

# COMMUNICATION Matters

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The Hugh Downs School of Human Communication

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## FROM THE EDITOR

The Hugh Downs School of Human Communication is composed of distinguished interdisciplinary faculty recognized for teaching and research excellence.

Through the study and critique of human communication, we generate knowledge, creativity, and understanding to facilitate healthy relationships and workplaces, civil and secure communities; and constructive intercultural interaction.

Our areas of teaching emphasis in The Hugh Downs School are: Intercultural Communication and Cultural Studies, Interpersonal Communication, Organizational Communication, Performance Studies, Rhetoric and Public Communication.

Our exciting research program features several new strategic initiatives: Health Communication, Conflict Transformation, Project for Wellness and Work-Life, Consortium for Strategic Communication, and Innovative Inquiry.

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## A COMMUNITY PARTNERSHIP FOR NONVIOLENT LANGUAGE

Written by Kellie Palazzolo, Kendra Rivera, and Beth Babin

Joe sat down with his friends at the student center, and noticed a cute girl nearby. "Joe, that girl is checking you out!" said Brian. "Go give it your best shot and hit on her!" Five minutes later, Joe walks back to his group of friends saying, "I got shot down!" Brian laughs at him and replies, "I don't know why she didn't respond man, 'cause that line is dead-on! You totally nailed it!" Joe shook his head and sat back down. "You just gotta roll with the punches. When push comes to shove, there are plenty of other girls I can bang!"

Shot. Hit. Dead. Punch, push, shove, nailed and bang. How do we casually talk about our intimate relationships? When we use language to describe our relationships in terms of hitting on, banging, or nailing someone, getting shot down or knocked up, we often overlook the effect this might have on someone who has actually been hit or punched by an intimate partner. What's more, we rarely examine how our everyday language use is both shaping and being shaped by the broader acceptance of violence in our culture.

As intimate partner violence captures the news headlines with the case of pop icons Rihanna and Chris Brown, the public has the opportunity to make sense of why violence happens and what can be

done to prevent it. Often missing from these discussions is how we use everyday language to participate in a culture that is desensitized to violence. All of the violent phrases in the example above have nonviolent alternatives (for example "flirt with" instead of "hit on"). In fact, most of the violent phrases we use reflect colloquial language choices, meaning that people have to work to express the same idea in a violent manner.

To better understand the impact of violent language, assistant professor Kellie Palazzolo and doctoral students Elizabeth Babin and Kendra Rivera, have formed a partnership with the Sojourner Center, the largest domestic violence shelter in Arizona. The center uses an empowerment model that emphasizes the importance of communication



Kellie Palazzolo, Kendra Rivera, and Beth Babin

to give women a voice to construct daily interactions that are free of violence. Part of this process is for staff and volunteers to free their own language of violence. But what effect does using nonviolent language truly have? That is the answer we hope to find.



HUGH DOWNS SCHOOL  
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ARIZONA STATE UNIVERSITY

An academic unit of the College of Liberal Arts and Sciences

For the past year, we have been working with the Sojourner Center to understand the communication practices of their staff and volunteers and to identify the ways in which nonviolent language impacts their own lives as well as their ability to successfully serve survivors of domestic violence.

Our findings so far suggest that violent language does have important effects not only for how workers talk in the organization, but also for how they communicate at home and with friends. As one employee noted, using non-violent language "is kind of transformational. It's like a whole new way of looking at things." For those

who underestimate just how much violent terms permeate our language, we challenge you to go a day without using any violent words. Don't take a stab at it or give it a shot; just try.

# You HIGHLIGHTED

## A BANNER YEAR FOR STEVE CORMAN

*Written by Angela Trethewey*

A funny thing happened to Dr. Steve Corman on his way to a New Year's Eve party in 2001. He and his lovely wife Diane were getting ready to leave when the phone rang. On the other end of the line was a representative from the United States Strategic Operations Command. He asked, "Are you Dr. Steve Corman, the network specialist? We'd like you to come participate in a war game designed to roll up terrorist networks." Dr. Corman, who at the time, thought of himself as a mild-mannered organizational communication professor, replied, "I think you have the wrong guy. I study communication networks in organizations." The voice on the phone was insistent. "No, you're our guy. We need you to help us fight terrorism." Thus began Dr. Corman's foray into a new line of research, teaching and public scholarship.

After that initial fateful invitation, Dr. Corman began exploring how the theories, concepts, and tools of the communication discipline could be applied to the global struggle against violent extremism. He worked diligently delivering lectures, presentations and briefings to members of the Department of Defense, the Department of State, academics, and private industry leaders on the topic of communication's role in combatting violent extremism. His work was positively received and the offers kept coming – to speak, conduct communication analyses, to participate in simulations.

In May of 2004, Dr. H. L. (Bud) Goodall joined our school as director. He saw the impressive body of work that Dr. Corman had amassed and was convinced that, with Dr. Corman at the helm, The Hugh Downs School of Human Communication could become a premier center for the study of communication, terrorism and national security. In 2005, at the urging of our director, Dr. Corman created the Consortium for Strategic Communication (CSC). The CSC was designed to be a collaborate endeavor, drawing faculty and graduate students from across the discipline to ask big questions about this important topic.

Under Dr. Corman's leadership, the CSC team was encouraged to find new ways to develop and engage a broad audience base for the CSC's timely and topical analyses. For example, the CSC produced a series of nine white papers, available on their Web site (<http://comops.org>), that are written primarily for strategic communication practitioners and decision makers in the government charged with fighting terrorist groups and their ideology. Because the CSC has an applied mission, the white papers make clear how contemporary communication theory and concepts can be deployed to address the ideological underpinnings of violent extremism, to enhance the effectiveness of our public diplomacy efforts, and to enhance the U.S. image at home and abroad. Additionally, each white paper offers specific policy and practice recommendations.

Dr. Corman and his colleagues have compiled some of those white papers and written additional chapters as part of an edited book project. Last May, the book "Weapons of Mass Persuasion: Strategic Communication to Combat Violent Extremism" was published by Peter Lang. In his review of the book, Dr. Jarret Brachman, director of research at the

Combatting Terrorism Center at West Point stated:

"The counterterrorism community will be long indebted to Corman, Trethewey and Goodall for their latest contribution, "Weapons of Mass Persuasion". Beyond their incisive analysis of America's strategic communication challenges and their hard-hitting policy recommendations for crafting an effective way forward, the authors open the terrorism studies discipline to a virtually untapped literature, that of communication theory. This book is a must read for practitioners, scholars and students of global politics and counterterrorism."

Dr. Corman's research efforts are now bearing fruit in the form of external grant support. Last year, Dr. Corman, and his colleague Dr. Angela Trethewey, received a large grant (\$850,000) to study self-organizing systems and armies of the future. Dr. Corman is also part of an interdisciplinary team at ASU that is one of only seven U.S. universities selected from 211 applicants to receive a Minerva award from the Department of Defense for a research project titled "Finding Allies for the War of Words: Mapping the Diffusion and Influence of Counter-Radical Muslim Discourse." Recently, we learned that the CSC received a \$2.7 million grant from the Office of Naval Research for a project titled, "Identifying Terrorist Narratives and Counter-Narratives: Embedding Story Analysts in Expeditionary Units." Dr. Corman is the project principal investigator (PI); Co-PIs from The Hugh Downs School are Angela Trethewey, Pauline Cheong, and Bud Goodall. Daniel Bernardi from Film and Media Studies rounds out the Co-PI team.

Dr. Corman has even more reasons to feel very proud of his accomplishments this year. He was named the winner of the 2009 Faculty Achievement Award in Defining Edge Research: Best Professional Applications! This is a major award from ASU via the Provost's office and recognizes his cutting edge work with the CSC. Additionally, Steven R. Corman and team members of the CSC have won the International Communication Association's 2009 prestigious Applied/Public Policy Research Award.

Not content to rest on his laurels, Dr. Corman has a full slate of invited presentations to deliver across the globe this summer. He will be a featured speaker at several counter-terrorism conferences in Turkey, the United Kingdom, and Washington, DC. When he's not traveling, Dr. Corman will be here in Tempe working to ensure that the CSC continues its record of success.

While I may never know the identity of the mysterious man who called Dr. Corman all those years ago, I do know that he encouraged Dr. Corman to embark on a path that has benefited not only the citizens of the HDSHC, but the citizens of our country.

Congratulations, Dr. Corman, on a banner year!



Dr. Steven R. Corman

## DIRECTOR'S Desk

As I prepare the final installment of this column and my tenure as director winds down, I am both honored and humbled by what we have accomplished during the past five years. When I arrived in Tempe in the summer of 2004 our school had about 1,100 undergraduate majors, a top tier faculty, a dedicated staff, and a shared aspiration to expand our service to ASU students, to become an innovative leader in communication theory and use-inspired research as well as a globally recognized school of communication. It was an ambitious plan.

Today I am pleased to report that The Hugh Downs School of Human Communication accomplished all of our initial objectives. Our excellent faculty and graduate teaching assistants now inspire over 2,100 undergraduate majors, with an additional 600 plus BIS majors in a communication concentration and another 800 plus students pursuing the new B.A. in Business Communication we share with the William P. Carey School. To better serve students we have developed a full measure of online courses, particularly for summer when so many of our students return home to softer climes but want to continue work toward degree completion.

To augment and strengthen existing communication theory and research activities, we created strategic initiatives in Health Communication, Counter-terrorism and National Security, Conflict Transformation, and the Project for Wellness and Worklife. These initiatives today produce innovative scholarship in traditional journal article/book and non-traditional white paper/blog formats, and contribute to the education of students and enrichment of research opportunities by tackling real-world issues and problems. Next fall we will introduce our newest interdisciplinary strategic initiative, Innovative Inquiry, which will bring together narrative ethnography, creative nonfiction, performance studies, and visual communication scholars. Our newest hire, Lee Gutkind, the “godfather of creative nonfiction” joins us in this initiative with his appointment in August.

One of our strategic initiatives, the Consortium for Strategic Communication led by professor Steve Corman, just won a \$2.5 million grant from the Office of Naval Research to study the circulation of narratives among contested populations in Indonesia, the Middle East, and the Mediterranean. This grant is the result of four years of teamwork in building relationships with strategic communication resources worldwide and the establishment of a daily blog on the Web site (comops.org) that today is an internationally recognized resource in the ongoing fight against violent extremism. This grant will bring three postdoctoral fellows into the HDSHC, add three research assistants to our graduate population and will also allow for a closer working relationship between our school and Film & Media Studies. As this example demonstrates, creating and disseminating scholarship via new media outlets has led the CSC and The Hugh Downs brand to become recognized worldwide. So much so that our Consortium for Strategic Communication was recently awarded the prestigious Applied/Public Policy Research award from the International Communication Association.

As always, I am proudest of the accomplishments of our students and



H. L. “Bud” Goodall, Jr.

former students. Once again this year, the HDSHC produced the largest number of Teaching Excellence award winners at ASU. Please join me in congratulating Elizabeth Eger, Zach Justus, Rachel Levitt, Charee Mooney, Christina Smith, Alice Veksler (winner of the Herman DeMund Memorial Fellowship), and Kimberlee Perez. For the first time, we produced the largest number of papers accepted by our undergraduate students at the Western Communication Association’s Undergraduate Scholars Research Conference. And, last on our list of award winners but first among our alumni, we are especially proud of Rachel Sacco, who joined the ranks of distinguished College of Liberal Arts and Sciences Leaders.

We were the designated site hosts for the 2009 Western States Communication Association convention in Mesa. With leadership by incoming WSCA President Dan Canary, his co-host Paul Mongeau, and a talented team of graduate and undergraduate student volunteers, this year’s convention in Mesa was a success. One highlight was the keynote speech by none other than our own Hugh Downs, who delighted the audience with tales of his most memorable communication experiences as well as challenged us all to think creatively about the relationships between his two most cherished intellectual pursuits: human communication and quantum physics.

As I leave the big corner office on the fourth floor of Stauffer Hall, I want to take one final opportunity to give my heartfelt thanks to three incredible people who have made my life so richly rewarding (and far less maddening) during the past five years: Angela Trethewey, our associate director, Belle Edson, our director of undergraduate studies, and Karen Hays, our business manager. We, of course, have only been able to do our jobs because of the hard work, kindness, dedication, and creativity of others on our staff as well as our fine cadre of faculty, graduate teaching assistants, and undergraduate leaders. Our front office and professional staff, Rosemary Carpenter, Heather Freireich, Jordan Harstad, Lynne MacDonald, and Sue Wurster, deserve a special round of applause for all they do for all of us. And our professional advisors, Michele Brennan, Carol Comito, Barbara DeDecker, Jason LaBret, and Monica Van Steenberg, could not have done more for our students.

Beyond Stauffer Hall we all benefit in our dedication to excellence from the College of Liberal Arts and Sciences’ deans who form our reporting chain: Linda Lederman, Alan Artibise, and Quentin Wheeler; and to the continued support of our outstanding advisory board, including distinguished alumni Jeanne Herberger, Rachel Sacco, Chris Muldoon, Milissa Koehler, and Gene Dadamo; HDSHC friend Ernest Calderon; and HDSHC emeritus professor Kristin Valentine and emeritus professor of English, Gene Valentine.

A huge thanks doesn’t even come close to what I owe Sandra and Nic Goodall for their love and support. They have always been my biggest cheering section and now it is my turn to become theirs, which I am greatly looking forward to doing.

Finally, I want to add a personal word of thanks to Hugh and Ruth Downs. Over the past five years this happy and accomplished couple has served as an inspiration for the well-lived and intellectually curious life, and Hugh, in particular, has been for me a generous mentor and friend. It has been an honor to serve a school that carries his name.

H.L. (Bud) Goodall, Jr.  
Director and Professor



## CONGRATULATIONS!

Written by Sue Wurster, editor

**Linda Lederman**, dean of social sciences, has been selected as a Centennial Scholar by the Eastern Communication Association (ECA). ECA, the longest standing professional association in communication, is celebrating its 100th anniversary this year at its conference in Philadelphia. Dean Lederman will be honored, along with other Centennial Scholars, at a luncheon on Friday, April 24. In her role as a Centennial Scholar, she has also been invited to contribute a chapter on health communication that will be included in the 100th Anniversary volume created by ECA and edited by James Chesebro.

Doctoral student, **Alice Veksler**, won the 2009 Herman Demund Foundation Fellowship. The 2009 competition was open to students nominated by academic units in the College of Liberal Arts and Sci-

ences. Applicants were assessed in terms of their academic accomplishments, their contribution to the discipline, progress towards the degree, and contributions to the academic community. Alice's award letter stated that the committee was "extremely impressed" with her credentials, as well as with her many contributions to the discipline and community.



Alice Veksler

## HUGH DOWNS IS A HARD ACT TO FOLLOW

Written by Melissa Barros and Stevan Mladenovic, students in professor of practice Pauline Davies' "Bridging the Two Cultures" class

It is not very often that a broadcasting icon takes time to speak to a college class. But that is precisely what happened on March 31, when the legendary television news personality, Hugh Downs, visited his eponymous School of Human Communication at Arizona State University to address our COM 394 course, "Bridging the Two Cultures." With notes in hand, Mr. Downs reminisced on the highlights of his illustrious 60-year career in front of the cameras and graciously answered questions.

He described how his career began at the tender age of 17 with a lucky break. It was the Great Depression and he was living in a small town in Ohio with severely limited employment opportunities when he was taken on as a radio announcer to read ads and spin records for a few dollars a week, much to the dismay of his father who always hoped he would get a "proper job"!



Hugh Downs with Korren Alfasi, COM394 student

From this humble beginning in front of a microphone in a regional radio station, Mr. Downs' career blossomed, until he became a national media figure, travelling the globe, interviewing presidents and kings. He was a true adventurer, always looking for interesting stories, interviews and activities. One of his most memorable stories concerned his visit to Antarctica, when he was allowed to correctly position the stake in the ice marking the exact spot of the newly identified South Pole, and took great delight in walking around it, crossing every time zone in just a few paces.

The students were regaled with hilarious anecdotes and accounts of disaster that embellished Mr. Downs' long career. His worst ever interview was with a very unforthcoming Russian chess champion, when the conversation ground to a complete halt. On another occasion, a live interview with an eastern European man rapidly went awry when the translator turned out to speak no English!

The students loved having Hugh Downs speak to their class. "He is one of the most active and inspirational people I have ever had the privilege to meet. He shows that your attitude to life is all important and this encourages me to try harder and challenge myself more," says fellow student, Sarah Sims. "He is beyond humble and shares his stories with a warmth and charisma that is all his own," remarked class member Lindsey Stickle.

Above all, Hugh Downs reminded us of why we became communication majors. We're proud to be in The Hugh Downs School of Human Communication, and someday we hope to accomplish as much as the great man himself – but he's a hard act to follow!

## GUEST LECTURE ON PRIVACY AND SELF-DISCLOSURE

Written by Kory Floyd

Professor Kory Floyd hosted Josh Hammonds, a Ph.D. candidate in communication at the University of Nebraska, for a guest lecture on Monday, Feb. 16. Mr. Hammonds, who is currently writing his dissertation on the management of privacy in family relationships, spoke about privacy and self-disclosure in Professor Floyd's upper-division Family Communi-

cation course. The lecture addressed how people in family relationships define private and public information, how they made decisions about the disclosure of private information, and how they react to violations of their own privacy. This was the second year that Mr. Hammonds had presented his lecture on privacy in Professor Floyd's class.

## PEOPLE IN THE NEWS

### FACULTY

**Canary, D. J., & MacGregor, I. M.** (2008). Differences that make a difference in assessing student communication competence. *Communication Education*, 51, 41-63. Top Article of the Year from National Communication Association's Communication Apprehension and Competence Division.

**Cheong, P. H.** (2009, March 12). Twitter of Faith: Microblogging the Divine. *Facebook: Religion Dispatches*.

**Cheong, P. H. & Poon, J. P. H.** (2009, May). Weaving webs of faith: Examining internet use and religious communication among Chinese Protestant transmigrants. Top Three Paper in Global Communication and Social Change Division, International Communication Association Conference, Chicago, IL.

**Corman, S. R.** (2008, November 23). Obama can show diplomacy on world stage, revive America's image [Viewpoints]. *Arizona Republic*.

**Gutkind, L.** (2009, February 22). Sunday Forum: Making the grade. *post-gazetteNOW*.

**Palazzolo, K. E., Roberto, A. J., & Babin, E.** (2009, February). The relationship between parents' verbal aggression and responsiveness and young adult children's intimate partner violence victimization and perpetration. Top Three Paper in Health Communication Division of the Western States Communication Association Conference, Mesa, AZ.

### GRADUATE STUDENTS

**Duerringer, C.** (2009, February). Support our troops. Panel of Top Four Rhetoric Division papers, Western States Communication Association Conference, Mesa, AZ.

**Farinelli, L., & Guerrero, L. K.** (2009, February). Associations between caregiving and health outcomes among parents of children with mental illness: An attachment perspective. Top Four Paper in Health Communication Division of the Western States Communication Association Conference, Mesa, AZ.

**Hess, A. & Stewart, K.** (2009, February). Finding islands of community in a sea of commodification: A rhetorical and ludologic analysis of the public and private character of Second Life. Top Three Paper in Media Studies Division of the Western States Communication Association Conference, Mesa, AZ.

**Kelsey, M.L.** (2009, April). Reconfiguring the <family> in the same-sex marriage movement. Top Overall Paper for the Rhetorical Theory and Criticism Division of the Central States Communication Association, St. Louis, MO.

**Rath, S.** (2009, February). Loss or Gain? Resisting Identities and Maintaining Whiteness. Panel of Top Three Intercultural Division Papers, Western States Communication Association Conference, Mesa, AZ.

**Rowe, D., & Justus, Z. S.** (2008). The "accountibuddy": Advanced peer mentoring. *Spectra*, 44(11), 6.

**Veksler, A. E., & Eden, J.** (2009, February). He likes me, he loves me not: Further conceptualizing the differences between love and liking in the context of relational unrequitedness. Top Four Paper in Interpersonal Communication Division of the Western States Communication Association Convention, Mesa, AZ.

**Way, A.** (2009, February). Lost in translation: The challenge of embracing diversity through intervention. Top Student Paper and Top Overall Paper in Organizational Communication Division of the Western States Communication Association Convention, Mesa, AZ.

## MOVING ON

**Christopher Carey** is currently an assistant professor in University Studies-Academic Affairs at Portland State University.

**Christina Colp-Hansbury** has accepted a tenure-track assistant professor position at Xavier University of Louisiana, a Catholic and historically Black university located in New Orleans. The Department of Communications at Xavier, like the university overall, is committed to rebuilding the intellectual and material vibrancy of the city of New Orleans post-Hurricane Katrina.

**Annegret Hannawa** has accepted an assistant professor of quantitative methods and health communication position at Wake Forest University this coming fall. She will be teaching courses in research methods, health, and interpersonal communication.

**Shannon Johnson** has accepted an assistant professor position at James Madison University where she will teach interpersonal communication and conflict management.

**Zachary Justus** has accepted an assistant professor of rhetoric position at California State University, Chico.

**Bree McEwan** has accepted an assistant professor position at Western Illinois University in Macomb.

**Kimberlee Perez** has accepted a position as assistant professor of intercultural communication at DePaul University in Chicago.

**Miriam Sobre** has accepted a position as assistant professor of speech communication at Southern Illinois University teaching intercultural and interpersonal communication courses.

**Ping Yang** has accepted a position as assistant professor of communication at Denison University, a private liberal arts college in Granville, Ohio where she will be teaching intercultural communication.

## DRINK, DRANK, DRUGGED

*Written by Jennifer Linde, artistic director of The Empty Space*

Doctoral student, Desiree Rowe, wrote and directed “Drink, Drank, Drugged” at The Empty Space in March 2009. This performance was part of an ongoing series of trigger scripts that bring traditional scholarship to the stage. Desiree used research conducted by dean Linda Lederman about college drinking behavior to write scenarios about college student experiences at social gatherings. This interactive performance asked audience members to assume the roles of ASU students participating in a pre-party set up. Graduate student and undergraduate student performers played the roles of the party attendees and audience members interacted with them in four distinct scenarios. These scenarios were designed to highlight Lederman’s findings.

In the second half of the performance, audience members were provided extended information about the party goers’ experiences through short video performances. This segment was followed by a discussion led by Aaron Hess, a postdoctoral research fellow in Wellness and Health Prevention. Dean Lederman attended the performance and offered her congratulations to Desiree, Aaron and the cast and crew. She said, “It was awesome to see my work serve as the starting point for what Des and the

team created. I was inspired by how they addressed the complex communicative issues involved in college drinking.”

Students involved in the performance include: Julie McLaughlin as assistant director, Lydia Nelson and Nicole Martin as narrators, Elizabeth Eger as party host, and Joshua Begay, Karla Rasmusson, Ben Whitneybell, Liliana Carasco, and Mona Bapat as party goers. Paul Board provided the technical support.



Members of the “Drink, Drank, Drugged” cast: Karla Rasmusson, Elizabeth Eger, Stephanie Begley, Ben Whitneybell

## METAPHORS OF BLACKNESS

*Written by Jennifer Linde, artistic director of The Empty Space*

On Feb. 16, in celebration of Black History Month, The Empty Space hosted local artists Rod Ambrose, Tenisha Baca and HB (Harold G. Branch III) in “Metaphors of Blackness: Stories of Constancy and Change.” Rod elicited strong emotion from the audience as he performed “How I Came to be Here,” an oral history of growing up in Chicago in the 1960s. He spoke of a colorful grandmother who taught him the value of a strong work ethic, the early loss of his beloved mother, and the challenges he faced to stay out of gangs and resist the violent racism of the time. In “Me in HD,” Tenisha presented three narratives about the emotional and physical implications of illness. The story played out beautifully on her body as she shared her own survivor story with the audience and drew upon art and performance as part of the healing process. HB brought his powerful poetic voice to the evening with “Emotional Dis-Course: a Poetic Conversation;” a series of spoken word pieces that explored familiar themes of love, desire and disappointment. HB’s performance ended in a quiet and moving “poof” from his lips as the lights went out and the audience was left to consider the emo-

tional messages embedded in the poetry. The performers spoke about their work in a post-performance discussion led by Jennifer Linde.



Tenisha Baca prepares to perform at The Empty Space



## UNDERGRADS PRESENT THEIR RESEARCH AT THE WESTERN STATES COMMUNICATION ASSOCIATION CONFERENCE

Written by Sue Wurster, editor

Danielle Bakun, Lindsay Castille, Debbie Fossum, Drew Mohr, and Kimberly Ruff, all students from The Hugh Downs School, turned their assignments into presentations at the 6th Annual Western States Communication Association (WSCA) Undergraduate Scholars Research Conference. All five students had successful submissions that they presented on Feb. 14 at the Phoenix Marriott Mesa Hotel in Mesa, Ariz. As stated on the WSCA website, “students benefit from participating in the research conference by crafting and sharing a professional presentation, meeting other undergraduate scholars from the Western region and the U.S., learning about each other’s research interests, receiving supportive feedback from scholars in the field and learning about graduate studies in communication.” Doctoral student and instructor, Zachary Justus, encouraged his students to submit their manuscripts to the conference and then helped the students along the way. Congratulations to our undergraduate scholars for their impressive presentations:



Debbie Fossum and Danielle Bakun



Lindsay Castille and Drew Mohr

In the “Analyzing Media and Politics” Division:

**Debbie Fossum**, “Sarah Palin: The Media’s Frame during Election 2008”

In the “Analyzing Gender and Power” Division:

**Danielle Bakun**, “Narrative Analysis: Popular Culture Representations of Sexual Harassment in the Movie ‘North Country’”

In the “Constructing Meaning: Motivation, Political Media and Visual Representation” Division:

**Drew Mohr**, “Political and Media Framing of the Weather Underground”

**Kimberly Ruff**, “The Persuasive Appeal of Conspiracy Rhetoric: The Narrative Paradigm of the 9/11 Truth Movement”

**Lindsay Castille**, “The Fleur-de-lis: A Louisiana Cultural and Political Visual Ideograph”

## DULCE JUAREZ AND FELISA ISRAEL ADDRESS FALL 2008 GRADUATES

Written by Sue Wurster, editor

**Dulce Juarez** (B.A. 2008) was thrilled and honored to be selected as the Fall 2008 College of Liberal Arts and Sciences student convocation speaker. Her communication advisor, Barbara DeDecker, nominated Dulce to speak because she knew that Dulce wanted to “encourage her peers to pursue their dreams and maintain a positive outlook, especially in today’s economy.” Dulce’s speech was indeed a message of hope: “Arizona State University has provided you with many tools, skills, and the knowledge to complement your talents and gifts. With them you can change the world. My great mentor, Calvin Terrell, once told me, ‘Never doubt the power of one. The power is in asking, in believing and receiving with open arms.’ My hero Jesus once said, ‘Ask and you shall receive; seek and you shall find; knock and the door shall be open to you.’”

The convocation alumni speaker, **Felisa Israel**, was also a Communication major. Felisa graduated in 1994, worked for the NBA for many



Felisa Israel

years and recently started her own sports entertainment production and marketing company in Los Angeles: “Now that you have acquired an impressive set of communication skills from your hard work here at ASU and you’re ready to maximize your own moments, it is important to choose the right method of communication for the right situation and for the right audience. This relates not only in getting that first job interview but also in everyday communication with each other – it is all interconnected.”

## SCHOOL'S GRADUATE STUDENT TEACHERS SHINE AT ANNUAL RECOGNITION

Written by assistant professor Kelly McDonald, School of Letters & Sciences

The annual Graduate and Professional Student Association (GPSA) teaching award recognition luncheon on Wednesday, March 18, in the University Club was a stand out event for masters and doctoral teaching assistants in The Hugh Downs School. Of the 20 awards given to first time Excellence in Teaching, six went to Hugh Downs School students. Masters students Elizabeth Eger and Charee Mooney, and doctoral students Zach Justus, Rachel Levitt, Christina Smith, and Alice Veksler were presented awards and a small honorarium by GPSA officers. Two awards were given for Continued Excellence in Teaching for students who have already received an annual award. Doctoral student Kimberlee Perez received one of the two continuing awards. The highly competitive awards are open to graduate student instructors across campus. In addition to materials submitted for review by the evaluation committee, a team of



Teaching award recipients, their advisors, and the GPSA Leadership team from the HDSHC

peer evaluators observed the classroom instruction of each nominee.

The Hugh Downs School was also well represented in GPSA research awards. Jump Start awards were presented to doctoral students Erin Bryant, Kendra Knight, and Amy Pearson. The GPSA Jumpstart Research Grant Program is designed to provide small grants for startup research projects, pilot studies, and self-contained projects. GPSA Research Grant recipients were doctoral students Colin Hesse, Perry Pauley, Alison Trego, and Alice Veksler. GPSA also seeks to honor the voluntary service of graduate students that directly benefits other graduate students. Graduate Student Service Awards were received by doctoral students Kendra Knight and Yvonne Montoya.

More information about GPSA and their programming and activities supporting graduate students can be found at <http://www.asu.edu/gpsa/>. Congratulations to all the awardees; another standout point of pride for The Hugh Downs School of Human Communication.

## SUMMER BLOCK GRANTS AWARDED

Written by Sue Wurster, editor

The executive committee of the graduate faculty in communication has awarded summer block grants to Tristan Booth, Justin Boren, Erin Bryant, Danielle Jackson, Jennifer Marmo, Amy Pearson, Kendra Rivera, and Terrie Wong.

The Graduate School provides these funds for doctoral recruitment and completion. The committee saw promising directions and activities in the proposals awarded. Individual awards varied from \$500-\$5,000.

The committee considered several issues in their decisions. These criteria included: detailed rationales, plans, article presentation or publication outlets, clear justification of research in lay-person terms, research leading toward doctoral completion, clarity, tangible expenses, plausibility, and attending carefully to every question raised in the proposal request.

Tristan Booth "will be writing the prospectus for his dissertation,



Sarah Tracy (l), Kendra Rivera, Jennifer Marmo, Justin Boren and Tristan Booth

which examines U.S. American cultural perceptions of meaning associated with the concepts of maleness and manhood, as well as with sexual orientation labels such as gay, and the degree to which one's agency to claim such labels is socially contested. The project is not intended to examine masculinity per se, but rather the conflation of maleness and manhood, and how this association affects social perceptions of men who were not born male. This topic also has implications for natal (non-transsexual) males whose presentations or behaviors may not correspond to cultural norms of manhood or masculinity."

Erin Bryant "will be primarily working on revising existing work in the field of relational communication for conference and journal submission. Her projects include topics such as relational communication on social networking sites such as Facebook, peer workplace deception, and the portrayal of workplace bullying on the television show "The Office."

Jennifer Marmo "plans to be working predominantly on a few research studies and a book chapter focusing on relational maintenance and computer-mediated communication, particularly examining how we use CMC to maintain interpersonal personal relationships."

Amy Pearson "will be doing ethnographic research with trail laborers in the National Park Service to explore how they construct gendered, raced, and classed organizational identities."

Kendra Rivera says that "this summer block grant will support the collection, presentation and continued writing of my dissertation research with the U.S. Border Patrol. Preliminary research indicates that Border Patrol agents face a host of challenges including burn-out, emotional labor, and organizational change. This grant will support travel to Border Patrol offices throughout the southwest U.S. It will also fund the transcription of data, the writing of my dissertation prospectus, and travel to present my research at a scholarly conference."



## CULTURAL DIVERSITY ISSUES DISCUSSED

Written by doctoral students, Douglas Deiss and Alexis Valianos

On Saturday, April 11, 32 undergraduate students gathered to take part in a problem-solving workshop facilitated by Hugh Downs School doctoral students. For the student participants it was an opportunity to engage in a discussion of cultural diversity issues on campus and for the facilitators it was a chance to put into practice what they had learned in Dr. Benjamin Broome's COM 691, Facilitating Intercultural Dialogue class. For several years, the Diversity Workshop has been held in conjunction with the graduate seminar and some of its goals have been to raise cultural awareness and increase student interest in university issues. This spring the format was changed to include a specific conflict that students could analyze and attempt to resolve together.

The student participants were volunteers from a COM 312 Conflict and Negotiation class and a COM 263 Intercultural Communication class. The four-and-a-half hour workshop was designed to help them apply concepts they've learned in class to a practical situation.



Student group presents a plan to help faculty manage intercultural conflict in their classrooms

The students were presented with a hypothetical scenario involving a variety of perspectives. In the scenario, a state university's communication department, in an effort to increase the diversity of their program, revamped their student enrollment policy. A conflict resulted when in-

## A VISIT WITH HUGH

Written by doctoral student, Kendra Dyanne Rivera

Mr. Donald Edson and his daughter Dr. Belle Edson, peeked around the corner into the room where I was setting up for the final event in the 2008-2009 Hugh Downs Colloquium Series. At the age of 91, Mr. Edson's patient smile calmed my racing pulse and the joy in his eyes seemed to gently remind me that life is good.

My heels clicked a path along the floor; my hands shook as I pushed tables into position. I was about to conduct an interview with one of the most important journalists and public intellectuals of our age, not to mention the namesake of our school. I was more than a little nervous. But I needn't have worried. A visit with Hugh Downs is fun, even with an audience!

My co-interviewer, friend and fellow doctoral student, Amy Pearson, and I sat on either side of Mr. Downs, taking turns asking him questions about his life experiences, his family, his passions and his regrets. We even showed pictures from his younger years, and got to hear tales never publicized in the media. The crowd of undergraduates and graduate students, faculty, staff and of course Mr. Edson, smiled reassuringly at Amy and me and laughed at Mr. Downs' many quips and adven-

Increased recruitment efforts by the department, in the form of monetary incentives and academic and social support, were designed to encourage international student enrollment. The conflict escalated with the backlash of many domestic students protesting the new policies and the rise of racial tensions on campus.



Students working as a group to generate ideas in first stage of the workshop

The student participants were informed that they were being consulted on this issue for their conflict negotiation skills and their student perspective. Their objectives for the day were to first identify the challenges that the opposing sides must face as they attempt to resolve the conflict and then generate solutions and advice for the students, faculty, and administration groups. The students took part in a facilitated dialogue which culminated with each group presenting their ideas and implementing strategies for resolution.

The facilitation team is responsible for the preparation, planning, facilitation and debriefing of the workshop. They chose a variety of activities and methodologies to help the students get the most out of the day. The workshop was led by Ph.D. student Alexis Valianos and supported by Ph.D. students Jiyoung Kong, Geeta Khurana, Douglas Deiss and undergraduate student, Jeremy Omori.



Amy Pearson (L) and Kendra Rivera expertly interviewing our school's namesake, Hugh Downs

tures. His stories enchanted us, leaving little doubt that Hugh Downs will not fade quietly into the sunset any time soon.

"I'm the happiest I've ever been in my life," he told us. And for the time we spent chatting that afternoon, we all shared in his happiness.

Before leaving, Mr. Downs thanked Mr. Edson for coming. "I'm glad you came," they said to each other as they shook hands. I'm glad they came too.

## SUSTAINABLE SELF WELLNESS CHECK: FUTURE PROGNOSIS UNKNOWN

Written by Heather Canary and Elizabeth Eger

The Hugh Downs School of Human Communication (HDSHC) Project for Wellness and Work-Life (PWWL) hosted a half-day pre-conference titled "The Sustainable Self: Exploration of Work-Life Wellness through Individual, Organizational, and Social Action" at the 2009 Western States Communication Association (WSPA) convention in Mesa, Ariz. The four-hour session included presentations from local industry practitioners and PWWL scholars seeking to extend work-life research and practice beyond the "balance" metaphor. Participants included 27 practitioners and scholars from across the country.

The first portion of the session focused on the current state of the sustainable self, featuring HDSHC's Jess Alberts, Sarah Riformate, and Danielle Jackson presenting "Challenges to Creating Sustainable Self for Women" and ASU Foundation's Shelly Yocum presenting "DISC and the Sustainable Self." The second half of the session questioned the future of the sustainable self with a

presentation from HDSHC's Yvonne Montoya, "Constructing a Sustainable Self Related to Life-Work & Wellness," co-authored with Angela Tretthewey. This segment also featured Kathie Lingle of the Alliance for



*The Sustainable -Self pre-conference participants*

Work-Life Progress, who presented "A Practitioner's View: Future Directions for Organizational and Industry Practice and Policies to Make Progress toward Work-Life Sustainability."

Participants met in breakout groups to extend ideas from position papers and the featured presentations. A scribe from each group recorded group discussions, which will be posted as a summary document on the PWWL website and shared among participants to foster future research. Four overall themes and future directions for work-life scholarship emerged from the day: (1) the complex duality of the collective and individual, (2) a movement away from gendering work-life issues, (3) a need for recognition and appreciation of differences, and (4) a focus on identity and meaning making.

As Yvonne Montoya concluded her presentation, she asked, "What would the ideal organizational climate be for your children and grandchildren?" In turn, we ask, how "would" it look to you, and how can we implement our visions for sustainable wellness and work-life satisfaction?

*Heather Canary is an assistant professor in Humanities and Arts on the ASU Polytechnic campus. Elizabeth Eger is a masters candidate in The Hugh Downs School.*

## DAYTIME RELAXATION WITH TEVIS GALE

Written by doctoral student, Jennifer Robinson

The Project for Wellness and Work-Life (PWWL) hosted a workshop with Tevis Gale of Balance Integration Corporation as part of the activities associated with The Hugh Downs School Public Scholarship Grant. Tevis is interested in creating worthwhile work experiences by seeking the answer to the question, "Why do we 'hate' work?" As a pioneer in the field, she has devoted her work to understanding the individual and collective values associated with performing duties at work and in life. She believes that employee worklife satisfaction can be beneficial for both the employee and employer.

Tevis has worked with corporations such as Disney, American Express, Google, Yahoo! and AOL. Several corporations are acknowledging the need for employee wellness and have allotted time during the day to host appropriate and useful activities. Tevis works with these corporations to create practical experiences that enhance work realities and teaches corporate professionals to apply these techniques to resolve worklife challenges.

Some of these techniques include on-site lunchtime yoga sessions, 10-minute meditation sessions and also providing guidelines for at-your-leisure desk exercises to relieve building tensions during the day. Tevis

has been successful in teaching several audiences the benefits of worklife satisfaction and brings a range of techniques that can be tailored to any particular type of business. Tevis has also recently been hired as the worklife expert for "WebMD" where she will write a weekly column regarding such issues.

The members of PWWL appreciate the time and information provided by this workshop and encourage each individual to strive for worklife balance in their own lives.



*Tevis Gale*



## CONFLICT TRANSFORMATION PROJECT BRINGS PEACE AND CONFLICT SCHOLAR TO ASU

Written by doctoral student, Kendra Dyanne Rivera

During April 8-10, the Conflict Transformation Project hosted a three-day visit to ASU by Dr. Harry Anastasiou, professor of Peace and Conflict Studies at Portland State University. Dr. Anastasiou is from Cyprus, where he has been a leader in the peace movement for over 20 years. His recent book, "The Broken Olive Branch," published by Syracuse University Press, focuses on the role of ethnonationalism in the escalation of conflict in divided societies, and on the contributions of civil-society peace initiatives in promoting dialogue and reconciliation. Professor Benjamin Broome, who worked closely with Harry when he resided in Cyprus as a Senior Fulbright Scholar in the mid-1990s, organized the visit. While at ASU, Dr. Anastasiou gave guest lectures in Dr. Broome's senior seminar on peacebuilding and in Alexis Valianos' communication and conflict class. He also held an evening symposium with students in Dr. Judith Martin's PhD seminar on intercultural communication. In addition, he held lunch, dinner, and breakfast meetings with HDSHC graduate students interested in peace and conflict studies, and he was the guest at a lunch organized by ASU's Center for Study of Religion and Conflict. Dr. Anastasiou was accompanied by his wife Dora who has worked with Harry on many peace activities in Cyprus and abroad.

The students were fortunate to hear Dr. Anastasiou's lectures and stories, and they made many laudatory comments about his visit. Students in Dr. Broome's peacebuilding seminar commented about his enthusiasm and dedication, his energy, and his succinct presentation style. One student wrote, "Your input gave a human voice to the conflict (in Cyprus)." Students noted that Dr. Anastasiou's first-hand experiences brought a deep and clear understanding of the very complex topic of nationalism and conflict. Some suggested that Harry take a position at ASU so they could take a class from him!

Alexis Valianos reports that in her conflict class: "Students were moved by the first-hand accounts of Dr. Anastasiou. Hearing about the pain and conflict in Cyprus and seeing how he had a hand in bridging those divides was really powerful for them." The class had a packed room, with a "standing-room only" crowd, as several students from other classes took advantage of the opportunity to hear from Harry. Many



Dr. Harry Anastasiou (standing in center) with students of Dr. Judith Martin's intercultural communication seminar and guests

stayed after class to thank him for his visit and to express their appreciation for sharing his stories and experiences.

Hopefully, Harry and his wife Dora will be able to visit ASU again in the future. Their lives and their work are an inspiration to those who are dedicated to promoting dialogue and reconciliation in divided societies. We express our sincere and deep appreciation to Dr. Anastasiou for taking time from his very full schedule to share his research with students at ASU, and we thank Dr. Jess Alberts, head of the Conflict Transformation Project, for her support in making his visit possible.

For more information on this topic see <http://www.conflictresolution.pdx.edu/Faculty/Bios/Anastasiou.php> and Dr. Anastasiou's homepage at Portland State.

## 2009 CLAS LEADER SHARES EXPERIENCES AT ASU

Written by Pauline Hope Cheong

Every year the College of Liberal Arts and Sciences asks several successful alumni to return to campus during Homecoming to discuss their professional experiences and what they believe are the most important aspects of leadership.

This year, Rachel Sacco, President and CEO of the Scottsdale Convention Bureau, has been named a CLAS Leader. Rachel graduated cum laude with a B.A. in communication in 1979 and has been a strong supporter of The Hugh Downs School. She visited Professor Pauline Hope Cheong's COM 394 new media and culture class on March 17. Rachel talked about her interesting academic and social experiences at ASU (she met her future husband while matriculating under the August heat) and shared about the value of a communication degree as a portal

for exciting job opportunities. The class was able to apply what they are learning from the course to understanding new media and the social construction of Web audiences. Students analyzed Sacco's organization's Web site and had an animated discussion about the use of graphics and social networking tools to appeal to potential and repeat visitors to Scottsdale.



Rachel Sacco



## COMMUNICATION RUNNERS EASILY WINDED

Written by doctoral student, Jennifer Marmo

The Hugh Downs C.R.E.W. (Communication Runners Easily Winded) began with Ph.D. student Jaymes Myers. Interest grew during discussions with fellow Ph.D. student, Jen Marmo. Then, through skillful persuasion, team members were found. The team included Hugh Downs School of Human Communication graduate students Jaymes Myers, Jen Marmo, Matt Savage, Patrick McDonald, Stacy Westerman, and Desiree Rowe. They were joined by faculty members, Sarah Tracy and Belle Edson; alumna Audrey Iffert; and friends Andrew Chi, Brian Watson, and Aimee Thorpe-Rangel. Team supporter, Paul Board, and graduate student, Erin Bryant, were van drivers. The relay consisted of two



Hugh Downs C.R.E.W. 34.5 hours after their start.

vans with six runners in each. The first runner ran, then handed off to the second runner and so forth with runners staying in the same order. Once the twelfth runner completed his run, runner one began again. Each runner ran three legs. The relay which is one of the Ragnar Relay Series was run Feb. 26-27 and totaled 202 miles. It began in Prescott and ended in Mesa. Each runner ran anywhere from 13 to 22 total miles in 34 hours across all types of terrain and various temperatures.

*Editor's Note: When it's all said and done, there is no prize for the winners, just the opportunity to tell everyone that they did it!*

## WSCA "WILDERNESS" ADVENTURE

Written by doctoral student, Amy Pearson

Sixteen spirited communication scholars set off on a desert "wilderness" experience. We met in the lobby of the Mesa Marriott with hiking sticks and booney hats, then trekked out to Lost Dutchman State Park. After a false start into a fenced-off area, we were off, verbal and nonverbal communication skills, hiking sticks, backpacks, and lunch snacks in tow. We meandered our way along the trail, slowly increasing our elevation (and our thought processes), and by the time we reached Siphon Draw, we had simultaneously improved our friendships and explicated a new theory on distanciation (McPhee, 2009). (It was wonderful and seems to be a very important contribution to our field!)

Other highlights included moments spent lounging in the desert sunshine on large rocks, watching the evening dark emerge over blue silhouetted landscapes, and locating Orion and the Big Dipper in the night sky.

*Editor's Note: With the 2009 Western States Communication Association Conference being held in Mesa, Ariz. and hosted by The Hugh Downs School, this "wilderness" experience was one of the activities available to conference participants.*



WSCA Sonoran Desert Hike, Lost Dutchman State Park, Arizona  
Feb. 24, 2009

## Discourse. . . Dialogue. . . Discovery

# COMMUNICATION

## Matters

Spring 2009

**ASU** HUGH DOWNS SCHOOL  
of HUMAN COMMUNICATION  
ARIZONA STATE UNIVERSITY

An academic unit of the College of Liberal Arts and Sciences

"Communication Matters" will be published twice a year and is available online at <http://humancommunication.clas.asu.edu/aboutus/newsletters.shtml>. Please direct correspondence regarding this newsletter to Sue Wurster, Editor, The Hugh Downs School of Human Communication, Arizona State University, PO Box 871205, Tempe, AZ 85287-1205; phone (480) 965-2851; fax (480) 965-4291; or email [suzanne.wurster@asu.edu](mailto:suzanne.wurster@asu.edu).

For more information about The Hugh Downs School, see <http://humancommunication.clas.asu.edu>.

Thank you to Bud Goodall, Angela Trethewey and Debra Kovach for their input and encouragement and to Heather Freireich for her spectacular editing skills. And special thanks to Lynne MacDonald for her continued commitment to her own professional development as a Web-based communicator. Her expertise and skills greatly benefit our school.

### MISSION STATEMENT

Through the study and critique of human communication, we generate knowledge, creativity, and understanding to facilitate healthy relationships and workplaces; civil and secure communities; and constructive intercultural interaction.

## COMMUNICATION, COMMUNITY, AND CAREER

The Association of Human Communication (AHC) has taken huge steps forward in 2009. The organization won the Booth Spirit Contest at the 2009 Spring Organizational Fair, hosted an informative general meeting for recruiting new members, held elections for board members, organized a Professor-Student Game Night, and participated in a community service event with the City of Tempe in March. We are excited to announce that Career Day, an opportunity for communication majors to network with leading professionals in the field of communication was hosted by AHC in April. With encouragement from The Hugh Downs School and the support of our advisors we are becoming proactive students to make our experience here at Arizona State University the best it can be. Our ultimate goal is to build community, enhance effective communication and propel career prospects for students of The Hugh Downs School of Human Communication. We invite all students, instructors and professors to become involved in this engaging, fun, student-based academic organization.

-Bridgette Larkin, president of The Association of Human Communication

AHC is not your typical student organization on campus. AHC's goal is to connect the communication majors with The Hugh Downs School of Human Communication. We strive at making the experience for communication students easier and more enjoyable. Our main foci are communication, community, and career. Too often, students attend classes without a sense of community or connection in their academic experience. That's where AHC comes in. We work at building the bridge for students so they can maximize their opportunities and network with other students as well as professors. AHC sponsors many events where we encourage both student and professor interac-

tion. AHC is still a young club and has a lot of opportunities for growth. Starting only two years ago, we've achieved many successes. We encourage all current communication students to connect with us so we can help provide them with a vibrant learning experience.

-Bryan Valdiva, vice president of The Association of Human Communication

Being part of AHC has allowed me, not only to engage with others in the communication field and have fun, but it has also provided me with the opportunity to learn skills that will help me in my future careers. AHC members are always friendly and eager to share their knowledge and experiences, which is a great resource for any student. Overall, AHC has enhanced my ASU experience.

-Sandra Martinez, co-chair of programming



First prize booth at the Student Organization Fair. (L-R) Bridgette Larkin, president; Jeremy Omori, public relations committee; Jeff Waehner, treasurer; and Sarah Sims, membership co-chair

<http://humancommunication.clas.asu.edu>

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