



Students benefit from courses that use the city as the classroom

College of Communication professors are increasingly using the culturally diverse city of Chicago as a larger classroom for their students.

Students in Daniel Makagon's "City at Night" course, which meets from 10 p.m. to 1 a.m. one night a week for 10 weeks, learn about such topics as the CTA and the death of neighborhood taverns and do service activities such as helping The Night Ministry volunteers feed the homeless.



Makagon

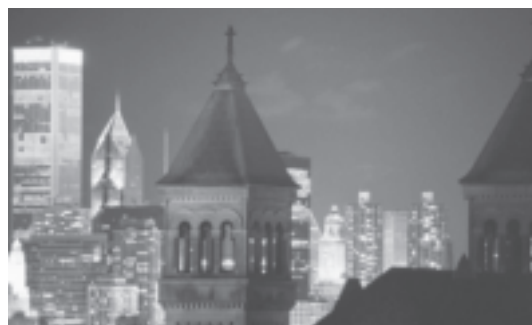
"Although most courses about urban life feature some discussion of the night, the scheduling of these classes prohibits a consistent firsthand collective experience and analysis of the city at night," says Makagon, an associate professor in the college. "This class seeks to provide students with an opportunity to study urban communication and culture in the context of the night."

Makagon says, "One of the most powerful dualisms is day and night. Not only do the rhythms of the city change with the shift from day to night, but the representational power of light versus dark infuses our sense of who moves through the city at night." His teaching and research interests include urban communication, ethnography, cultural studies, documentary and community. Other areas of expertise include alternative music and culture, community radio, independent media, and pop culture in urban public spaces.

Makagon tries to use the field in different ways and as much as possible. In his urban communication class, work is done in the traditional classroom, but students also go out and look at areas in the city that are gentrifying. Students can do service-learning projects with nonprofits or they can design a public space, which often involves recording video footage and making photographs of the spaces as they currently exist.

His audio documentary class has students hitting the city streets to record soundscapes or sonic snapshots. After Makagon assigns a location, such as Fullerton and Sheffield, students go there and tape for eight minutes. Then, they edit the recording down to a four-minute soundscape.

In his Explore Chicago course, designed for incoming freshmen, Makagon teaches "Underground Culture in Chicago," where students look at the cultures of hip hop and punk. "It's about the cultural life, not just the music," Makagon notes. For example, students start by looking at the writing culture, such as the place of fanzines—magazines produced by fans of certain cultural phenomenon—in punk culture. "When we read about graffiti, we take a tour of the murals in Pilsen and talk about the similarities and differences between these official forms of public art and graffiti," he says, noting the trinity in hip hop culture is rap, graffiti and break dancing.



The city of Chicago serves as a culturally diverse classroom for DePaul College of Communication students.

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City as the classroom



Students in Daniel Makagon's class pose for a photo during a public street performance in late October. They were dressed as mimes and enacting a vision of an interactive 1940s urban street scene.

Photo credit: Julijana Margueritte Tkalec.

Like hip hop, punk culture involves more than just the music, according to Makagon. It's a do-it-yourself (DIY) culture that involves such things as creating fanzines, putting on shows and reclaiming different types of home economics, such as sewing.

"It's about, environmentally, how can we reuse what's available to us," Makagon says. "But also politically, why do I need to shop at the Gap when I can make my own things? I can rely on myself. DIY. You can put on your own show, make your own records [and] make your own reading materials. You don't need to rely on companies to make this stuff for you. I would argue that in any kind of underground culture, whether it's bohemians, the Beats, or participants in punk and hip hop culture, people are doing things themselves. We're looking at DIY cultural production."

More and more, Barbara Willard, an associate professor in rhetorical studies and environmental studies, also is using Chicago as a broader classroom for her students (See related story, p. 5). Her interest stems from a Discover Chicago course she taught for a number of years.

Willard and her students examine "how our understanding, as urban residents, of nature is shaped, and how, in a city like Chicago that has so many natural areas, we blend nature and culture symbolically through

the way we shape our landscapes, the way we experience our landscapes."

Being out in the field "reinforces the material" for students, Willard says. For example, reading about the Pullman porters' activism in her "Rhetoric of Social Movements" course is one thing. But the lesson has deeper meaning when students are able to go to the



A. Philip Randolph Pullman Porter Museum and see the original literature publicizing the strike. They get to see what a Pullman porter's car looked like and the conditions in which they lived in the town of Pullman.

"It's just another avenue of acquiring knowledge," says Willard. "They also get a sense of the city of Chicago and the history of Chicago where they live. They develop an appreciation for the politics of the place. I think it's just so beneficial." She says that it makes the papers that her students write "richer and more descriptive."

Makagon notes that "a lot of people have a limited view of what communication is. They think it's public speaking or something that occurs in corporations or they think that it's mass media production, radio, TV, film, and it's so much more." For example, what rappers do is important, and his students get to hear them describe what they do and why. "The classes are very much grounded in critical thinking and being a participant in public life," he says.

"I'm more interested in how we connect with the people around us socially, culturally and politically," Makagon says. "What does it mean to be a participant in public life? Citizenship is more than just voting. How do you make sense and participate in the world in which you live? These classes are all about that in different ways."



College's growth surpasses rates of others nationally

The College of Communication is experiencing explosive growth. During the past 10 years, undergraduate enrollment in communication at DePaul increased by 128 percent and graduate enrollment by 162 percent. This compares to an overall growth rate at the university of 31 percent. Growth in the number of students studying communication at the graduate and undergraduate level is a national phenomenon, but at DePaul, we are exceeding state and national rates of growth, and by significant margins.

This generation of college students grew up in a communication age and can accurately be described as the communication generation. Already experienced creators and consumers of face-to-face and digital communication when they walk in the door, they arrive knowing that their ability to navigate successfully in a communication world will shape not just their professional lives, but their lives, period.

Here at DePaul, they find an engaged, student-centered faculty, a college that makes it easy to specialize or cross disciplinary lines, and a city filled with communication opportunities.

This fall, our growth has resulted in the creation of five distinct undergraduate majors (communication studies; journalism; media and cinema studies; public relations and advertising; and communication and media) and the continued development of our four M.A. programs (journalism; media, culture, and society; organizational and multicultural communication; and PR/advertising).

Eight new tenure-track faculty have come on board this year, along with two new visiting faculty, bringing an enormous infusion of brains, energy and talent to our already distinguished faculty. We have expanded our course offerings to support all five of our majors and our four graduate programs. Staff has grown as well, most recently with the addition of another staff advisor to better serve our large population of undergraduates.

The buzz on the College of Communication continues to build, not just here in Chicago, but nationally, as evidenced by our successful faculty recruitment and by the five national awards bestowed on us last year, three to the faculty and two to our students at Radio DePaul and the National Association for Multi-Ethnicity in Communication's DePaul chapter.

Our growing college increasingly draws students from across the country, whose two top reasons for coming to DePaul are the academic reputation of our programs and their belief that communication study will enable them to get good jobs. All of this development, in size, in programming, and in reputation, adds to the value of a DePaul degree in communication, not just for current students, but for our alumni, as well.

Communication provides a field of study solidly grounded in the liberal arts, committed to strengthening students' critical thinking skills, and yet unabashedly committed as well to their development as ethical and well-prepared professionals, particularly in such fields as journalism and PR/advertising. Communication bridges theory and application. We focus on how to think and also how to do. For students, that's a winning combination, as our rapidly growing student population clearly demonstrates.

Above and Beyond

DePaul recognizes three College of Communication faculty for outstanding work

“DePaul University emphasizes the development of a full range of human capabilities and appreciation of higher education as a means to engage cultural, social, religious and ethical values in service to others.”

MISSION STATEMENT, DEPAUL UNIVERSITY BOARD OF TRUSTEES, NOVEMBER 1991

This fall, three Communication faculty members received awards of excellence for their work in supporting DePaul’s teaching and mission goals. They take students beyond the classroom to develop into professionals who can truly benefit themselves and society.

Alexandra Murphy, Excellence in Public Service

Associate Professor Alexandra Murphy is living out DePaul’s Vincentian mission.

Murphy was this year’s sole recipient of the university’s Excellence in Public Service award for her international health communication and education work, primarily in Kenya. She also serves as director of community service studies and director of the organizational and multicultural communication graduate program.

Murphy has been working in Kenya on several different projects. After participating in a DePaul faculty and staff development trip cosponsored by the Steans



Students from an all-girls Catholic school just outside Nairobi perform an original poem they wrote about HIV/AIDS based on an exercise in the HIV/AIDS awareness school-based curriculum.

and giving,” says Murphy. “I found they had a strength that inspired me.”

After what they had seen, she and several other trip participants formed a nonprofit organization to provide financial support for a DePaul nursery school in

Center for Community-based Service Learning and the Vincentian Endowment Fund in 2004, she witnessed the poverty and life-threatening health conditions that Kenyans face in their daily lives. “The Kenyan people we met were incredibly open, kind



Discussing the agenda for an upcoming teacher training session on communication skills in Nairobi, Kenya, are (l to r): Leah Neubauer (B.A. '03), the program manager for the public health program at DePaul and program coordinator for the Commission for Education, Kenyan Episcopal Conference—Catholic Secretariat (KEC-CS) work; Theresa Mera Abuya of the KEC-CS; Associate Professor Alexandra Murphy; and Catherine Kisasa Muthonde of KEC-CS.

Kibera, a slum located in Nairobi. In addition, Murphy worked with the Daughters of Charity in Nairobi and Thigio to provide workshops on health communication and education about HIV/AIDS to a variety of groups, including women in prisons, clinics and youth groups.

In 2005, Murphy was asked by psychology Professor Gary Harper, who is director of DePaul’s public health graduate program, to help work on an HIV education curriculum for adolescents (aged 11 to 14) in Catholic schools. The ongoing work is being done for the Commission for Education, Kenyan Episcopal Conference—Catholic Secretariat (KEC-CS).

“It was a wonderful opportunity for me to draw on my background and expertise in communication studies, specifically in health contexts,” she says. While her work focuses on giving adolescents information about transmission and prevention of HIV/AIDS and sexually transmitted diseases, issues such as self-esteem, sexuality, relationships and abstinence also are discussed.

Specifically, Murphy has created workshops and modules to help teachers talk about these sensitive issues with their students and show the students how to have conversations about such delicate topics with their friends and family. Murphy also has helped revamp an existing radio program to reinforce all the key messages taught in the curriculum.

Before the radio messages were “just authoritative voices saying, ‘Don’t have sex,’” says Murphy. “So we tried to really show that you can make these more youth-friendly and connect these to the programs and the curriculum that they’re learning in the schools.”

In this so-called “inter-media approach,” mass media and human communication, which are typically completely separate areas, come together. An individual listening to a mass-media radio spot about contracting HIV through a blood transfusion might recall the message, “but they might not really understand what it means,” Murphy says. Using the inter-media approach, the radio spots can be clarified and reinforced by teachers through the curriculum and in face-to-face discussions with students. “So it’s all very reciprocal,” she says.

“What we really saw happening was there was this very monologic talk at the youth, and there was no real dialogue about what they understand that to mean,” Murphy says. Now, there is.



Barbara Willard, Excellence in Teaching

Barbara Willard’s teaching philosophy is guided by an emphasis on local knowledge—and the recognition that all knowledge is political.

“So my classes always have a politically charged edge,” says Willard, an associate professor in rhetorical studies and environmental studies. While she is extremely subtle on the issue of her own politics, she says, “I welcome a host of other politics and opinions and whatever students can bring to the classroom through their own experience because I want them to be able to challenge each other.”

In keeping with her teaching emphasis on local knowledge, she uses the city of Chicago as a larger classroom for her students (See story, p. 1). It makes the learning more experiential and meaningful for students.

Willard, who has been teaching at DePaul for the past decade, also believes that “there is no such thing as unbiased knowledge.” Prior to getting her Ph.D. in rhetoric from the University of Iowa, she taught argumentation and debate at a community college. “I even challenged the ways in which we have structured debate, arguing that it’s biased toward a Western mindset,” she says. “The way we structure argumentation is a very black and white dichotomy. Pro/con. Affirmative/negative. It is a Cartesian way of thinking that does not acknowledge other cultures’ ways of knowing that might be more circuitous or more organic. That’s another way I see knowledge as being political.”

Willard was inspired to pursue teaching by her college forensics coach and several others who helped shape her teaching style. “They all had their own personalities,” she says. “You have to bring your own style to the classroom and to your relationship with students.” She says hers is outgoing, effusive, enthusiastic, but self-effacing and perhaps even a little goofy. “I bring humor to the classroom, and I think it works. That’s who I am naturally.”

Dean Jacqueline Taylor says, “Most importantly, Barb conveys to each of her students that she believes in them and cares about their education and about their development as human beings. Her warmth and energy are contagious.”



Lucy Xing Lu, Spirit of Inquiry

Lucy Xing Lu, a professor of communication, is fascinated with how people use language. With her passion for rhetoric and multicultural communication, it easy to see why she was honored with a Spirit of Inquiry award from DePaul.

continued on next page

Above and beyond

Lu, who has taught at DePaul since 1992, likes to observe how, through language, “people can come together or how language can divide people.” She says, “In my own experience, growing up during the Chinese Cultural Revolution [1966 to 1976], I witnessed firsthand how people used language to dehumanize so-called enemies and how they used it as a weapon of attack.”

When she decided to get her Ph.D. in rhetoric from the University of Oregon, she says, “I didn’t really consider what I would do with this degree. I didn’t think about that at all. I just thought, ‘This is something I need to learn more about.’”

Her first book compared ancient Chinese rhetoric with classical Greek rhetoric. “The impetus for writing this book came when I was in graduate school when we read about rhetoric of Western culture, and I came across some scholarly claims saying rhetoric was the property of Western culture only. So the claim got me curious about whether this was true.” She says her own reading and experience suggested that it could not be true, “so I started reading classical Chinese works.”

Even though “in a Chinese context, you may not be able to find a book entitled rhetoric per se, you would see a lot of classical thinkers write about rhetoric in a context of social, political and cultural dynamics in China,” she says.

She found many similarities between ancient Chinese rhetoric and classical Greek rhetoric. The award-winning book was considered a landmark in Chinese rhetorical studies and has been widely referenced by scholars who study Chinese rhetoric and comparative rhetoric.

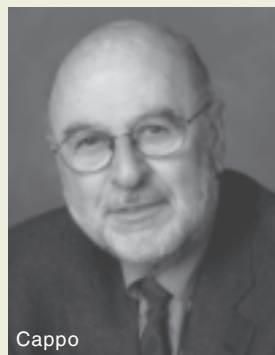
Lu sees research and teaching as completely intertwined. “I do my research so I can keep myself up to date with what’s going on in the field and also to write about things that I really care about and that I think a lot about. I enjoy incorporating my research in my teaching and sharing new knowledge with my students.”

Lu has written two books, co-edited two books, and written more than 20 articles. In 2002, while working on her second book on the Chinese Cultural Revolution, she won a grant from the National Endowment for the Humanities.

Cappo gift funds college’s first endowed scholarship

A donation from longtime Chicago journalist Joe Cappo and his wife Mary Anne will fund an endowed scholarship for the College of Communication.

The Joe and Mary Anne Cappo Endowed Scholarship will be awarded to a College of Communication junior or senior who is the first in his or her family to attend college, reinforcing DePaul’s commitment to first-generation college students. The Cappos have donated \$50,000 toward the first endowed scholarship for DePaul’s newest college.



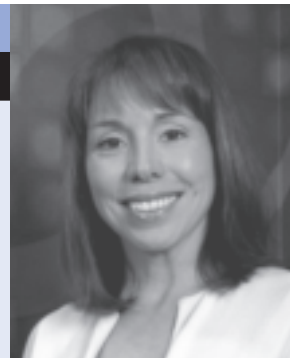
Cappo

“It’s an exciting time for the future of communication, as new technologies push the envelope into uncharted territory,” Cappo says. “We hope our scholarship will help new generations of students be part of and help shape this future.” He was a first-generation college student and received a scholarship to help complete his studies at DePaul.

A 1957 DePaul graduate, Joe Cappo is an adjunct faculty member in the college and a member of the college’s Dean’s Advisory Council. He is a former longtime editor, writer, columnist and publisher for Crain’s Chicago Business, Chicago Daily News and Advertising Age. Last year, Cappo received a lifetime achievement award from the Chicago Headline Club, the local affiliate of the Society of Professional Journalists. He also is a member of the Chicago Journalism Hall of Fame.

The scholarship will be awarded annually to a student who exemplifies the mission and values of DePaul and the College of Communication. Eligible applicants must be enrolled in the college in good academic standing and exhibit financial need.

“Joe and Mary Anne Cappo are terrific champions of the College of Communication. They have shown characteristic leadership in stepping forward with this generous gift,” says Jacqueline Taylor, dean of the college.



ABC 7 News producer says internship opportunities helped launch her career

Residence:

Chicago

Occupation:

Pistone is the investigative producer at ABC 7 News, a Disney ABC Television Group-owned and -operated station.

Education:

After graduating from Maine South High School, Pistone attended Oakton Community College. She followed in the footsteps of a number of relatives in transferring to DePaul. The first person in her family to earn a college degree graduated from DePaul in the 1930s. Pistone also has taken graduate courses in writing and literature from Northwestern University and hopes to earn a master's degree in the future.

Vital stats:

Pistone has “worked in stations all over town.” After graduation, she was a political researcher at WGN-TV and then freelanced for the Chicago bureaus of CNN and CNBC. At Fox News, she produced Walter Jacobson’s “Perspective” before starting up an investigative unit with Larry Yellen. Nine years ago, ABC 7’s investigative reporter Chuck Goudie called Pistone and asked if she would like to work with him. “It’s been quite a ride” ever since, says Pistone. She and her husband Ernest live in Chicago and have two children: Joseph, 5, and Genevieve, 4.

What I like best about my job is:

“Every day I’m working on a completely different topic and sometimes more than one—the Chicago Mob, terrorist networks, political scandals, elections. It’s never boring and it’s quite challenging. In a short period of time, I have to learn all that you can about a subject, digest it, then be able to explain it in lay terms in under two minutes. If that’s not enough, I have to tell the story with video. What I enjoy most about being a journalist is that I can actually make a difference, whether the difference is getting the truth out, warning the public of a problem, or instigating a change and correcting something that is wrong. The public constantly complains about the media. I know that some members are better than others, but just imagine our society without it. We’d drown in corruption.”

The biggest challenge I face in my job is:

“My job changes every day. Sometimes my job is trying to quickly learn the intricate details of a person or subject I’m unfamiliar with. Sometimes, it’s strategizing how we will get to the truth of a matter. Other times, it’s logistics. How am I going to get the video and sound I need from places far from each other by the end of the day? Then there are the stories that are draining in every way; covering the terror attacks on September 11, 2001, from Ground Zero, and traveling to the Middle East to bring home stories of our troops during the air strikes against Afghanistan.”

My College of Communication experience helped me by:

“Teaching me the basics of journalism, writing for print and television and using images to tell a story. Thanks to the Internet, I once again use AP editorial style in writing to post stories onto ABC 7’s Web site. The communication internship program gave me the real-life, hands-on experience that helped me get my foot in the door. I wrote a newsletter for the Mercantile Exchange and took a television internship at WMAQ-TV. It was during the WMAQ-TV internship that I met a WGN-TV commentator who hired me a few months later.”

The words I live by are:

“Honesty, integrity and old-fashioned hard work will never let you down.”

A Fulbright among us: Teresa Mastin, an associate professor of public relations in the College of Communication, served as a Fulbright senior specialist this summer in Rwanda. New to DePaul, she has taught strategic public relations for more than a dozen years at the undergraduate and graduate level. Over the summer, Mastin taught communication courses at the National University of Rwanda as a Fulbright senior program specialist. She is likely to return to Rwanda during part of next summer. Her research expertise includes media advocacy in public relations; media portrayals of health issues related to women, disadvantaged and/or vulnerable populations; media portrayals of minorities; and black media's effect on public opinion. Mastin has a doctoral degree in mass media from Michigan State University, where she previously served as an associate professor in advertising, public relations and retailing.

Jammern Germans: Faculty member Michaela Winchatz has received a DAAD (German Academic Exchange Service) grant to work on a project titled, "The Culture of Jammern: An Ethnographic Analysis of a German Way of Speaking." Winchatz will be studying Jammern (whining or yammering) as a culturally significant form of

communication in modern-day Germany as it is understood by the German public and national media outlets. Winchatz qualified for the re-invitation grant because she previously received a grant from DAAD while a student working on her dissertation. The grant will cover all travel and living costs for her ethnographic research in Landau, Germany, for three months.

And the winner is: Michael Alvarez (B.A. '08) won second place for DePaul in the Diversity and Video Technology Competition that marked the launch of Diversity Live, a public space where National Association for Multi-Ethnicity in Communications (NAMIC) members can create profiles, blogs and upload videos. Alvarez submitted his NAMIC internship video last spring. Between May 1 and Aug. 31, NAMIC members voted for their favorite original content related to diversity and/or emerging technologies in the communications industry. Motorola awarded prizes to NAMIC chapters and individual creators of the winning entries at NAMIC's annual conference on Sept. 14 in New York. As the second-place winner, NAMIC's DePaul chapter received \$1,000, and Alvarez received a variety of Motorola electronic devices.

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