especially in publishing and the entertainment industry, as one endless opportunity for copying and infringement, “it also facilitates detection of copying” on a previously unprecedented scale (Litman, 2001).

In fact, the Digital Millennium Copyright Act (DMCA) of 1998 makes “anticircumvention” a central plank of IP policy in the U.S. (Samuelson, 1997). That is, not only are infringing activities outlawed, so is the creation of any means that could feasibly let someone get around technological barriers

Anticommons / continued from previous page

like digital watermarks; copyright management information (CMI) coded into e-books or CDs; or encryption, to read, see, or hear copyrighted material. Anticircumvention technologies are intended to keep people from making what often seem like legitimate or commonsense uses of content—uses that in an earlier era might have come under fair use or the “first sale” doctrine, such as loaning a book (now, an e-book) or making a compilation tape for personal use from CDs that one already owns. As Litman points out, “Members of the general public commonly find copyright rules implausible, and simply disbelieve them . . . [with anticircumvention technologies] people won’t have to know what the rules are because it will be impossible for most of them to break them” (Litman, 2001).

In patent law, meanwhile, the effect of new information technologies, especially their capacity for capturing every keystroke and mouse click, has opened up similar new territory to ownership. Since the 1980s there has been a sharp increase in the number of patents issued each year in the U.S. for new molecules (such as genetic sequences) that are created largely by the manipulation of vast combinatorial databases (for example, of gene sequence data). The rate of patenting accelerated in 1998 when the U.S. Patent and Trademark Office began to issue “business method patents,” more popularly called “Internet patents” because most of them involve techniques for doing routine business transactions online. Memorably, these include Amazon.com’s patent for one-click ordering, and the now-defunct Priceline.com’s “name your price” reverse-auction technique. Recently, a professor of information systems at New York U applied for a very broad patent covering the collection of consumer-profiling information that can be used for marketing purposes, whether on- or offline (Chartrand, 2001).

In general, then, the effect of new media on IP has been that all kinds of activities and concepts that were once considered too ephemeral to track, or insufficiently novel or nonobvious to claim as original, are rapidly being privatized and payments being exacted for their use. To use a time-honored metaphor from economics and policy studies, much more of the information-communication *commons* is being enclosed.

Some would say it’s about time. Over 30 years ago, **Garrett Hardin** coined the phrase “tragedy of the commons” to describe situations in which resources are held in common (also called “common pool resources”; Ostrom, 1990). Hardin argued that such resources are almost invariably overused and spoiled because the users have no individual incentive to preserve the resource, so each user takes more than a fair share. Hardin’s argument has been widely used to justify private ownership of public resources (Heller & Eisenberg, 1998) or intervention by the state to regulate use and preserve the resource (Ostrom, 1990). Other observers, however, have suggested that entities like the Internet, and ideas such as Fermat’s last theorem, are properly considered commons resources and should not be

subjected to either private or state ownership. In the case of the Internet, Harvard law Professor **Lawrence Lessig** says, “It’s out there for the taking; and what you take leaves as much for me as there was before” (Lessig, 1999).

In fact, U of Michigan law Professors **Michael Heller** and **Rebecca Eisenberg** have argued that the rush to claim new kinds of IP rights may lead to a very different sort of tragedy, the “anticommons” (Heller & Eisenberg, 1998). They argue that overextensive and fragmentary property rights—such as those now being issued for partial sequences of the human genome, or “business methods” like Amazon’s ordering mouseclicks—can in fact lead to *underuse* of key intellectual property resources. Fragmentary and conflicting rights claims can actually prevent innovation, as competitors learn to avoid working in areas where property claims have already been staked out by multiple and competing owners.

There is some indication that the “intellectual property epidemic” of the 1980s and 1990s (Litman, 1994), culminating with the DMCA and business methods patents in 1998, are now facing a backlash from experts and the general public alike. Economists have found that some kind of “anti-commons” effect is suppressing innovation in key fields like computing and biotechnology (*The Economist*, 2001). What is coming home to many people is the full implications of the DMCA’s anticircumvention provisions—which make designers of technology that can be used for legitimate and reasonable, as well as infringing, purposes liable for the infringing activities of others over whom they have no control or knowledge.

Encryption experts have been threatened with prosecution to prevent the public presentation of methods to elude the anticircumvention techniques used by record companies involved in the Secure Digital Music Initiative (SDMI), even though the experts were enlisted by SDMI in a competition to discover those workarounds (Slashdot, 2001). As of this writing, a Russian software designer remains incarcerated for giving a talk at a Las Vegas trade show about a program he wrote (in Russia, where the program is not illegal) that demonstrated weaknesses in Adobe’s eBook Reader program. Though the designer did not engage in any infringing activities himself, Adobe argued that the program could be used to make illegal copies of its program. After large groups of protesters picketed federal courthouses and Adobe headquarters, the company abandoned its interest in the case. Nonetheless, federal prosecutors are pressing ahead with it as a violation of the DMCA (Lessig, 2001; “Sklyarov Update,” 2001).

In a recent court case (*Universal City Studios et al. v. Eric Corley et al.*) Eric Corley, his website (www.2600.com), and his online magazine (*2600: The Hacker Quarterly*) are pitted against entertainment industry interests in a conflict that may have far-reaching consequences for intellectual property and speech rights online. On one hand, a judge has issued an order prohibiting 2600 from posting on its website the computer code that would allow users to decrypt and use DVDs (Decrypt Content Scrambling System, or DeCSS) so

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Tackling Instructional Issues

By Annika Hylmo
Loyola Marymount U

The savvy scholar: Teaching, research, and practice is a new scholarly column that focuses on instructional issues. It is sponsored by the Instructional and Developmental Division of the International Communication Association. The goal of this new series is to explore diverse approaches to teaching and scholarship. The editor is committed to maintaining a philosophy that is open to a wide variety of approaches to the study and application of instructional communication across the lifespan. Regardless of the epistemological or methodological position that is taken, the primary criterion of acceptability for publication will be the quality of the scholarship in the manuscript. The next brief article in this series focuses on how instructors can reconstruct classroom interactions to create an inclusive intercultural classroom environment.

Asking questions of students in the classroom to facilitate a discussion is commonplace in the American culture. Students, especially communication students, expect it and are typically very comfortable responding and sharing their thoughts. For many of us, the vast majority of our interactions with students take place in a classroom environment. As we all know, communication classrooms are fertile grounds for discussions. Communication students like to communicate! We typically direct classroom discussions in some way as instructors. Often we begin by asking a general question to get the discussion going. Sometimes a student who needs clarification about something that we are talking about will ask a question. Though there are many types of questions and situations that may arise in the classroom situation, I would like to focus on two that are particularly relevant when it comes to the international context in which all students find themselves: (a)

the way that we direct questions in general to students from different national backgrounds, and (b) how we ask specific questions of specific students from international backgrounds.

Working with Students in the Classroom. For us as instructors, it is important to remember that the way discussions are facilitated is culturally based. For example, Nader may come from a culture where it is less common to interact in class discussions. In Nader's culture, it may be more common for students to listen and to take notes than to talk and discuss in the classroom (Skow & Stephan, 2000). Many instructors may feel that they are simply trying to involve the international students in the discussion, but some students, like Sa, might feel uncomfortable speaking out. Outside of the classroom environment, in her study group, Sa feels much more comfortable discussing the content of the class with her friends.

It is also important to consider how we ask questions of students (Andersen, Nussbaum, Pecchioni, & Grant, 1999). Although it may be tempting to say to Rajni directly, "Rajni, you're from India. How would you communicate nonverbally back home?" This question is problematic in two ways. First of all, the question separates Rajni from the other students by identifying her in ways with which she might not be comfortable. It is possible that Rajni never even visited India, much less felt that India was her home. In fact, Rajni could be a Canadian citizen who was born to Indian parents. Secondly, Rajni may not feel comfortable answering that question. The question is basically asking Rajni to speak for all Indians in very universal terms. It does not take into consideration either Rajni's per-

sonal experiences with India (or lack thereof) or the multicultural reality that is reflective of India.

The questions asked and the responses that they generate affect the classroom situation not only in terms of the instructor-student relationship, but in terms of the relationships between the instructor and the rest of the class and the international student and the rest of the class as well. The questions that we ask can easily separate and segment rather than bring together a fruitful, participatory dialogue.

Clearly, we need to think twice about the questions that we ask, the responses we expect, and how these questions and responses create and constrain our meaning systems for us.

Moving Toward International Dialogue in the Domestic Classroom. The question then becomes how we might move beyond simplistic, unidirectional questions and interactions in the classroom to complex, multidirectional, engaged dialogues. Although at one level it may seem extremely difficult to be sensitive and inclusive, at another level, it is a lot simpler than we might think. The ways that we interact in the classroom can easily be adapted and enriched simply by the ways that we construct our messages (Milhouse, 1995). The answer to the question of complexity is simply to go back to the basics again and move from the general to the specific in classroom interactions.

What does moving from the general to the specific in our classroom interactions mean? Simply this: Rather than specifically asking for Rajni to provide an on-the-spot example from her assumed culture, begin by asking if anyone has had an experience of

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Network

The Student Network column is always dedicated to issues of interest to everyone involved with ICA, but it tends to focus on issues of particular interest and concern to ICA's student members. This month we begin the 2001–2002 school year with changes in membership and a slight transition of goals. In this article, we will let you know a bit more about us, reflect on last year's progress, reveal our objectives for this year, and tell you how to reach us with questions or issues you would like us to address. We also provide a "job description" for the ICA student board member position and invite all ICA members to consider nominating themselves or another student for the position.

First, some information about who your representatives are. **Kristine Nowak** has returned for the last of her 2-year term as your student board representative. She received her BA in political science from San Jose State U in 1992 and her MA in mass communication from Stanford in 1996. She completed her PhD in telecommunication at Michigan State U in May 2000 and is an assistant professor in the Communication Sciences Department at the U of Connecticut, where she teaches new communication technology and interface design. As the incoming student board member, **Jody Waters** is beginning her 2-year term. She completed her BA in mass communications from Carleton U in 1989, and her MA in communication studies from the U of Calgary in 1993. After working as a consultant in community and international development for several years, she entered the PhD program at the U of Texas at Austin in 1995 and is currently completing a dissertation examining the discourse of development within a community-based social movement in rural Mexico. Last year was very productive and busy for your student board members. It is

with great appreciation that we say goodbye to **Sarah Tracy** from Arizona State U, who has just completed her term as student representative. She was an excellent advocate for issues of importance to students, and we are sure that she will continue her efforts in this area. As we reflect on our achievements of last year, there are several important issues to consider. In our last column, we mentioned the new funding initiatives that were passed by the ICA Board of Directors during this year's annual conference. These initiatives will increase student funding, but there is still a lot to be done to help students.

We were encouraged to see the high level of student involvement at the ICA convention in Washington this year. Among other events and activities, the graduate students hosted a well-attended and informative panel with hints and suggestions about interviewing for academic jobs. The panel was moderated by Kristine Nowak and featured **Janet Fulk** from the U of Southern California, **Craig Hullett** from North Carolina State, **Robin Nabi** from the U of Arizona, **Ron Rice** from Rutgers U, **David R. Seibold** from the U of California, Santa Barbara, and Sarah Tracy from Arizona State U. Another panel discussing interviewing tips will be presented at NCA as well, see <http://www.natcom.org/unlinked/convdata/confv11.htm> for details. Also we plan to schedule one or more panels/workshops that focus on student issues for the 2002 convention in Seoul, Korea, so keep your eyes open and don't hesitate to make suggestions.

As we focus upon goals for this year, there are a number of key areas that we wish to emphasize. First, we aim to continue working to encourage and facilitate student involvement with ICA in a number of ways. We hope to increase student awareness about how

to become involved in the board and perhaps increase the number of opportunities for student involvement in the association. Our other goals for the year include maintaining this student column in the *ICA Newsletter* and continuing with the student email discussion list. (To sign up, go to <http://icahdq.org/association/contact.html> and enter your email address. You may also go to <http://www.egroups.com/group/ica-network> and sign up there.)

We hope to incorporate the interests of students with some of the greater goals of the ICA as an organization, particularly in the area of internationalization. In 2000, an ICA Internationalization Committee was formed to explore ways that the organization might better reflect the international profile of its membership, promote a higher degree of membership and participation from nations and regions outside of the United States, and enhance diversity within the organization. As students, our role is particularly important in this endeavor, as we represent the future of the organization. Working with this committee, and with input from our student membership, we hope to help the association work toward addressing these goals.

While we look ahead to the upcoming year, we also invite our colleagues to consider participating in the ICA board by running for the student board representative position or by looking for other ways to get involved with the association and its divisions. Being involved in ICA is a great way to meet people and can provide great experience for students. Student board representatives hold 2-year terms, work with one other student board member, attend and represent student interests at ICA Executive Board meetings, and coordinate a number of student activities at the ICA conference. Student board

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What a Difference a Vote Makes!

By Rolf Wigand
Syracuse University

"Policy Matters" is a feature of the ICA Newsletter appearing as a regular column on policy issues as they may pertain to the members of the ICA. This forum is intended to trigger dialogue on this important topic and attempts to keep the membership abreast of timely and relevant policy developments. Readers are invited to submit guest columns (about 500 words) to rwigand@syr.edu. Lastly, the opinions expressed in this column are not an endorsement by the ICA.

Rolf Wigand, Editor

The shift in the U.S. Senate has put the spotlight back on privacy policy. The defection of Sen. James Jeffords, I-Vermont, from the Republican party has shifted leadership of the Commerce Committee and pushed privacy protection from the bottom of this Committee's agenda to the top.

In a recent July 2001 session of the Commerce Committee focusing on data collection and surveillance via the Internet, former Commerce Committee Chair Sen. John McCain, R-Arizona, agreed with Democrats that we need online federal privacy regulations that will not hobble the Internet's growth.

In spite of these developments, analysts expect that any emerging bill that does make it through Congress will add few rules, beyond requiring websites to let consumers opt out of data sharing. Many thought that online-privacy legislation was dead, but now some predict that there is a 75% chance that a bill will indeed pass this year.

These developments clearly show how delicate indeed the balance of power was, implying that much more conciliatory efforts are now likely, and we can expect legislation that both sides can support. This does not imply, however, that a blatant case of misuse of private information might not trigger both sides on Capitol Hill into passing a bill with real teeth. All we would need are a few more cases like Amazon.com Inc.—recently receiving a green light from the Federal Trade Commission to change its policy in midstream and insert the right to sell its data collected on consumers—could cause a consumer backlash.

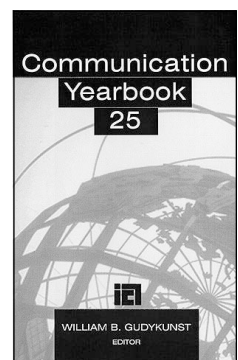
Although new Commerce Committee Chair **Fritz Hollings**, D-South Carolina, does not have the power to push a bill through, he does have the power to stop a bill. It is well known that Hollings is in favor of an opt-in approach, decrying federally instituted opt-out notices issued by financial services firms as muddled and misleading. He said, "Clearly we need legislation that requires notice, affirmative consent, reasonable access, and reasonable security to protect individuals online." One of the underlying thornier issues is the precise extent of control individuals should have over choosing when information about their Internet activities should be collected. Privacy supporters, consequently, favor an opt-in approach, but the opposition prefers an opt-out policy. Summa summarum, this is indeed a sea change in policy direction, as it also spells trouble for a McCain-type opt-out framework. Even if such efforts might be successful, such a bill is highly unlikely to pass the Republican-controlled House Commerce Committee under Chair **Billy Tauzin**, R-Louisiana.

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nonverbal communication in a context that was different from what they were used to, or if any of the students have had international experience. Ask if anyone has experienced persuasive tactics in a cultural context other than their own rather than putting Castillo on the spot by asking him directly.

Based on student participation in the discussion it becomes possible to do several things in the classroom. First, it becomes possible to discern who has actually had experiences that they are willing to share and to use those as a starting point for the discussion. Second, it opens up the discussion as a comparative and constructive way to explore similarities as well as differences. Third, it allows both local and international students to participate in the discussion by drawing on their experiences. This means that students with study-abroad experience are invited to share their experiences along with the international students and to have that experience valued as well.

In short, reconstructing classroom interactions to be more participatory and valuing a range of experiences will likely allow for deeper discussions with more insights that the students can learn more from than simply those interactions that arise from asking token questions. One of the greatest benefits of the interactions is that it not only provides for an excellent learning environment for our students, but also allows us as instructors to grow from participating in a discussion with our students and learning from them. Changing the conversation to include both difference and similarity based on sharing our experiences in our conversations and discussion can lead to insights and new meaning systems for all of us.

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Please share your innovative, diverse, and scholarly teaching approaches and ideas for publication in the ICA newsletter! Submit three high-quality copies of the manuscript, along with a detachable cover sheet including (1) the title; (2) the author's name, address, institutional affiliation, phone number and email address; and (3) an electronic file attachment in Word format. Submitted manuscripts should not exceed 1500 words, or approximately 2 double-spaced pages. Manuscripts must conform to all guidelines of the latest edition of the Publication Manual of the American Psychological Association. Article submissions should be sent to: Lisa Sparks Bethea, Column Editor, The savvy scholar: Teaching, research, and practice. George Mason University, MS3D6, Fairfax, VA, 22030; mbethea@gmu.edu

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members are elected during the regular ICA annual elections. If you are interested and would like more information, contact either of your student representatives.

Finally, we would like to thank and recognize some of the people who helped make our graduate student events a success last year, especially **Joseph Cappella, Peter Monge**, all of ICA's officers and directors and, of course, Sarah Tracy. We look forward to a productive year of representing student interests. Please feel free to contact us with questions or comments. Kristine may be reached at kristine.nowak@uconn.edu and Jody at jswaters@mail.utexas.edu.

Deadline for the October issue is September 10 (extended because of the move); for the November issue, October 1.

The deadline for submissions for ICA's 52nd annual conference is November 1, 2001.

Reconciliation Through Communication



Seoul, Korea • July 15-19, 2002

Find the call for papers at www.icahdq.org
Questions? Email us at conference@icahdq.org

Mass Communication

Greetings. I want to report on some of the major developments at our business meeting in May that will be of interest to our members. The Division received a large number of submissions for this year's conference—184, out of which 70 papers were accepted for competitive sessions. Congratulations to these top four paper winners:

"Presumed Influence: Indirect Effects of a Reproductive Health Campaign in Nepal," **Albert C. Gunther**, U of Wisconsin, Madison

"Fear and Misperception of Los Angeles Urban Space: A Spatial-Statistical Study of Communication-Shaped Mental Maps," **Sorin Matei**, **Jack Linchuan Qiu**, and **Sandra Ball-Rokeach**, U of Southern California, Los Angeles

"Attributional Framing Effects of News on Punitive Judgments of Black Juvenile Criminals," **Cristina L. Azocar** and **Travis L. Dixon**, U of Michigan, Ann Arbor

"Women's Sports Media and Self-Objectification in Adolescent Girls," **Kristen Harrison** and **Barbara Fredrickson**, U of Michigan, Ann Arbor

The top student paper was delivered by **Adrienne Russell** of Indiana U, Bloomington, on *The Zapatista War of Words: Online Discourse and the Limits of Traditional News Coverage*.

The division as well as ICA is interested in encouraging student participation in our programs. To further this cause, a number of decisions were made that we hope will appeal to many students. ICA will waive registration for up to three students if matched by

the division. The members unanimously agreed that the Mass Communication Division should match ICA's offer to pay registration of up to three students. In the same spirit, the members unanimously agreed to award \$300 for each of the top student papers up to three papers.

These and other steps that will be discussed in future newsletters, will, I hope, encourage and promote active participation of our students in our division's activities, as well as in ICA.

Members also decided to honor the memory of Professor **Stephen Chaffee**, whose death was an immense loss to his family and friends and to the field. Those of us who have known Professor Chaffee fondly recall his participation in our division as well as his tireless efforts in mentoring graduate students and junior colleagues. To honor his memory, the members unanimously resolved to name the top student paper award in his honor. I am working on the details and hope that we can make the first award at our next conference.

I have several other things on my agenda to promote better communication and exchange of information among the members and to encourage graduate student participation. One is to create a division website. If you are interested in helping with this task, please contact me.

I want to once again thank **Sharon Strover** for her excellent stewardship of the division over the past 2 years. I look forward to working with you in continuing to keep the division vibrant and appealing to different interests. If you have any ideas or concerns, please feel free to contact me at Viswanav@mail.nih.gov.

K. Viswanath, Chair
viswanav@mail.nih.gov

Organizational Communication

Steve May, our secretary and webmaster, reports that our division website will be completely updated by the time you receive this newsletter. Take a look at our website! We have photos from recent conferences, past newsletter columns, minutes from our 2001 business meeting, top three papers, historical information on award winners and division officers, conference abstracts, and much more. To complete part of our website archives, we are looking for details on our W. Charles Redding Dissertation Award winners. If you know of an award winner, please send the person's name, dissertation title, university from which the PhD was granted, and advisor, to **Josh Barbour**, our division historian (barbour78@aol.com).

We're pleased to announce our Interactive Display Award winners from our two poster sessions in May 2001. There was a tie in the first session so the winners are

- **Anne Hubbell**, New Mexico State U, and **Caryn Medved**, Ohio U, for their display, "Measuring Trustworthy Organizational Behaviors: A Review of the Literature and Scale Validation"
- **Diane Monahan**, Keene State College, for her display, "Employees' Responses to Aggression in the Workplace"

In the second session, several authors wrote individual papers on the work-family communication theme but designed a single poster. We are awarding our Interactive Display Award certificate to the collaborative efforts of

- **Paige Edley** and **Ginger Bihn** of Bowling Green State U, for "How Single Mothers Balance Work and Family: Identity Work and Family/Friends"

- **Erika Kirby**, Creighton U, "Blurring Personal and Professional Boundaries: Perceptions of Men and Women Regarding Talking About Family at Work"

- **Annika Hylmo**, George Mason U, "It's Kind of Like Leaving Home: Men, Women, and the (Re)negotiating of Relationships at Home and Work in a Telecommuting Organization"

- **Laura Privera**, Bowling Green State U, "A Home Life Worth Working For: The Effect of Peer Marriages on Organizational Life"

Congratulations! We'll present the award certificates next July in Korea.

I would like to thank **Bob McPhee**, Arizona State U, for summarizing the feedback on our high-density panels. Unfortunately, only around 10 people responded to the email and division newsletter column requests for feedback. On the positive side, our division members said that they enjoyed receiving feedback from a couple of respondents and from audience members. The challenge of presenting theory and research in such constrained time limits was productive. However, members expressed concerns that the time might be inadequate for complex theoretical development and that the format might lower audience members' expectations and attendance. (On the issue of audience attendance, our high-density panels had very high attendance for the presentations, but not necessarily for the interactive portion of the panel). Some aspects that we might consider changing are the ways chairs organize and time their sessions as well as the ways respondents provide feedback. Members note that some audience members feel shy about coming up and talking to presenters, whereas other audience members monopolize a single presenter's time.

Another comment that deserves consideration is that such panels may not work well when presenters have divergent or clashing orientations (and lack time to explain). Overall, high-density panelists did superb jobs of presenting material coherently, fully, and enjoyably. **Nosh Contractor**, our

program planner for the 2002 conference, and I will review these comments and others as we discuss our upcoming conference. We'd appreciate further suggestions if you'd like to email them.

As you'll see in this issue of the *ICA Newsletter*, ICA headquarters' move to DC is going smoothly. Also, the board has made decisions about new editors for some of our association publications (see page 22).

The annual organizational communication miniconference that features dissertation research presentations is being held at the U of Illinois in Champaign-Urbana. If you're interested in this miniconference, please contact **John Lammers** for details (jclammer@uiuc.edu). The miniconference is being held during the weekend of September 21-23, 2001.

I am sad to say that **Ann Redding**, the partner of "The Father of Organizational Communication," **W. Charles Redding**, passed away at the beginning of August 2001. Just as Charles did, Ann requested that donations be made either to the ICA W. Charles Redding Dissertation Award or to the W. C. Redding Graduate Fellowship at the Department of Communication, Purdue.

If you have news that you feel would be of special interest to our division members, please let me know (pbuzzanell@sla.purdue.edu). I hope that this upcoming academic year is a productive and enjoyable one for you!

Patrice M. Buzzanell, Chair
pbuzzanell@sla.purdue.edu

Intercultural/Development Communication

Hello friends of Division 5! I hope all of you have had a productive summer! I say this because the deadline for submissions for the next ICA conference is coming up November 1. The upcoming conference should be an excellent one, especially for our division, since it will be held in Seoul, Korea. This should be a wonderful opportunity to network with scholars in

intercultural and international communication from all over the world.

In terms of your submissions, please remember that papers or panel proposals that have an international or development communication orientation should be directed to **Karin Wilkins** at the U of Texas in Austin. Those papers or panel proposals that focus on intercultural communication should be directed to me at California State U, Fullerton. Submissions that are sent to the wrong person have a greater chance of being lost or being judged by the wrong group of reviewers (which could hinder the submission's chance of being included in the conference). If you have any doubts or questions as to the appropriateness of your submission, please email me or Karin (kwilkins@mail.utexas.edu) and we will try to help you decide.

Speaking of reviewers, I would like to appeal to you to get involved with your division. One way of doing this is to volunteer to be a reviewer of paper or panel submissions. I especially appeal to those of you located in South Korea. We would like to have our hosts participate as much as possible in planning with us all phases of conference planning. Further, another means of involvement is to volunteer to be a panel chair or respondent. With deadlines for conference planning proposals so tight, it seems like a last minute scramble to get all the people in place to make a successful program. With a ready list of volunteers, Karin Wilkins's and my tasks are much easier.

Finally, I would like to remind those who may be traveling to South Korea to make sure your passport is current and you have the appropriate visa for international travel. In some cases, this process might take a few months. I would hate to have anyone precluded from attending the conference because of such an oversight.

Well, that's about it for now. I know I've got to get back to work on my conference submission, how about you?

Rich Wiseman, Chair
rwiseman@fullerton.edu

Political Communication

Greetings to our members and thanks to all who helped organize a successful conference in Washington, DC. Vice Chair **Christina Holtz-Bacha** of the U of Mainz did an excellent job of programming our competitive panel and research presentations. Thirteen panels were submitted this year, of which 10 were accepted. A total of 99 papers were submitted, of which 62 were accepted. Christina will be honored with this service again this year, so please plan to send your paper submissions to her. We will allot \$300 for each of the three top student paper winners, which will be matched by ICA. This should help offset the cost of travel to Seoul and encourage students to submit their best work to the division. To qualify, papers must be solely student authored.

I'm sure Christina soon will be seeking your help as reviewers and participants in next year's meeting in Seoul, Korea (July 15–19). Note the nontraditional dates for this conference, which promises to be an excellent venue with a strong local network of communication scholars.

We will be reviving the political communication article of the year award after a one-year hiatus. If you wish to nominate outstanding research-based articles in our area published in 2000 or 2001, please contact committee Chair **Kathy Kendall** at SUNY-Albany (kk724@cnsvox.albany.edu).

Our election for division vice chair is underway, and you should have received a mailing with the ballot and biographies of the candidates: **Gianpietro Mazzoleni** (State U of Milan, Italy) and **Yoram Peri** (Hebrew U, Jerusalem, Israel). The current vice chair will move up next year to head the division. We are fortunate to have a strong international component in our division and leadership beyond the predominant North American membership. Thanks to both Professors Mazzoleni and Peri for their willingness to serve the division.

At our business meeting in Washington, we recognized the excellent service of **David Swanson** (U of Illinois) as editor of *Political Communication* and welcomed

incoming editor **David Paletz** (Duke U). The journal continues to be widely respected and profitable for the division, and the editors encouraged members to subscribe. **Kevin Barnhurst** was present also as editor of our on-line *Political Communication Report* (www.uic.edu/orgs/policom/). Members are encouraged to visit the site and contribute to this valuable resource. Many thanks to Kevin for his work on the report. Please note that the *ICA Newsletter* also represents a valuable outlet for member contributions. Contact me or ICA headquarters directly if you have ideas for columns or other features.

Finally, thanks to Scott Althaus (U of Illinois) for assisting as division secretary. We all look forward to an excellent year in preparation for the Seoul conference.

Steve Reese, Chair
steve.reese@mail.utexas.edu

Instructional/Developmental Communication

I'm providing a very brief summary of our business meeting in DC for those who were unable to attend. We had a great turnout at the meeting. First, **Jennings Bryant** and **Michael Haley** spoke about the Seoul conference in 2002—the call for papers is now online and submissions are due November 1. It seems likely that there will be more high-density programs, cosponsored programs, and poster sessions because of a shortage of space in Seoul.

We recognized **Lisa Sparks Bethea** for her work on the instructional column in the *ICA Newsletter*. She stated that her goal is to have 18 articles circulating over the next couple of years (see page 11 of this issue of the newsletter). The aim is to bring instructional issues to the attention of the ICA audience. Please send Lisa any ideas that you have for this section of the newsletter (mbethea@osf1.gmu.edu).

We awarded 57 graduate teaching awards; 6 people were present to receive their awards (**Moniek Buijzen**, U of Amsterdam; **Mary Meares**, U of New Mexico; **Laura Janusik**, U of Maryland;

Eric Morgan, U of Massachusetts at Amherst; **Kathryn Rothenberg**, Kent State U; and **Christine Carson**, U of Wisconsin-Madison). We also recognized the top paper and top student paper awards. Finally, we recognized the paper readers for the past year . . . an international group who did fine work. All of these individuals have previously been recognized in this column

It was announced that **Patti Valkenberg** (valkenburg@pscw.uva.nl) will be the person responsible for planning the Seoul conference programs, and that our website is now completely up and running, thanks to **Crispin Thurlow** (thurlowc@cardiff.ac.uk). International issues committee member **Angie Williams** reported that we have increased the number of international presentations at the conference from 5 different countries represented in 2000 to 11 countries represented in 2001.

Several issues were discussed surrounding the division's dissertation award. Members voted that a dissertation can be submitted to more than one division. We will present our first award at the 2002 conference. Please think about students who might be eligible for this award. The selection committee members are **Michelle Violanti**, **Cindy Hoffner**, and **Cochece Davis**. Contact any of them with questions.

Nominations for vice chair were submitted—**Cochece Davis** and **Lynda McCroskey** are our nominees. Please vote! Paper readers for 2002 were also nominated: **Marina Krcmar**, **Rich Wiseman**, **Aaron Boyson**, **Sherry Holliday**, **Ron Warren**, and **Nancy Jennings** will be performing this service for the division next year.

In other business, Cochece Davis asked if we should be involved in the Preparing Future Faculty movement by presenting a panel on this topic. **Lisa Sparks Bethea**, **Jennifer Waldeck**, and **Cochece Davis** will serve as a committee to develop a panel on this topic for the 2002 convention.

Thanks to everyone who took part. Good luck with preparing your submissions for the Seoul conference—

be sure to check our website (<http://www.cf.ac.uk/encap/sections/lac/isd-ica/>) for some hints for preparing successful conference submissions. Be sure to read the submission guidelines on the ICA website (www.icaheadq.org) carefully.

Jake Harwood, Chair
harwood@ku.edu

Health Communication

Welcome back to a new academic year. We look forward to receiving your submissions for the 2002 convention next July in Seoul, Korea. Remember, submissions must be POSTMARKED by November 1, 2001, and RECEIVED by November 7, 2001, to be competitively reviewed for the convention. All submissions should be sent to:

Michael D. Slater, Professor
Journalism & Technical Communication
Psychology (joint appt.)
C229 Clark Building
Colorado State University
Fort Collins, CO 80523

If you have convention ideas or questions, please email Mike at michael.slater@colostate.edu.

As we mentioned at the business meeting last May, we are thinking of sponsoring either a preconference or postconference study tour on health communication to China (think opportunity to see China while getting a tax deduction). This trip would cost approximately \$500-700 for 3-5 days and includes airfare, hotel, in-country transportation, and visits to important cultural sites like the Great Wall and Tiannamen Square. Please let me know as soon as possible if you are interested in this. Thanks and have a great start to the year.

Kim Witte, Chair
wittek@msu.edu

Communication & Technology

Greetings from Division 10. I hope you had a great conference in Washington,

DC. I am particularly grateful to our members who chaired or responded to the panel sessions. As in past years they were those who had earlier served as paper reviewers. I encourage CAT members to contact Vice Chair **Teri Harrison** and volunteer to serve in this capacity.

For the past several years we have placed many highly rated papers in the interactive display sessions and the CAT officers select the "best" display for a \$100 honorarium. Because we felt two displays were particularly worthy, we gave two awards this year. Thus awards went to

Christopher Lucas, U of Texas, Austin, "Electricity Matters: Building Power and Radio Networks in Texas 1922-1939."

Bart van den Hooff, U of Amsterdam, "Managing Time and People: Use and Effects of Electronic Calendaring and Scheduling"

Craig Scott and I have begun to test our division's virtual meeting room—a place where members can discuss their Division 10 interests. I envision it as a tool to make the division more accessible and responsive to members' interests. Craig will email each CAT Division member the URL, their user ID, and their password. We will also link it to the division website.

Lastly, let me encourage you to submit your papers for the ICA 2002 conference in Seoul, Korea, to Teri Harrison. For details on submission check the ICA website or the June issue of this Newsletter. I look forward to seeing you in Korea.

Joe Schmitz, Chair
joseph-schmitz@utulsa.edu

Public Relations

Division DC Activities. The consistently high attendance at the sessions throughout the conference was documented each day. As program chair, I appreciated the high quality of papers and the professionalism of the interaction. Hopefully these presentations in-

spired you to continue thinking about a topic, to join with others on an idea, or to explore the "next step." I encourage you to review the program book and contact those who presented and discuss their ideas. Both the program chair and I welcome your questions and your interests. The first step toward the Korean conference is to submit your work.

You are encouraged to send an email to **Dean Kruckeberg** thanking him for his leadership the past few years (chair for Acapulco and Washington, DC) and for his thoughtful contribution to the newsletter, strategic plan, and input at every point. Of course, Dean continues to have responsibilities as past chair and chairs the nomination committee. **Priscilla Murphy** is to be thanked for assuming the responsibility of chairing sessions when needed. This kind of support assures smooth coordination during sessions.

Board Candidate. Katerina Tsetsura will be our student candidate for student representation on the board. She has translated the *Commission for Undergraduate and Graduate Public Relations Curriculum* into Russian and has been active with student groups. She is one of a growing number of public relations graduates who are contributing to the future of our field of study.

Upcoming Program. Sherry Ferguson, incoming program chair for our division, will be wearing two hats: paper competition coordinator and dissertation/thesis award committee chair. Sherry is also the head of her department (one requirement of the chair position at her university is to be conversant in French). The submissions for the dissertation/theses awards are as follows: (a) submit at least two hard copies of your graduate work and (b) provide three CD ROMs by January 15, 2002. Department chairs as well as advisors should support graduates in this important endeavor.

Final Note. Developing the programs for the past two programs was one creative challenge. Relying on Spanish translations from my daughter, **Kristiana Neff**, to assure everyone was

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Lawrence Chase, professor of communication at California State U, Sacramento, received the 2001 Outstanding Teaching Award for the College of Arts and Letters.

Eytan Gilboa, Bar-Ilan U, Israel, recipient of ICA's 2001 Best Article Award, has won the Shorestein Research Fellowship at Harvard U. He will continue his research on global communication and international relations at the Joan Shorestein Center on the Press, Politics, and Public Policy at the Kennedy School of Government.

Paul M. Haridakis, School of Communication Studies, Kent State U, received the Kenneth Harwood Dissertation Award from the Broadcast Education Association for his dissertation, "The Role of Motivation in Policy Considerations Addressing Television Violence." He completed the dissertation at Kent State.

Garrett O'Keefe has been appointed professor and chair of the Department of Journalism and Technical Communication at Colorado State U. **Jim Landers** has been appointed an assistant professor at CSU.

Brant Burleson, professor of communication at Purdue U, has received the Berscheid-Hatfield Award for Distinguished Mid-Career Achievement from the International Network on Personal Relationships. Burleson's work in relationships has focused on the contributions of communication skills to satisfying and functional personal relationships. He has also been selected as recipient of the National Communication Association's 2001 Bernard J. Brommel Award for outstanding scholarship or distinguished service.

Marifran Mattson, associate professor of communication at Purdue U, will be

working with the Centers for Disease Control and Prevention in the National Center for Environmental Health, Office of Communication, in Atlanta during her 2001-2002 sabbatical.

Robyn E. Parker has been appointed assistant professor in the School of Communication Studies at Kent State.

Rebecca B. Rubin, **Alan M. Rubin**, and **Paul M. Haridakis**, School of Communication Studies, Kent State U, along with colleagues in the Schools of Library and Information Science and Journalism and Mass Communication, have received an \$86,172 Ohio Board of Regents Challenge Grant for "developing and evaluating measures of Internet use."

Nichole L. Egbert, School of Communication Studies, Kent State U, received the Dissertation Award from the Health Communication Divisions of the International Communication Association and National Communication Association for her dissertation, "Volunteering to Provide Social Support to Hospice Patients: A Test of Problematic Integration Theory." She completed the dissertation at the U of Georgia.

Katerina Tsetsura, a second-year PhD student of communication at Purdue U, has been awarded a Global Supplementary Grant from the Open Society Institute (Soros Foundation). She will utilize the grant for research in the area of international public relations and issue management.

Carolyn Lin and **David Atkin** have a book with Hampton appearing in print this year, titled *Communication Technology and Society*. The book is based on original work that researches new media and information technology influences from specialists in interpersonal, organizational, and mass com-

munication. It features work from such scholars as **Frank Biocca**, **Bradley Greenberg**, **Everett Rogers**, **Alan Rubin**, **Benjamin Bates**, **Joseph Walther**, **August Grant**, **Michele Dupagne**, **Bruce Klopfenstein**, **Joey Reagan**, **Ron Rice**, **Charles Steinfield**, **Joseph Straubhaar**, **Jange Webster**, **Krisine Nowak**, and colleagues **Kim Neuendorf** and **Leo Jeffres**.

Phillip G. Clampitt of the U of Wisconsin-Green Bay, and **Bob DeKoch**, chief operating officer of the Boldt Company, recently completed the book, *Embracing Uncertainty: The Essence of Leadership*. M. E. Sharpe will publish the manuscript in August. To read an excerpt or for further information, please see www.imetacomm.com/eu.

Rebecca B. Rubin, School of Communication Studies, Kent State U, has received a \$12,700 grant from Enrollment Management, Student Affairs and Undergraduate Studies at Kent State for "Peer Tutoring and Increased Sense of Belonging by Enhancing the Communication Instructional Resource Laboratory."

Roy L. Moore, associate dean and professor in the College of Communications and Information Studies at the U of Kentucky, will be an American Council on Education (ACE) Fellow during 2001-2002 at the University of Georgia. His primary mentors for the fellowship are university President **Michael F. Adams**, Provost **Karen Holbrook**, and Senior Vice Presidents **Kathryn Costello** and **Henry Huckaby**. The ACE Fellows Program provides senior faculty and administrators the opportunity to gain the knowledge, skills, and perspectives they need to assume significant leadership roles in higher education by offering the opportunity to spend extensive time at another campus, observing firsthand how the institution and its leaders

(continued on next page)

News of Interest / continued from previous page

manage change. During spring 2001 he served as acting director of the School of Journalism and Telecommunications and University Media Advisor at UK.

Michael Holmes, professor of communication at Ball State U, has been appointed department chairperson,

replacing **Richard Nitcavic**, who has returned to full-time research and teaching.

Tracey Quigley, a graduate student at Penn State U, was awarded a \$10,000 General Lemuel G. Shepherd Dissertation Fellowship. The fellowship is

administered by the history and museums division of the Marine Corps Heritage Foundation and provides support for her dissertation research.

At Penn State U, **Tamara Golish** has been named assistant professor of speech communication/Children, Youth and Families Consortium, and **Lisa Davis** has been named basic course director.

Chang In Shin, graduate student at Penn State U, will be a visiting scholar in East Asian Legal Studies at Harvard Law School in 2001–2002.

Division & Interest Group News / continued from page 18

on the same page was quite an experience and I thank her for being so patient with my many requests. The DC conference was more devoted to connecting researchers in the field, especially globally, to assure many more possibilities were realized. Both program efforts were unique and provided many interesting moments. I hope you aspire to engage in such dialogue, and I'm looking forward to your many contributions.

Bonita Dostal Neff, Chair
Bonita.Neff@Valpo.Edu

Gay, Lesbian, Bisexual, & Transsexual Interest Group

Welcome back from what I hope was a productive and relaxing summer. The November deadline for next year's conference is quickly approaching, and we want to encourage everyone to submit work for what should be an exciting and stimulating conference in Seoul. As many of you already know, ICA is negotiating for reduced air fares to Seoul next year to help lower the cost of attending the conference. We would also like to encourage everyone to seek out travel grants or other sources of funding to attend so we can bring together the widest possible perspectives to our discussions next year. Our group is also evaluating a trial student travel sponsorship program that may offer additional resources to authors of the top student papers.

If you have not already contacted **Sue Lafky** (sue-lafky@uiowa.edu) to be a

paper reviewer, please do so and include your area(s) of expertise.

To further pique your interest in next year's conference, it seems to be a time of change in Korea—and Seoul, specifically—in the area of sexuality and sexual politics. There has recently been an increase in the number and visibility of establishments catering to sexual minorities in Seoul, particularly in the Itaewon district downtown. Consistent with the development of visible, GLBT spaces in other cities, it appears from casual inquiries and searches to be focused largely on male-targeted bars and other commercial establishments, though over the course of the year I look forward to receiving input from others familiar with Seoul about its GLBT culture.

In member news, **John Erni** recently published with **Anthony Spires**, "Glossy Subjects: *G & L Magazine* and 'Tongzhi' Cultural Visibility in Taiwan" in the April 2001 issue of *Sexualities*. **Katherine Sender** was also recently awarded a grant by the Gay and Lesbian Alliance Against Defamation (GLAAD) to support further research and write a commissioned paper on the gay market and gay and lesbian images in advertising.

Please continue to submit news you would like included in this newsletter, and contact me with any information you would like to share with the group.

David Gleason, Chair
David.Gleason@Nick.com

Special issues of *World Futures*, *The Journal of the General Evolution Research Group* devoted to future trends in communication strategies, will be published in three volumes this fall by Hartwood Academics. **Andrea Pitasi** served as scientific guest editor, and **Diego Bulgarelli** served as organizational facilitator.

Tricia Quartey, an undergraduate student from Johns Hopkins U, worked with **Roxanne Parrott** from June 13 to August 3 as an intern at Pennsylvania State's Summer Research Opportunities Program (SROP). She participated in a genetics communication project, working with three graduate students on the development and testing of genetics messages and programs.

Horace Newcomb has left the faculty of the Department of Radio-Television-Film at the U of Texas, Austin, after more than two decades to become director of the George Foster Peabody Awards at the U of Georgia.

The summer 2001 issue of *Political Communication Report* is now online at <http://www.uic.edu/orgs/policom>. **Kevin Barnhurst**, U of Illinois, Chicago, is editor.

Michael H. Prosser has become an emeritus professor of rhetoric and communication studies at the U of Virginia and has retired as distinguished visiting professor in communications at the Rochester Institute of Technology.

Pop-Comm! A Welcoming Place

By Sharon R. Mazzarella

Ithaca College

Chair, Popular Communication Division

Popular communication takes many forms. It can range from the messages we send about who we are, such as those sent through fashion, body modification, or zines, to the mediated stories told by NASCAR, Disney, or *Survivor*. It includes the texts, artifacts, events, and practices produced by individuals or by transnational corporate giants who market them to the public. In a recent essay in *Communication Yearbook 24*, **Barbie Zelizer**, former chair of the Popular Communication Division (Pop-Comm), makes a strong case for the study of such forms of popular communication and popular culture. She asserts:

everyday life in modern societies appears to be increasingly affected by popular culture itself. From televised talk shows to teen magazines to self-help literature, our growing dependence on popular culture to draw for us the outlines of our lives suggests that popular culture and popular communication constitute an arena in need of closer perusal. (2000, p. 303)

Indeed, scholars have taken up this call, and all of these forms of popular communication are undergoing extensive and exciting academic analysis. ICA's Popular Communication Division is dedicated to providing a forum for scholars interested in exploring these "sites through which meaning about everyday life is shaped, contested, challenged, and reinstated" (Zelizer, 2000, p. 302).

Why, you might ask, do we not call ourselves the Popular Culture Division? Quite simply, as Zelizer points out, because, although we may study the artifacts, texts, audiences, and practices that constitute popular culture, "the Popular Communication Division attempts to apply communication theories and perspectives to popular cultural phenomena" (p. 303) in order

to move "beyond issues of cultural production to the communicative processes by which communication is 'made popular'" (p. 312). (If you have not already done so, I highly recommend reading Barbie Zelizer's essay for an enlightening discussion of the status of popular communication scholarship, both within ICA and in general.)

One of ICA's newest divisions, Pop-Comm has undergone amazing growth since its creation as an interest group in 1986. Thanks to the tireless work of former division chairs Barbie Zelizer (1997–1998) and **Jane Banks** (1995–1996) as well as others, Pop-Comm achieved divisional status in 1997 at the Montreal conference. Later that summer our website was established (check it out at <http://www.icapopcomm.ipfw.edu>), and we continue to publish a regular member newsletter. Through the website, newsletter, and conference programming, Pop-Comm has worked to establish an identity within ICA both for the division and for popular communication scholarship in general. Moreover, we have sought to overcome the stigma often attached to studies of "the popular"—a stigma that dismissively labels such studies as fluff, irrelevant, and/or lacking in theoretical and methodological rigor.

The reality is quite the opposite, as Pop-Comm is a division characterized by exciting, vibrant, and intellectually stimulating scholarship. At the recent DC conference, for example, we sponsored an eclectic array of panels on popular sports, race and representation, film, television programs, teens and digital media, Napster, sex and sexuality, and masculinity. The following titles (the top papers presented in the division for the past 2 years) represent the diversity of scholarship being done in the division.

- "Representing Death Through Word and Image: The Ethics, Aesthetics, and Technology of News Reporting"
- "'Indians Are Like That': Negotiating Identity in a Media World"
- "Conflicted Pleasures: Making Sense of Martha Stewart Living"
- "Marriages Are Made on Television: Globalization and National Identity in India"
- "Michel Foucault and the Discourse of Fear: Representations of Libraries and Librarians in Modern Popular Culture"
- "Hollywood and the 'Real Asian Man': Representation and Race in 'The Ballad of Little Jo'"
- "Social Noise and Popular Rhythms: Generating and Maintaining Common Faith in Animal Rights"
- "Emcees Who Love Too Much: Sincerity and Cynicism on the Karaoke Circuit"

One of the characteristics of popular communication scholarship is that it transcends disciplinary and divisional boundaries. In fact, one of our "signatures" is a panel we have cosponsored at each of the last several conferences in which we have invited members from a variety of other ICA divisions to discuss an issue related to popular communication from the perspective of their division. Topics have included youth culture, advertising, sexuality, pedagogy, and the politics of the popular. Year after year, this panel proves to be one of our biggest conference draws, and it highlights the cross-divisional nature of popular communication scholarship.

Within the division, we have an active and growing membership, as well as dedicated and committed present and past officers. For example, considering that we are a small- to medium-sized

division, I was astounded to have about 60 people volunteer to read manuscripts for the DC conference! It is clear that our members feel connected to this division and want to participate.

In addition, we are a division that is extremely welcoming and nurturing to young scholars, both graduate students and junior faculty. (I, for one, have been a member of this division/interest group since I was a graduate student in the mid-1980s. It is a place in which I and many others have found an intellectual home.) In fact, our graduate student members are among the best. Although the division does not give specific awards for top graduate student papers, it has not had to. Year after year, one of the top paper awards has gone to a graduate student. Some years, including this year, more than one of the awards have gone to graduate students, notably **Jessica M. Fishman** (U of Pennsylvania) and **Verena Hess** (U of Washington). In fact, this is Jessica's third "top three" Pop-Comm paper award — she won two in 1996! Further, in support of our graduate students, each year the division waives the conference registration fee for the authors of the three best graduate student papers.

Quite simply, Pop-Comm is a welcoming place. I encourage you all to get involved, either by submitting manuscripts for the Seoul conference, volunteering to read manuscripts for that conference (contact **Jonathan Tankel**, the division's vice chair/program planner at tankel@ipfw.edu), submitting items for our newsletter (contact **Lynn Schofield Clark**, the division's secretary, at Lynn.Clark@Colorado.edu), attending the business meeting and reception in Seoul, and by joining the division. As always, feel free to contact me at mazzarel@ithaca.edu.

Zelizer, B. (2000). Popular communication in the contemporary age. In W. Gudykunst (Ed.), *Communication yearbook 24* (pp. 297–316). Thousand Oaks, CA: Sage.

Congratulations to these newly appointed ICA editors-elect:

- ***William Benoit, U of Missouri, Journal of Communication***
- ***Scott Jacobs, U of Arizona, Communication Theory***
- ***Pamela J. Kalbfleisch, U of Wyoming, Communication Yearbook***

See the October issue of the ICA Newsletter for submission information.

that they can be viewed on computers running the Linux operating system. The order was made on the grounds that such a posting violates the DMCA. But 2600 has also been prohibited from posting links to any other site or source for the same code. In response, Corley has challenged the order, claiming that both the code and the links are speech, and therefore that the DMCA unconstitutionally violates his First Amendment protections of speech and press. (Protesters have set up an interesting online art gallery of works incorporating the DeCSS code, because works of art are unambiguously covered by U.S. First Amendment speech protections, as online publishing apparently is not. The gallery is hosted at Carnegie-Mellon U, at <http://www.cs.cmu.edu/~dst/DeCSS/Gallery/>).

Is an "anticommons" tragedy slowing or inhibiting innovation? By defining the transitory appearance of copyrighted material in a computer's random-access memory (for example, so that it can be viewed on a website) as a "copy," has the DMCA carried copyright to "essentially an atomic level" (Litman, 2001)? Has the DMCA criminalized uses of works that most people would consider reasonable and legitimate? Will free speech be trumped by intellectual property? We must wait for the outcomes of these and other cases to find out.

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Positions AVAILABLE

UNIVERSITY OF UTAH. Assistant Professor in Visual Communication. The Department of Communication, University of Utah. Tenure track position effective July 1, 2002. Required: Ph.D. with emphasis in visual information processing and the analysis of visual media. Background to teach digital television and multimedia production, visual communication theory, and other courses in telecommunication or broadcast journalism sequence. Evidence of potential for significant scholarship, teaching excellence, and the ability to direct graduate students. Review of applications begins October 1, 2001, and continues until the position is filled. Applicants should submit an application letter, vita, three letters of recommendation, samples of scholarly activity, and evidence of teaching excellence to: Professor Robert Avery, Chair, Search Committee, Department of Communication, 255 S. Central Campus Dr., Rm. 2400, University of Utah, Salt Lake City, UT 84112-0491. The

University of Utah is an Affirmative Action/Equal Opportunity Employer and encourages nominations and applications from women and minorities and provides reasonable accommodation to the known disabilities of applicants and employees.

BRYANT COLLEGE. COMMUNICATION FACULTY. The newly established Department of Communication invites applications for a tenure track position, at the Assistant Professor level, to begin January or August of 2002. All specializations are welcome, as we seek an individual as committed to building a leading communication program as she or he is to teaching and research in his or her specific area of interest. Responsibilities include planning and implementing an exciting, integrated human and mass communication curriculum, developing and teaching courses in the candidate's area of specialization; and, teaching communication theory and the introductory communication course. Qualifications:

PhD in Communication, teaching experience, and strong evidence of program building and research potential. Candidates who wish to be considered for a preliminary interview at NCA should have completed applications in by October 25, 2001. Review of applications will continue until the position is filled. To apply, submit a letter of application that describes your ideas on or approach to building a new communication department and how your teaching and research interests might further that process, a curriculum vitae, and the names and phone numbers of three references to Human Resources Office, Job #174, Bryant College, 1150 Douglas Pike, Smithfield, RI 02917. Inquiries should be made to Stanley Baran at sbaran@bryant.edu. Bryant College enrolls approximately 3000 undergraduate and graduate students. Bryant is located 15 minutes from Providence and one hour from Boston. Bryant College is an Equal Opportunity/Affirmative Action Em-

PENNSTATE



**University
Park**

PIONEERS CHAIR IN CABLE TELECOMMUNICATIONS

Penn State's Department of Telecommunications in the College of Communications invites applications and nominations for the Pioneers Chair in Cable Telecommunications. The Pioneers Chair was endowed by the Cable Television Pioneers organization in 1988, and is one of two endowed chairs in the Department. The Chair is a permanent, full-time (nine month) position that will be filled at the tenured full or associate professor level, commensurate with the candidates experience and record.

Candidates should have an established national and/or international reputation in cable, telecommunications, broadband and/or information technologies, the Internet or related fields. Appropriate backgrounds include, but are not limited to: education, research, professional experience and public service. Possible areas of emphasis within the field include: management, programming, economics, law and regulation, technology and social/public policy. A terminal degree is required. Substantial industry experience and/or a strong record of published research is highly desirable, as is a successful record of obtaining research funding.

The College is the largest of its kind in the nation and one of only four undergraduate communications programs in the northeastern United States accredited by the Accrediting Council on Education in Journalism and Mass Communications. The College provides instructional and research opportunities in advertising/public relations, film/video, journalism, media studies and telecommunications. In addition to a Ph.D. program in Communications, M.A. programs in Media Studies and Telecommunications are offered. Learn more about Penn State, the College of Communications and the Department of Telecommunications at <http://www.psu.edu/dept/comm>.

Send a letter describing qualifications, a resume detailing teaching and research/creative experience and the names, addresses, and phone numbers of three to five references to Pioneers Chair Search Committee, College of Communications, Penn State, 201 Carnegie Building, Box ICA, University Park, PA 16802.

Screening of applications will begin immediately and will continue until 11/15/01 or the position is filled. Position starts August 2002.

Penn State is committed to affirmative action, equal opportunity and the diversity of its workforce.

ployer. The department and the college are dedicated to diversifying its faculty. Individuals from under-represented groups are strongly encouraged to apply. Bryant College offers a competitive salary and benefits package.

BOSTON COLLEGE. The Department of Communication at Boston College invites applications for a tenure-track, assistant professor of Intercultural Communication. Candidates will be expected to teach the department's core Intercultural Communication course, in addition to other courses in International and/or Multicultural Communication. Applicants should have a Ph.D. in communication, an active research program, and relevant teaching experience. Send letter of application, curriculum vitae, representative publications, teaching evaluations, and three letters of recommendation to Chair, Intercultural Search Committee, Department of Communication, Lyons Hall 215, Boston College, 140 Commonwealth Avenue, Chestnut Hill, MA 02467-3804. Application review beginning on 15 October 2001; applications accepted until position filled. Boston College is an Affirmative Action/Equal Opportunity Employer.

INDIANA UNIVERSITY, BLOOMINGTON. TWO ASSISTANT PROFESSOR FACULTY POSITIONS IN TELECOMMUNICATIONS. The Department of Telecommunications seeks two additional tenure track faculty. Ideal candidates will hold the Ph.D, MFA or other appropriate terminal degree, and present a promising program of (1) scholarly research using social science, legal, or historical methods related to electronic media/communications, or (2) creative activity in interactive new media. They also must be able to teach effectively in one or more of the department's undergraduate or graduate areas of concentration. On the undergraduate level, these are Media and Society, Design and Production, and Industry and Management. On the graduate level, these are Processes and Effects, Law and Policy, Management, and Interactive New Media Design. The department particularly encourages applicants with interests in the Internet, interactive new media (design, production and/or theory), transnational/global aspects of telecommunications, management, organizational communication, or advertising. The department offers a B.A. in Tele-

communications as well as M.A., M.S., and Ph.D. degrees. It also features a joint M.S./J.D. program with the IU School of Law. Applicants should submit 1) a cover letter addressing how they meet the expectations for the position, 2) a current vita, 3) selected publications or creative work, and 4) evidence of effective teaching. Three letters of recommendation should be submitted directly by recommenders. Direct questions and application materials to Professor Walter Gantz, Chair, Department of Telecommunications, Radio-TV Center, Indiana University, 1229 East Seventh Street, Bloomington, Indiana 47405-5501. Professor Gantz can also be reached by phone at (812) 855-1621, fax at (812) 855-7955, or via e-mail at gantz@indiana.edu. For more information about our faculty and programs, visit our web page at <http://www.indiana.edu/~telecom/>. Both openings begin August 15, 2002. Review of applications will begin November 2, 2001. Indiana University is an Equal Opportunity/Affirmative Action Employer. We strongly encourage applications from women and minority candidates as well as from two-career couples.

ROCHESTER INSTITUTE OF TECHNOLOGY. Associate & Assistant Professors. The Department of Communication, Rochester Institute of Technology invites applications for two assistant and one associate professor positions to begin September, 2002. The Department of Communication offers two degrees: a BS in Professional & Technical Communication and an MS in Communication & Media Technologies. The successful candidate at the Associate level will teach primarily graduate courses and a few undergraduate level courses. The successful candidates at the Assistant level will teach primarily undergraduate courses with the possibility of teaching one or two graduate courses. Subject areas at the graduate-level include: communication law and ethics, computer-mediated communication, communication training, on-line publishing, and visual communication. Subject areas at the undergraduate-level include: human communication, small group communication, mass communication, public speaking, persuasion, newswriting and reporting, and advertising. Additional assignments for courses in area of specialty at both undergraduate and graduate levels are possible. These are tenure track positions and require a Ph.D.

in communication, successful teaching experience, demonstrated ability to direct MS theses, a record or promise of published scholarly research and the potential for an active research agenda. RIT is located near Lake Ontario, in the heart of the Finger Lakes Region of Western NY, surrounded by beautiful countryside and hi-tech industries and with a climate that accommodates four-season outdoor activities. Send by 20 October 2001 a letter of application, resume and names and contact information for three references to: Bruce Austin, RIT, College of Liberal Arts, 92 Lomb Memorial Drive, Rochester, NY 14623. Interview opportunities at NCA in Atlanta, 1-4 November. RIT is an equal opportunity/affirmative action employer, looking for individuals with an ability to contribute in meaningful ways to the Institute's commitment to cultural diversity and pluralism.

TEL AVIV UNIVERSITY. The Department of Communication at Tel Aviv University invites applications for a tenure-track position at all ranks to start October 2002. The Department is situated within the Faculty of Social Sciences and focuses on the study of media in society. Currently there are 8 full time faculty members, around 300 undergraduate students and several Ph.D. students. Development of an MA program is underway. Studies are held almost entirely in Hebrew. Candidates in all areas of mass communication studies are encouraged to apply. Preference will be given to scholars in the areas of media institutions, policy and new technologies, and quantitative methodology. Candidates would be expected to provide evidence of published work and teaching experience, and at least a fair mastery of the Hebrew language. Please send letter, Curriculum Vitae, and complete contact information for three professional references to Dr. Dafna Lemish, Chair, Department of Communication, Tel Aviv University, P.O.B. 39040, Tel Aviv 69978, Israel. For further information and inquiries, please contact the above at lemish@post.tau.ac.i

UNIVERSITY OF WISCONSIN-PARKSIDE. Assistant Professor of Communication, PhD preferred, MA required, starting date Fall 2002. Able to teach courses in applied and theoretical approaches to media. Secondary emphasis in marketing and/or public relations desired. Candidates able to further

complement areas of expertise of current faculty will be given priority. Ability to teach a course in Native American, African American, or Latino communication a plus. Our department is organized according to an explicitly social constructionist philosophy; fit within the existing program is essential. Send letter of application, vita, official graduate transcripts, teaching evaluations, a sample publication, and three letters of reference to Jonathan Shailor, Chair, Department of Communication, University of Wisconsin-Parkside, Kenosha, WI 53141-2000 by October 15, 2001. UWP is an AA/EEO Employer D/M/V/W.

COLORADO STATE UNIVERSITY. Information Technology/Television News and Video Communication tenure-track appointment in the Department of Journalism and Technical Communication. Terminal degree or ABD required in journalism/mass communication or related field required. Several years of professional experience in television news, video communication or computer-mediated communication essential. Previous college teaching experience preferred. Begins August 15, 2002. Apply by October 15, 2001 for full consideration to Chair, Search Committee-Information Technology/Television News and Video Communication, Clark C225, Colorado State University, Fort Collins, CO 80523. (970) 491-6310. Colorado State University is an EEO/AA employer. E.O. Office: 101 Student Services

COLORADO STATE UNIVERSITY. Tenure-track assistant professor news-editorial appointment in ACEJMC-accredited program. Ph.D., ABD in journalism/mass communication preferred (master's required). Several years daily newspaper or magazine reporting essential. Expertise in online journalism, general reporting, business and/or magazine writing desired. University teaching desired. Begins Aug. 15, 2002. For full consideration, apply by Oct. 15, 2001, to chair, News-Editorial Search Committee, Department of Journalism and Technical Communication, C-225 Clark Building, Colorado State University, Fort Collins, CO 80523. Phone (970) 491-6310. Colorado State is an EEO/AA employer. E.O., Office: 101 Student Services Building.

UNIVERSITY OF CONNECTICUT, STORRS CAMPUS

COLLEGE OF CONTINUING STUDIES (CCS) COMMUNICATION PROCESSES SECTION, COMMUNICATION SCIENCES

Assistant Professor in Residence in Communication Sciences Advertising and/or Public Relations. The Assistant Professor in Residence in Communication Sciences will be responsible for teaching credit and non-credit courses, including courses in Advertising and/or Public Relations. This individual will be expected to develop and deliver non-credit training programs to meet the educational needs of the business and corporate communities and to teach credit-bearing courses for the department of Communication Sciences at the Storrs campus. **Description of Duties:** teach at least three 3-credit hour courses per academic year for the department of Communication Sciences, including courses in Advertising and/or Public Relations; teach at least three courses per academic year in the College of Continuing Studies; develop and refine College of Continuing Studies curricula pertaining to the field of Communications Sciences and the needs of Connecticut's workforce community; develop and on-going programmatic review process based on market research; develop a means of assessing the success of CCS/Communication Sciences programs; participate in Communication Sciences departmental affairs including advising students and serving on committees; participate in the College of Continuing Studies affairs, including advising students and serving on committees; create a bridge between the research faculty in the department of Communication Sciences and the corporate community, thereby expanding UConn's ability to serve the state with applied skills based in excellent research. **Qualifications:** Ph.D. completed; experience with the educational needs of the business world; knowledge and understanding of the corporate and business communities; college level teaching experience is highly desired; knowledge of continuing education preferred, experience in marketing, advertising, e-commerce, media effects, and/or Internet highly desired; experience with Distance Education strongly preferred. **Program and Campus Information:** All College of Continuing Studies faculty are expected to develop and deliver their courses in multiple modes, including on-line delivery. Support for the development of online courses is available within the College. Some of the courses taught will be at locations other than Storrs. The Assistant Professor in Residence will be primarily located in the Bishop Center at the Storrs campus. This position is on a ten month two year renewable contract. Salary commensurate with experience. The Communication Sciences Assistant Professor in Residence will report academically to the chair of the Communication Sciences department but will report directly to the Dean of Continuing studies. The Communication Processes Section of the Department of Communication Sciences serves approximately 300 junior and senior undergraduate majors, 15 M.A. and 25 Ph.D. students. There are 10 full-time faculty positions at the Storrs campus. Screening will begin in September 15, 2001. Send letter of application, resume, and the names, addresses and telephone numbers of three references to: Beverly Salcius, Assistant Professor in Residence Screening Committee (Communication Sciences), College of Continuing Studies, University of Connecticut, One Bishop Circle, U-56A, Storrs, CT 06269-4056. Applications will be accepted until the position is filled.

THE OHIO UNIVERSITY School of Interpersonal Communication is seeking to hire up to three new faculty with appointments beginning Fall 2002. **Position #1:** Assistant Professor, instructional communication. Responsibilities will include assisting with the direction of the basic course (helping to train and supervise 20-25 graduate teaching associates who teach approximately 90 sections of public speaking, serving approximately 2,500 students, each year), and working to help the school meet its responsibilities in general education (e.g., incorporating diversity issues into the basic course). **Positions #2 and #3:** We anticipate hiring at the Assistant Professor level, but exceptional applicants at advanced levels will also be considered. Area of specialization is open, but applicants with research interests in matters of public concern (health, public policy, community building, aging, technology, etc.), regardless of area of academic specialization, or theoretical or methodological approach, will be particularly welcome. Successful applicants for all positions will be expected to teach and advise undergraduate and graduate students in their areas of specialty. Ph.D. or equivalent, and a strong record of teaching and scholarship, as well as an appreciation for diverse theoretical and methodological approaches to communication, are required. The School of Interpersonal Communication is housed in the Ohio University's nationally recognized College of Communication. The school offers B.S.C., MA, and Ph.D. degrees. Admissions are selective. The school has approximately 500 undergraduate majors and 75 graduate students. The school and the college are partners in international programs in Europe and Asia and conduct various externally sponsored programs and research projects. Ohio University is a state-assisted residential university located 75 miles southeast of Columbus. Chartered in 1804, it is the oldest university in the Northwest Territory. Enrollment at the Athens campus is approximately 20,000 students with over 7500 additional students on five regional campuses. First year undergraduate students average at the 75th percentile nationally in g.p.a., class rank, and standardized test scores. OU enrolls students from all 50 states and 97 countries. The University intends to enhance its endowment substantially in a new campaign that will culminate during the institution's bicentennial year. Further information can be found at the

OU website, <http://www.ohio.edu>, and at the school's site, <http://www.inco.ohiou.edu>. Review of applications will begin November 12 and continue until the positions are filled. Please submit curriculum vitae, three letters of recommendation, and a cover letter discussing qualifications for the position of interest to: Gregory J. Shepherd, Director, School of Interpersonal Communication, Lasher Hall, Ohio University, Athens, OH 45701-2979, (740) 593-4825; Shepherdg@ohio.edu. Ohio University is an Equal Opportunity/Affirmative Action Employer. Applications from women, minorities, veterans, and persons with disabilities are especially encouraged.

UNIVERSITY OF OREGON. The School of Journalism and Communication seeks a tenure-track assistant professor in public relations beginning in the 2002-2003 academic year. The successful candidate will have professional experience in public relations and the potential for outstanding university-level teaching. An advanced degree is required; Ph.D. preferred. Primary teaching responsibilities include undergraduate and graduate courses in public relations principles, writing, research/planning and campaigns. Evidence of strong research interest in public relations is especially valued. Consideration of applications begins November 1, 2001. Please send resume and three reference letters to: Professor Jim Van Leuven, Chair, Public Relations Position Search, School of Journalism and Communication, 1275 University of Oregon, Eugene, OR 97403-1275. <http://jcomm.uoregon.edu/> An AAEO employer committed to cultural diversity and compliance with ADA.

PURDUE UNIVERSITY. The Department of Communication invites applications for the following **three** positions: **NEW COMMUNICATION TECHNOLOGIES.** Tenure-track, beginning or advanced Assistant Professor beginning August 2002. We seek applicants whose research and teaching center on new communication technologies. Areas of specialization may focus upon the development, use, impact, and implications of new technology in global, national, organizational, group, or interpersonal contexts. Successful applicants will be expected to teach at both the undergraduate and graduate levels, utilize our new state of the art instructional computer facilities, and provide leadership in

the area of new communication technologies. Ability to teach an occasional large lecture course in mass communication and/or courses in quantitative or qualitative research methods is highly desirable. Applicants should have a Ph.D. in communication or related field. **ORGANIZATIONAL COMMUNICATION.** Tenure-track beginning or advanced Assistant Professor beginning August 2002. We seek a colleague with an active empirical research agenda using quantitative and/or qualitative methods within organizational contexts. The successful applicant will be expected to teach courses in organizational communication at the undergraduate and graduate levels and advise graduate students at the MA and Ph.D. levels. Applicants should have a Ph.D. in communication or related field. **PUBLIC RELATIONS.** Tenure-track beginning or advanced Assistant Professor beginning August 2002. We seek applicants interested in rhetorical and/or social scientific approaches to public relations. These approaches could focus on international/intercultural, political, health, or technology issues of organizations' communication with publics. Undergraduate teaching responsibilities include introductory large lectures, junior level practicums, and senior level seminars. Successful applicants will be expected to teach and advise at both the MA and Ph.D. levels. Applicants should have a Ph.D. in communication or related field. Applicants should submit a letter of application, curriculum vitae, three letters of recommendation, samples of scholarly activity, and evidence of teaching excellence to: Professor Charles Stewart, Search Committee Chair, Department of Communication, 1366 Liberal Arts and Education Building 2114, Purdue University, West Lafayette, IN 47907-1366. Formal evaluation of candidates will begin on November 15, 2001, but applications will be accepted until the positions are filled. Purdue University is an Equal Opportunity/Affirmative Action employer.

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY. The Department of Communication at Rutgers University invites applications for an assistant or senior professor position in Mediated Communication. This area does not include traditional mass communication and broadcast or print media, but considers the social contexts and consequences of new media such as wireless

communication and the Internet. Qualifications: Completed Ph.D. in Communication or related social science discipline; evidence of teaching excellence; a research program that includes scholarly publications and conference presentations. Preference will be given to candidates demonstrating methodological skills and potential for quality graduate teaching. Salary is competitive and commensurate with rank and qualifications. Send letter of interest, curriculum vitae, and three letters of recommendation to: Dr. Lea P. Stewart, Chair, Search Committee, Department of Communication, Rutgers, The State University of New Jersey, 4 Huntington St., New Brunswick, NJ 08901-1071. Application deadline: December 1, 2001 or until position is filled. The department consists of 20 faculty members who supervise research and teach in programs that offer an undergraduate degree in Communication, a Master's in Communication and Information Studies, and a Ph.D. in Communication, Information and Library Studies. The department situates its core theoretical and research interests in three areas: social interaction, organizational communication, and mediated communication. At the intersection of these areas, the department is developing an initiative in communication and health issues. Rutgers is the eighth oldest university in the U.S., with approximately 48,000 students on three campuses. The Rutgers-New Brunswick campus, the largest, is conveniently located between New York City and Philadelphia. Rutgers is an equal opportunity employer. Special Note: For incoming doctoral students, the Department invites applications by February 1, 2002 for teaching assistantships and leadership fellowships. These will include full tuition remission, a generous stipend, and medical benefits. For more information, see <http://www.scils.rutgers.edu/phd> or contact Jenny Mandelbaum, Communication Area Coordinator, at jennym@scils.rutgers.edu.

TRINITY UNIVERSITY. Communication: Assistant Professor of Communication, tenure-track, Fall 2002, M.F.A. or Ph.D.; teach six undergraduate classes per year (9 contact hours per semester) with primary teaching responsibilities in (1) new media design (e.g., web design, interactive narratives, and/or games); and (2) media, culture, and technology. The candidate also would be expected to (a)

develop both theoretical and applied courses in emerging communication technologies, (b) be active in teaching core Communication courses, and (c) contribute to teaching courses in the University's "Common Curriculum" and/or the University's introductory seminar for first year students. The department is integrated among media specialties and within the liberal arts and sciences mission of the university. The faculty is committed to linking theory and practice in our teaching, research, and service. Trinity University, a highly selective, primarily undergraduate liberal arts and sciences institution, has an ideal student-faculty ratio, and excellent facilities, equipment, and services. Salary competitive. Deadline for receipt of applications is November 9, 2001. Women and minorities are encouraged to apply. Send letter of application, *curriculum vitae*, three letters of reference, graduate institution transcript(s), and teaching evaluations (if not available, additional letters of reference specifically addressing teaching abilities and experience) to William G. Christ, Chair, Department of Communication, Trinity University, 715 Stadium Drive, San Antonio, TX 78212-7200, Fax: 210-999-8355. EEO/AA Employer.

UNIVERSITY OF MARYLAND. **Department of Communication.** The Department of Communication at the University of Maryland is seeking to hire one or, if funding is available, two tenure-track faculty members in social influence, at the full professor or associate professor level. Consistent with the department's focus on the *strategic use of discourse in the public sphere*, the department offers specialization in social influence at the B.A., M.A., and Ph.D. levels. The starting date for the position(s) is August 23, 2002. Candidates for the position(s) should be able to teach and engage in quantitative research in the area of social influence (e.g., persuasion and attitude change, negotiation and conflict management, intercultural communication, political communication). Expertise in quantitative methodology is required, and the ability to teach quantitative methods, statistical analysis, and/or mathematical modeling of communication processes is desirable. The department's faculty members in this area take a cognitive approach, and it is expected that applicants for the position(s) will do so as well. The appointed faculty will be expected to relate the study of so-

cial influence to the department's strengths in intercultural communication, negotiation and conflict management, persuasion and attitude change, political communication, and public relations. Applicants should have a Ph.D., and should have emphasized social influence in their doctoral program. A successful record of obtaining research funding is desirable. Teaching experience at the university level is expected. The University is located in the Washington, DC, metropolitan area, where the National Archives, several research libraries, and many governmental institutions are located. In addition, the department has established a new Center for Political Communication and Civic Leadership. Applicants interested in utilizing these research resources are especially encouraged to apply. Applicants should have a strong, active, and theoretically significant publication record. Applicants for the full professor position should have a distinguished scholarly record commensurate with the qualifications of a full professor at a Carnegie Research I institution. Women and minorities are particularly encouraged to apply. For best consideration, in-

**UNIVERSITY OF COLORADO
at BOULDER**

Organizational Communication

The Communication Department at the University of Colorado at Boulder invites applicants for a tenure-track position as an Assistant Professor specializing in **Organizational Communication**. An excellent record of teaching and research is required. The Ph.D. is required at the time of appointment. Appointment will begin Fall 2002. The Department seeks a teacher/scholar whose areas of specialization complement and contribute to its existing strengths. The Department's research agenda focuses on communication-based problems arising out of recent social and technological changes. This agenda broadly includes problems associated with processes of interaction, participation, collaboration, deliberation, and decision making. We are especially interested in applicants whose research focuses on such areas as gender, race and ethnicity in the workplace, or communication technology. For full consideration, applications should be completed by **October 31, 2001**. Screening of applications will continue until the position is filled. Send letter of application, curriculum vitae, a copy of a published article (or an equivalent sample of research), evidence of teaching excellence, and three letters of recommendation to: Stanley A. Deetz, Search Committee Chair, Communication Department, 270 UCB, University of Colorado, Boulder, CO 80309-0270.

The University of Colorado at Boulder is committed to diversity and equity in education and employment.

**UNIVERSITY OF COLORADO
at BOULDER**

The Communication Department at the University of Colorado at Boulder invites applicants for a tenure-track position at the rank of Professor or Associate Professor. The successful candidate should have a record that demonstrates excellence in teaching, and research accomplishments that include strengths involving quantitative methodologies. This person's research should link to the department's research agenda, which focuses primarily on communication-based problems arising out of recent social and technological changes. This agenda broadly includes problems associated with processes of interaction, participation, deliberation, and decision making. Appointment will begin Fall 2002. For full consideration, applications should be completed by October 31, 2001. Screening of applications will continue until the position is filled. Send letter of application, curriculum vita, a copy of a published article (or an equivalent sample of research), evidence of teaching excellence and three letters of recommendation to: Karen Tracy, Search Committee Chair, 270 UCB, University of Colorado at Boulder, CO 80309-0170.

The University of Colorado at Boulder is committed to diversity and equity in education and employment.

terested candidates should apply by October 15, 2001. To apply, submit (a) a letter of application that describes research interests and other qualifications; (b) a *curriculum vitae*; (c) one letter of recommendation; (d) names of three additional references; (e) sample(s) of recent research; and (f) an indication of the faculty rank for which you are applying. Application materials should be sent to Professor Robert N. Gaines, Chair, Search Committee, Department of Communication, 2130 Skinner Building, University of Maryland, College Park, MD 20742-7635; e-mail: rg1@umail.umd.edu; phone: 301-405-6526.

TEXAS A&M UNIVERSITY. Department of Speech Communication, Organizational Communication, Health Communication. The Department of Speech Communication at Texas A&M University, College Station, TX, invites applications for one or possibly two tenure-track positions at the rank of assistant professor. The Department seeks applicants who can contribute to research and teaching in either of the following scholarly areas: (1) Organizational Communication and (2) Health Communication. In these two areas, we are particularly interested in scholars who addition-

ally have expertise in any of the following—international/intercultural communication, information and communication technologies, interpersonal communication, discourse analysis, or persuasion. Applicants should have a Ph.D. in communication or a related field as well as a strong record of potential for scholarly publication and successful teaching. To receive fullest consideration, applications should be received by November 12, 2001; applications will continue to be accepted until the positions are filled. Interested candidates should send a letter of application, curriculum vitae, teaching evaluations, and three letters of reference to: Richard Street, Head, Department of Speech Communication; Texas A&M University; College Station, TX 77843-4234. <http://www.tamu.edu/scom/>. The department offers the Ph.D., M.A., and B.A. degrees. It has 14 tenure-track faculty members, 35 graduate students, and 680 undergraduate majors. With an enrollment of over 43,000 students, Texas A&M is the fourth-largest university in the United States. It ranks in the top ten nationally in number of national merit scholars, total research expenditures, and total endowment funds. Texas A&M University is an equal opportunity, affirmative action employer.

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