

Preparing future faculty

Program integrates theory and practice

TERESA HEINZ, INDIANA UNIVERSITY, BLOOMINGTON

Doctoral programs are valuable training grounds where aspiring professors can learn to bridge the connection between theory and practice. My participation in the *Preparing Future Faculty* (PFF) program has become an especially important means to help me integrate my research and teaching.

My research of the media's representations of homelessness primarily extends from my family's experiences with homelessness in the late 1980s. When some people in my hometown reacted negatively to our situation, I began to wonder why others are sometimes threatened by homelessness.

As I researched this issue in my undergraduate and graduate studies, I further questioned why the mainstream media tends to stereotype the homeless in negative ways. As these interests developed, I became keen to understand how critical theory can help people counter the repressive ideologies that impact their lives. This goal underlies my teaching and research in the area of journalism and cultural studies.

My involvement in the PFF program has given me the confidence and opportunities to connect my research and teaching interests. I am a doctoral candidate in the Department of Communication and Culture at Indiana University, where I have been an active PFF participant for the past four years. Founded in 1993, PFF is sponsored by the National

Communication Association, Council of Graduate Schools, and Association of American Colleges and Universities. Although departments ranging from chemistry to communication studies have PFF programs, it is still relatively new in mass communication and journalism studies. I believe that PFF can greatly enrich journalism graduate education.

In describing PFF, it is important to note that PFF programs differ across departments and institutions. Under the leadership of Prof. Patricia Hayes Andrews, IU's Department of Communication and Culture received a grant from NCA in the spring of 2000 to develop a PFF program. The grant was matched by the Indiana University Graduate School under the auspices of Dean George Walker, a leader in the national PFF movement.

Like other PFF programs, my department (as part of a doctoral degree-granting institution) functions as the center of a cluster of related academic institutions, or PFF partners. Our partners include other schools in the IU system, liberal arts colleges, and comprehensive universities around Indiana and other states. The department's PFF program, which began with six partners and is growing, is now one of the most active PFF programs in the country.

The national program, which originally included 15 clusters and 15 institutions, now

encompasses more than 43 separate doctoral degree-granting institutions and 295 partner institutions. The diverse participants include historically black colleges and universities, R-1 universities, liberal arts colleges, women's colleges, tribal colleges, and institutions abroad. The Ph.D.-granting institutions join with their partners to develop programs that help prepare doctoral students for faculty life. These activities often bolster departments' visibility, keep faculty aware of current higher-education issues, improve a sense of community between departments and the discipline, and increase graduate student recruitment, retention, and marketability.

Although they share a common objective, PFF programs across the country often develop varying activities with their partner institutions. In my graduate program, students can choose their level of involvement in PFF. Students can take an introductory pedagogy class, attend national PFF and AAC&U conferences, and shadow professors at other institutions. During the shadowing visits, graduate students frequently guest teach courses, observe faculty meetings, and meet students and administrators. Out of more than 50 graduate students in the department, 10 to 15 percent are presently involved in PFF in some capacity.

(continued on page 5)

Division members: We're calling you!

2003 call for conference papers

The Critical and Cultural Studies Division invites submission of original research papers that are interdisciplinary in focus and are theoretically grounded. We welcome a wide range of approaches and perspectives, including, but not limited to: cultural studies, historical studies, feminist scholarship, news analysis, political economy, literary analysis, philosophy of communication ethics, and media criticism. Submissions should reflect qualitative

research methodologies.

Preferred paper length is 7,500 words (approx. 25 pages). Please send six copies of your paper and six copies of the 75-word abstract in addition to the requirements under the general call for papers. Put your name on the abstracts, but do not staple them to the manuscript copies. Authors are responsible for following all AEJMC guidelines for paper submission. Papers that do not meet these requirements will not be accepted.

(continued on page 4)

Inside this issue

Comments from the Chair.....2

Electronic paper submissions...3

Kansas City highlights.....4

An exciting year ahead for CCS

RALPH BELIVEAU, UNIVERSITY OF WISCONSIN-OSHKOSH

The business of the Cultural and Critical Studies Division tumbles forward, and I hope this newsletter finds all of you well. There is much news to share.

Notes on the winter meeting

The winter meeting went very well...although it certainly would have benefited from the participation of Alison Plessinger, our vice-head and program chair. She decided it was more important to welcome Victoria Alexis to the world. (Hope you all got a chance to see the baby pictures. Congratulations!) Taking Alison's place was Christopher Martin, Research Chair, who struggled admirably to make sense out of the arcane and eldritch rituals that determine conference program space.

I believe you will be pleased with the results in terms of the variety of panels and our division's placement on the schedule. I hope you recognize that—even with co-sponsored panels—the concerns of the division are front and center. I don't think you will find our identity as a division being watered down. Of course that would follow from associations with divisions like "Minorities and Communication" and the "Commission on the

Status of Women." We also have a strong connection to the "Media Ethics" division, which will once again be co-sponsoring our Professional Freedom and Responsibility Award Winner Session, as well as co-sponsoring what looks to be a great panel on ethics and virtual reality.

Thanks to all of you who submitted such a strong set of ideas. (Remember that it's never too early to start thinking about 2004...and some of the panels that didn't get picked up this year might still be viable for a future conference.) This year, I am particularly pleased to see the special attention we will be paying to the relationship between our work as scholars and our work as teachers. There will be several opportunities throughout the program to explore ways to connect deeply critical questions to our classrooms.

I believe that many of the ideas proposed also offer room to incorporate the "state of things" as they are likely to change between now and August. The panels we have planned for Kansas City will hopefully offer a space to discuss the role of the media covering an increasingly alarming international situation. Of particular interest, I think, is the contrast

we can see between the treatment of local (or national) protests and the treatment of military preparations.

Perhaps these issues are related to ideas of media ownership. After all, consider how L. Lowry Mays, the chairman and chief executive of Clear Channel Communications Inc., argued his case in a recent senate hearing (see the story in *The New York Times*' Business section, 1/31/2003). Mays—along with FCC chair Powell—argued that owning a ten percent of all radio stations nationwide, and taking in twenty percent of the medium's revenue are not causes for concern, since this level of media consolidation is less than other media industries. That's quite a relief, huh?

FAIR has recently been discussing the lack of attention that the media pays to its own legal situation, not covering the story of these attempts to further relax the ownership restriction rules. If you get a chance, you might want to introduce your students to the material on media ownership that can be found on the FAIR site. Then again, maybe the media will one day experience the miracle of trickle-down.

(continued on next page)

Cultural & Critical Studies Division 2002-2003

Head

RALPH BELIVEAU
University of Wisconsin-Oshkosh

Vice-head and Program Chair

ALISON PLESSINGER
BUTLER UNIVERSITY

Secretary

CAROLYN BRONSTEIN
DePaul University

Research/Program Chair

CHRISTOPHER MARTIN
University of Northern Iowa

Faculty/Graduate Student Liaison

Radhika Parameswaran

Graduate Student Co-Liaisons

TERESA HEINZ
Tonya Couch

Teaching standards

WARREN BAREISS
Austin College

Professional freedom and responsibility

MARY LYNN YOUNG
Univ. of British Columbia

ALISON PLESSINGER
Butler University

Newsletter Collective

ELFRIEDE FURSICH
Boston College

MELINDA ROBINS
Emerson College

Web Publisher

Jay Hamilton
University of Georgia

Adding critical classes to skills curriculum

Please plan to arrive early to the annual AEJMC conference this year for a pre-conference workshop that C&CS is co-sponsoring with the Entertainment Studies Interest Group. "Adding Cultural- and Entertainment-Studies Courses to a Skills-Oriented Curriculum: A How-To Session" will be held from 1:00 to 5:00 p.m. on Tuesday, July 29. There is no additional fee for attending this workshop.

The workshop was proposed because many of our professionally-oriented communications programs have little room in the curriculum for "issues courses" that examine and/or critique the entertainment media, including film, television, sports media, recorded music, radio broadcasts, magazines, and even advertising. But because such courses are important to our students' understanding of the interplay between media and culture, many of us would like to know how to get entertainment studies and cultural studies courses into the curriculum at our schools.

The workshop will feature presentations by professors who have successfully integrated

(continued on page 6)

Division web site <http://gradycollege.grady.uga.edu/CCS/>

Comments from the Chair

(continued from page 2)

You will also note that an important change has taken place regarding the Business Meeting. This year, you will note that it is called a Members Meetings to extend the invitation to all the division members—faculty and grad students, old and new members—to attend and participate. The Cultural and Critical Studies Members Meeting will be Thursday from 6:45–8:15 p.m. It will be followed by an off-site social for the division. These are great opportunities to get involved, stake your claim on the decision making process, orient new critical and cultural graduate students to the division, etc.

Chance to review our PF&R winner

Professor James Carey, Columbia University, has been elected as this year's PF&R winner. I would like to extend to him the division's warmest regards and deepest congratulations.

As a way of honoring Dr. Carey, I would like to suggest we take advantage of the listserv and hold an on-line discussion about his work. We could perhaps consider a single piece, or perhaps his ideas in general. Please drop me a note at Beliveau@uwosh.edu if you have a particular piece you would like the division to consider for this discussion or a particular suggestion when we should hold this on-line discussion.

I have been in touch with Dr. Carey, and he has agreed to participate. He has

offered a particular piece as a suggestion, but perhaps some of you will have some interesting suggestions as well.

Watch your e-mail from the CCS division listserv for further announcements about this on-line event.

Speaking of the listserv...

In this very newsletter in the Winter 2001 edition, then-fearless-leader Frank Durham suggested that we start a listserv to open up the lines of communication, and be sure that we have efficient ways to be in touch as division members. We now have this listserv, and the invitation to join is wide open. If you or someone you know wants to join, they can either e-mail me or look for the Yahoo Group called CCS_AEJMC. (F.Y.I.: It's set to require approval to prevent spamming disease.) This would be a great place for discussing the panels, for setting up mentor relationships between grad students and faculty, and perhaps for more scholarly sorts of purpose like a discussion with and/or about James Carey.

Encouraging results from survey

Many of you took the time to respond to the survey I sent out after the Miami Beach convention. I appreciate your response, and encourage the remainder of you to let your thoughts and feelings be known. Very unscientifically, I drew two issues from the results. First, people pointed out that the participation of audience members at sessions in the convention is

key to the success of those sessions. It seems as if time runs so short at many sessions that the discussion just begins to take off when time is called. This might offer a note to panel and paper presentations: try to let the sessions move efficiently to the discussion, leaving sufficient time for participation. I believe that this makes of a more effective overall convention experience.

Secondly, it became clear in the responses that the division maintains an open and inviting atmosphere for people who are new. There were many comments that the division gave new members a sense of belonging, and a way to fit into an organization that can, at times, seem quite overwhelming. Keep in mind that this very newsletter offers an additional opportunity to get involved. Even when, as Zippy once mentioned, all of life is a blur of Republicans and meat, we have this place to root around for better ideas. Please participate, both here and on the listserv, in the continuing development of our division. Yow.

Electronic paper submissions put on hold for 2003 conference

Those attending the CCS Division members' meeting at the Miami conference in 2002 discussed whether we should test an electronic paper submission and review process. The process could move more quickly and we could save a lot of paper and postage. There are various ways of doing the research paper process electronically. CCS member Jay Hamilton of the University of Georgia has suggested using free Adobe Acrobat software to format paper submissions, then having reviews done on a web form, with results sent directly via email to that division's research chair.

The AEJMC Central Office rejected the idea for this year, but AEJMC President

Ted Glasser of Stanford University was interested in the idea of division eventually testing this procedure. (The International Communication Association used electronic paper submissions this year, but with some difficulties, Glasser said.)

Glasser is interested in forming an ad hoc committee to "look into what it would take to move toward electronic submissions." This committee could then report to the Executive Committee in August in Kansas City.

If you are interested in chairing or being part of this committee, contact Ted Glasser at glasser@stanford.edu.

—Chris Martin

C&S News seeks your contributions

We would like to invite you to contribute to this newsletter. We especially welcome longer contributions and commentary that aren't usually a part of traditional publishing outlets. Graduate-student contributions are encouraged. Editors will get in touch with authors before publishing any materials. Keep your eyes open for the next deadline, which we'll post at

<http://gradcollege.grady.uga.edu/CCS/>

To talk over ideas or suggestions, please contact:

Elfriede Fursich,
fursich@bc.edu
(617) 928-1105, or

Melinda Robins,
melinda_robins@emerson.edu,
(617) 824-8814.

We would like to thank the Communication Department at Boston College for financing the printing and mailing of the C&S News.

Panel planning yields exciting results

ALISON PLESSINGER, BUTLER UNIVERSITY

The process of writing papers may just be getting started for most of us, but the panel planning has been going on since early fall. At the Mid-Winter meeting, program chairs had the task of taking all of the interesting proposals and sorting through them with other divisions to complete the program for the August convention. This year, the task was rather daunting, as I received so many wonderful panel proposals from our division members, as well as offers from many other divisions for co-sponsorship. But what came out of it is a wonderful slate of panels for CCS (special thanks to Chris Martin for handling the last-minute haggling for me while I was at home with my newborn daughter!).

On Tuesday, July 29, the division is co-sponsoring a pre-convention workshop on teaching critical studies in a skill-oriented curriculum.

On Wednesday, Ana Garner is offering a session titled “Exploring Third Wave Feminism.” Later that day, Jay Hamilton and Peggy Kreshel have put together a panel on critiquing the industry in advertising courses (“Never the Twain Shall Meet? Assessing the Role of Critique in Advertising Curricula”). We are also co-sponsoring a session (“Designing the News for a Community

Narrative: Listening to the People We Look At”) with Visual Communication and Civic Journalism that day.

The second full day of the convention will bring us our first poster session and our top paper session, as well as the business meeting and an off-site social. Please plan to be there—the business meeting is open to all members and we encourage you to attend and help with decisions about the leadership and goals of the division. We are also co-sponsoring a session about virtual reality and ethics with the Ethics Division, “Virtual Reality and Communication Ethics.” Our sole sponsored teaching panel (“Journalism and Cultural Studies: Resistance and Delayed Reconciliation”), led by Radhika Parameswaran, will be held on Thursday as well.

On Friday, we will hold the Scholar-to-Scholar poster session, as well as our PF&R award session, featuring James Carey.

Saturday features three paper sessions, as well as a panel on family that we are co-sponsoring with the Commission on the Status of Women, “Media Coverage of the Expanding Concept of Family.” We also have a fascinating panel that focuses on a Kansas City favorite—jazz. “Jazz and American

Cultural Studies” will be led by Division Chair Ralph Beliveau.

All in all, it looks like a great convention. We are looking forward to seeing you all in Kansas City!

Ph.D. offered in Leisure Studies

A research assistantship in Leisure Studies is available at the University of Illinois at Urbana-Champaign. Candidates must apply and be accepted to the Ph.D. program in Leisure Studies or Tourism. Research interests should focus on the representations of tourist destinations and hosts from a cultural perspective and the complex relationships between mass media, destinations, hosts, and tourists. A possible focus is the examination of ethnic and racial populations and communities, travel narratives, or issues of cultural and historical authenticity.

Contact: Carla Almeida Santos, Asst. Prof. of Tourism, University of Illinois at Urbana-Champaign, Dept. of Leisure Studies, 104 Huff Hall, 1206 South 4th St., Champaign, IL 61820 csantos@uiuc.edu

Calls for papers, judges for AEJMC

(continued from page 1)

Send papers by April 1 to: Christopher Martin, Department of Communication Studies, 355 Lang Hall, University of Northern Iowa, Cedar Falls, IA 50614-0139. Tel. 319-273-2788, Fax: 319-273-7356, Email: martinc@uni.edu.

—Chris Martin

Call for judges, 2003

We hope that you will consider judging papers for the division. As a reviewer, you will receive copies of no more than five papers by April 9 and will have to send your reviews back by April 30. If you are interested, please contact Research Chair Christopher Martin at martinc@uni.edu as soon as possible. Please include the following information in your email: name, title, mailing address, email address, phone numbers (work and home), fax number, and areas of reviewing interest.

Also, please note: the CCS division encourages graduate students to review

papers, particularly in order to gain reviewing experience. However, graduate student reviews are only advisory; faculty-level peer reviews are used for paper acceptance decisions.

Graduate students no longer reviewers

It’s the time of year again for us to begin responding to calls for help judging AEJMC papers. Last year, as research chair, I was asked by the organization to make sure that graduate students were not serving as judges for papers (despite that fact that this had been common practice in the past). There was some confusion about this issue at last year’s business meeting, and it seems prudent to clarify things.

The issue is not whether graduate students are qualified to judge papers. Instead, the issue is twofold. First, graduate students should be focused on submitting their own papers rather than worrying about judging. The reality is that, in a job search, serving as a paper judge will hold little weight; presenting your own research will. So, AEJMC and

CCS would prefer that graduate students focus their efforts to that end.

And, while some graduate students may have the expertise to be judging papers, there is concern that many graduate students are beginning their education or still taking courses and may not be the best people to offer constructive criticism to other students and to faculty. It is difficult to judge papers when you have not yet had your own work evaluated. The process of having your work judged allows you to learn about how a critique should look and what should be included. It is then that you can more ably judge the work of others.

While we appreciate the efforts of graduate students, we encourage you to spend your time working on your own research and submitting it to us (or to another division). And, when your education is completed, we would love to have you serve as a paper reviewer.

—Alison Plessinger

PFF partners program helps future faculty

(continued from page 1)

Graduate students frequently guest teach courses, observe faculty meetings, and meet students and administrators. Out of more than 50 graduate students in the department, 10 to 15 percent are presently involved in PFF in some capacity.

In addition to these activities, doctoral students in the department can complete a Certificate of Pedagogy along with their Ph.D. If they chose to do so, they take a capstone pedagogy course toward the end of their doctoral coursework. Students in the class have mock interviews with a mentor, prepare their job portfolio, and write a class syllabus stemming from their research interests. Later, students can answer a comprehensive exam question that attempts to connect their teaching and research interests.

Building a bridge between the theory and practice has been a central theme of my PFF experience. This past fall, a group of graduate students from my department held a colloquium in which they discussed how opportunities available through PFF helped them bridge their research and teaching interests. The colloquium sparked a lively discussion among faculty and graduate students about our roles as scholars in the classroom and beyond.

I believe the bridge between teaching and research is especially important for journalism and communication educators. The media craft is, after all, rooted in real-world practices that potentially effect large audiences. I came to academia because I was frustrated with the lack of opportunities to discuss underlying social and political issues as a magazine and newspaper journalist. If I am to study the media's relationship to society, then I must also understand how to connect my scholarly concerns in journalism with my practice of engaging students with that knowledge.

I can point to numerous occasions in which I learned to make this connection as a graduate student through my PFF activities. I will highlight several occasions here.

First, one challenge of doing critical media studies is how to translate the theory into practice in the classroom. Because many graduate students must teach basic course sections that do not correspond with their focus areas, they often wonder about how their research interests can strengthen their teaching activities. Through my experiences in PFF, I have learned how to seize opportunities for growing as a teacher and researcher in critical media studies.

*Using what is called the
"Missouri Method," we
learned about how the dialogue
between theory and
practice is the essential
link behind educating
others about the media's
complex role in society.*

One unlikely area for such growth occurred in an Interpersonal Communications section that I taught several years ago. Most of the students were taking the 100-level class as a requirement for a range of majors. It was a challenge to get them to both do and think about the readings, which focused on language as social practice. What was most frustrating is that in observing our class discussions, I realized that many students both faced and even unknowingly reproduced inequalities such as sexism and racism in their everyday social interactions.

Particularly, I remember one class in which students were supposed to have read an article examining how notions of class and racism are reproduced in everyday talk in campus fraternities. When I introduced the article in class, some students were openly resistant to the material and would not cooperate in class activities.

I could have easily been defeated by this situation, but I instead saw an important opportunity to bring in examples that the students could recognize. I turned to my research for ideas. My research examines how marginalized groups are represented in mainstream media texts, which often reflect dominant ideologies through language and visual images. As an everyday discourse, the media is one site where the ideologies that underlie inequalities become naturalized in society.

Seeing that my students would not discuss the reading, I deviated from my lesson plan and led a class discussion about how the media is an example of everyday speech. I shared how the media both influences and reflects the everyday conversations that people share with one another. I described some examples, and in subsequent classes, students brought in video clips that they believed reflected class concepts such as power in speech. I brought in

articles from newspapers and magazines that reflected the naturalization of stereotypes toward marginalized groups such as the homeless.

I found that the media-savvy students not only connected to the media examples, but it also enabled them to discuss the issues in what they perceived as a less threatening way. After we came to the concepts through media examples, I later led a class discussion about why we often find it difficult to question our assumptions and everyday realities.

At first, I was troubled by the fact that I had to approach the topic in a rather indirect way. However, if critical media theory seeks to uncover how power is reproduced daily in the media, then it must find ways to teach everyday media audiences about how to recognize when these dynamics are occurring.

This dual process reminds me of my master's program at the University of Missouri School of Journalism, where students integrated journalism theory with the actual experience of reproducing a city newspaper. Using what Missouri affiliates call the "Missouri Method," we learned about how the dialogue between theory and practice is the essential link behind educating others about the media's complex role in society. At Indiana, I know that I reached at least one student with my theory-equals-practice approach because she later wrote me a letter thanking me for opening her eyes to these issues.

I know that my experiences with PFF have given me the confidence to deal with such situations in ways that helped me grow. In fact, one of my central PFF activities at IU has been to shadow faculty members at other institutions and be a guest teacher in their courses. During shadowing visits at Macalester College and the College of Wooster, I taught sections in media studies, global media, and public speaking. At Macalester College, I taught a portion of a class, "Foundations of Media Studies," taught by Clay Steinman, chair of the Department of Communication and Media Studies. The experience of leading Dr. Steinman's students in a discussion focusing on the relationship between media, language, and ideology gave me the confidence to communicate my knowledge in a pedagogically engaging way.

I am, in fact, now doing this in an upper-level seminar course, "Critical Approaches to the News," that I developed

(continued on page 6)

Preparing graduate students for academic life

(continued from page 5)

as a result of these experiences. After designing the syllabus in my capstone pedagogy class at IU, I proposed and am now teaching the course this year on a Future Faculty Teaching Fellowship (FFTF) at the Indiana University-Perdue University in Indianapolis. I first learned about FFTF, IU's university-level PFF program, in my introductory pedagogy course. Run by the Indiana University Graduate School, the FFTF program was set up five years ago to give graduate students more variety in their teaching experiences by teaching at different kinds of institutions.

My students are using critical cultural studies theory to analyze how discourses

Pre-conference panel on adding critical courses to skills curriculum

(continued from page 2)

such courses into their respective curricula. These panelists will explain how they convinced their colleagues that these courses matter (if, in fact, this was necessary), and they will share their knowledge regarding the sometimes-tricky logistics of getting these courses on the books. The panelists will also bring copies of their syllabi to share with audience members who are interested in developing similar courses.

The scholars scheduled to participate in the workshop include:

—Mary-Lou Galician, Arizona State University, who chaired the committee that reorganized her school's curriculum into a "converged model" with one JMC-degree and added a "Media Analysis and Criticism" concentration. Dr. Galician also created a course called "Sex, Love and Romance in the Mass Media."

—Ralph Beliveau, University of Wisconsin, Oshkosh, who introduced an open-topics seminar called "Jazz/Popular Music and Cultural Studies in Media" and also teaches a course on documentary films that includes critical analysis, history, and practice.

—Bob Trumbour, Southern Illinois University, Edwardsville, who introduced two graduate-level courses involving popular culture and entertainment. One course focuses on ways to research popular culture, and the other takes a theoretical approach to understanding the meaning of popular advertising and marketing

such as race, power, gender, and class influence how different issues are covered in the news. Some of our readings emphasize how alternative media play a role in countering such ideologies because it introduces ideas that often infiltrate, and change, mainstream culture.

Even though activism often originates in the alternative media, the possibilities for change do not extend from such radical spaces alone. The classroom reaches a much larger, and more mainstream, potential audience. This space provides opportunities to apply abstract theory to the knowledge of how inequalities function through everyday discourses.

Critical pedagogy, which connects this

campaigns.

—Karen Kline, Lock Haven University of Pennsylvania, who introduced all of her school's media studies and cultural studies courses, including "Cultural Studies in Mass Communication," which is now part of the core curriculum, and "Gender and Mass Communication."

—Ron Leone, Stonehill College in Massachusetts, who introduced film studies courses to the Communication Department's curriculum and helped to create an interdisciplinary cinema studies minor.

—Diana Rios, University of Connecticut, who introduced courses called "Media and Special Audiences" and "Latinas and Media" to her school's curriculum.

Moderating the workshop will be Lisa Weidman, formerly of the University of Georgia, currently an independent scholar, who proposed the session because she wanted to learn what these scholars already know about the topic. If you have questions about the panel, you can contact Dr. Weidman at <lweidman@onlinemac.com>.

We know many members would like to teach the kinds of courses that will be discussed in the workshop, so please plan to attend and bring plenty of questions.

—Lisa Weidman

theoretical knowledge and activism, was an important aspect of my comprehensive exams that focused on journalism and critical cultural studies. To earn the Certificate of Pedagogy in my department's PFF program, I also answered a pedagogy-related question. Drawing from my experiences as a graduate teaching assistant, my journalism research, and the critical pedagogy literature, I examined how power discourses that operate in culture and the media also play out in the classroom. I used the literature and my experiences to suggest what can be done to effectively counter oppression in the classroom. Finally, I examined how power as effected through communication can also be used to cultivate a supportive classroom community where diverse viewpoints and voices can be expressed.

The doctoral exam experience was a culminating opportunity for me to reflect on what I have learned as a PFF participant. My objective is to reach out to others with the knowledge that I have gained. If I can help others de-naturalize ideologies that impact their lives through class discussion, readings, and writing assignments, then I can bring their important voices and experiences back to my research.

PFF has helped me better understand how my research is informed by a tightly woven relationship between complex theory and practice. I know that I will be a much stronger and successful faculty member as a result. For more information about PFF and starting a new PFF program, contact the PFF national office at (202) 223-3791 or www.preparing-faculty.org.