In September, Communication Studies alumnus Maura Youngman returned to Hamline to offer insight and encouragement to students and staff on the future of journalism. Youngman graduated from Hamline in May 2009 with a degree in Communication Studies and a Certificate in International Journalism.

Her Introduction to Communication Studies class with Professor George Gaetano sparked interest in the major. Reviewing academic articles for class opened her eyes to the variety of subjects that Communication Studies can help researchers understand.

“The thing that was always fascinating to me about Communication Studies was that all humans use communication,” Youngman explained. “It also gave me a chance to study media in a more in-depth way.”

Youngman later took Critical Media Studies, which she said made her realize that she could study communication at an international level. This led her to the Certificate in International Journalism. Youngman studied abroad in Edinburgh, Scotland for one semester with the program, where she interned as a writer for Stain Magazine.

“Some of the most valuable experiences I had were the vigorous requirements I had for the CIJ program,” Youngman said.

At Hamline, Maura gained more experience in journalism by working as a reporter, columnist and eventual Editor-in-Chief of The Oracle, and even landed an exciting internship at the Twin Cities Daily Planet news website.

Right after graduating from Hamline, Youngman said she had no idea what the next chapter of her life would bring.

However, she found an internship posting for a media strategist position at the Pulitzer Center on Crisis Reporting in Washington D.C., an organization that sponsors and provides grants to rising journalists across all media platforms in order to promote quality news coverage of global current events.

Youngman said she filled out the application on a whim, but her impressive resume proved to the Center that she was qualified for the job. Just one week after accepting the offer, she moved to the Capitol City.

At the end of Youngman’s year-long internship, she was asked to stay at the Center to lead an eight person team in building a new website for the organization. The group was responsible for efficiently transitioning thousands of web pages to the new site.

Today, this Hamline alumnus coordinates web development and social media for the Pulitzer Center. She said her responsibilities include managing the organization’s Facebook and Twitter accounts to reach out to online communities, managing partnerships with other media groups, and thinking about the future of journalism.

“I think it’s a great time to be working in journalism – especially digital journalism,” Youngman said.

Youngman said one of the challenges of working in media is that many people believe that journalism is dying. Maura’s job is to look at new and different ways to tell stories that interest and serve the Pulitzer Center’s diverse audience.

“I feel like I’m part of this future of news,” Youngman said. “I try to look at it as more of a revitalization of journalism. I’m one of the people who has great hope.”

Youngman said she is excited to travel to Haiti in January 2012, where she will gain more journalism experience in the field by working with other media specialists and actually writing stories about her time there.

Youngman advised college students who are seriously interested in pursuing a career in journalism that it is never too early to get familiar with new digital media.

“Think about having an online presence,” she said. “If you have an interest, blog about it.”
AFTER SPENDING HIS FIRST THREE UNDERGRADUATE YEARS AT HAMLINE UNIVERSITY, ERIK BURGESS DECIDED IT WAS TIME TO TAKE HIS TALENTS TO SOUTH AMERICA.

Burgess is a 21-year-old senior from Grand Forks, North Dakota and is majoring in Communication Studies and minoring in Spanish. His love of Spanish was one of the main factors that guided him to study abroad in Argentina during fall semester 2011.

Burgess arrived in Argentina on August 1st and began his courses at Universidad Blas Pascal located in Cordoba. His host family lives one 10-15 minute bus ride from the University.

He took four courses populated entirely with other international students: Introduction to Argentina Literature, Spanish Grammar, Argentine Popular Culture, and a Tango class.

Burgess’ studies in Argentina enhanced his interest in journalism. Before his many travels abroad, he was Editor-in-Chief of The Oracle and served on the Student Media Board. In South America, Burgess attended two journalism courses made up entirely of Argentine students: an image design course and a narrative journalism course.

Hamline offers few journalism classes, so Burgess was excited to discover that Blas Pascal offered a journalism program, despite having a difficult curriculum for international students.

“The courses have been really hard because I’ve had to interview random people in another language, but I got to write a lot and work on my Spanish skills,” Burgess explained.

While keeping up with his studies, Burgess found time to travel and see the many beautiful sights Argentina has to offer. He chose a less traditional way to decide where he would be traveling and what he would see. Burgess said, “Through a traveling agency I found on Facebook, I have been able to travel to almost every major stop in Argentina.”

These stops included the capital, Buenos Aires, where he visited La Casa Rosada and witnessed an overabundance of Tango dancers. He also visited Iguazu Falls which, as Burgess explained, “makes Niagra [Falls] look like a bathing pool.” He even spent time waddling with penguins and whale watching at sunrise in Puerto Madryn.

Burgess also took a trip to Salta and Jujuy in November. On this trip he said he had a lunch date with a caravan of llamas. As it turned out, his new romance, Morgan, was temperamental (and yes, llamas do like to spit!). Before returning home, he visited Mendoza, Argentina’s wine country.

Burgess credits the people of Cordoba’s friendliness and willingness to help as making his experience in Argentina a great one. “The business owners in my neighborhood know me by name. They always ask me how my trip is going. It’s made living here so much easier,” he said.

Burgess made his way home to the Twin Cities on the fourteenth of December and will complete his senior year at Hamline during spring semester.
Justin Killian: Scholar of Gender and Politics

By Rachel Marzahn

Last year, the Hamline Communication Studies Department welcomed visiting Professor Justin Killian as a full-time member of its distinguished faculty.


Killian received his Bachelor's Degree from Wabash College, a small liberal arts college in Indiana. That is where he first started studying communication, majoring in Classical Rhetoric. He earned his Masters Degree in Communication Studies from the University of Georgia, specializing in political communication.

Killian hopes to receive his PhD from the University of Minnesota, where his studies focused on political and feminist communication, with a side interest in media studies. Killian’s main focus within Communication Studies is political campaigns, specifically gender issues for women in political offices.

After years of schooling, Killian began his first position at the University of Georgia teaching basic courses. Later he moved to Minnesota to teach Media Studies, Mass Communications, Public Relations, and introductory courses at the University of Minnesota, as well as General Communication at Century College and Metropolitan State in St. Paul.

Professor Killian began teaching at Hamline University as an adjunct professor in 2009 and was hired full-time as a visiting professor in 2010. His favorite part of being at Hamline is interacting with the students.

“Students here are committed to their work, diligent, and push me. Every class is a challenge.”

“Unlike other places I have taught, students here are committed to their work, diligent, and push me. Every class is a challenge,” Killian stated.

His teaching goals at Hamline include revising courses. As spring draws near, Killian looks for new approaches to assignments in some classes to better adapt to student needs. He said he asks himself how can take old assignments and mold them fit new technology advancements. He strives to keep students engaged in learning so as to best help them when they leave Hamline.

Killian is also currently editing his dissertation. Once completed, he will look to publish it in some capacity. In addition, he is working on a side project with a Legal Studies scholar to combine legal and communication research into one published argument around the Proposition 8 battle in California.

If he has one piece of advice for students and staff, Killian says to make sure they take at least 20-30 minutes a day and read something they enjoy, especially because the world is becoming increasingly saturated in visual media.

“People, who do read for classes or dissertations, begin to view reading as a chore instead of reading for pleasure,” he said.

“Take a moment to remember what it is like to read for fun.”

Looking for an Internship?

Check out what these students are up to!

Joel Eaton
Marketing and Communications Intern at the Surface Mount Technology Association
August 2011 to May 2012

“I launched a campaign to increase student involvement around the U.S. and lead an expansion of our services to international consumers and vendors.”

“It’s really nice to see how I apply some of the concepts I learned in school to a real scenario like press releases and follow-ups.”

Alicia Franck
Development Intern at the Jewish Community Center
Summer 2011

“I prepared for the golf tournament, did research into grants the JCC should apply for, compiled information and put together a few letters.”

“I loved getting experience in something I’m interested in and meeting other people in the field.”
From the Desk of George Gaetano

“How Little George became Professor George”

Professor George Gaetano has been teaching Communication Studies since 1994. Below, he shares some of his insights and witticisms.

Along long time ago, in a land far, far away, Little George dreamed of becoming the starting shortstop for the New York Yankees. This would allow him to receive fame and fortune he thought he richly deserved and, most of all, enable him to date Hollywood actresses. He grew up in the mean streets of the South Bronx, where rats were the size of SUVs, rats so vicious that they demanded your lunch money in exchange for not chewing off most of your face.

But, sadly, Little George never grew enough to be Big Enough to Play Professional Sports George (plus, he could never hit a curve ball). His growth was stunted. Possibly due to the fact that he started smoking by age nine (just kidding—he was almost eleven).

He turned to humor—memorizing jokes told by comics on the old Ed Sullivan Show, and amusing his classmates with his “borrowed” witticisms. He thought that someday he’d be a successful stand-up comedian (which he attempted in his 20s, only to “die” on stage more often than South Park’s Kenny).

Little George (and later, Slightly Bigger George) was always skilled at math and science. Brilliant at math, actually—so much so that classmates called him Rain Man George. Definitely brilliant, definitely. So he chose to go to a college that was strictly math and science and engineering, and he majored in Chemical Engineering. Don’t ask him what that is. He still doesn’t know.

After about fourteen minutes he realized he had made a huge mistake. He eventually transferred to City College and decided to major in psychology. Their program was heavily into Skinnerian Behaviorism. He envisioned someday being a psychologist and using electric shocks to deter patients from eating that next two pound bag of Cheetos or from using the phrase “it’s kinda like.”

During his second year at City College he traveled to Columbus, Ohio to visit a friend attending Ohio State University. In a cab ride back to the friend’s apartment after dining out, the friend asked George what he truly wanted to do with his life. George said he wanted to have a talk show on the radio. The friend said, “Why don’t you change your major to Communications?” “Communications?” he asked. “What’s that?”

When George returned to New York he looked through the course catalogue and discovered all these fascinating courses: Small Group Communication, Intercultural Communication, Persuasion, just to name a few. This is it, he thought. This is my destiny.

Less than three years later George was in Minneapolis, (a city he only knew because Mary Tyler Moore lived there), starting grad school in the Department of Speech Communication. A year later he obtained the position of Teaching Associate and was teaching his first class. Public Speaking. A course he had never taken as an undergrad.

With no preparation in how to teach and minimal knowledge of the content of such a course, he forged ahead, desperately hoping that the students would not perceive him to be a total fraud. He fooled them. It was the ‘70s. Most of them were probably too high to notice.

After completing his Master’s Degree and all the required course work for the PhD, George longed for the Big Apple. He abandoned the PhD pursuit and returned to New York where he wandered aimlessly from job to job for almost eight years. Managing a small company that saved department stores money on their utility bills (yawn), supervising a staff at the Department of Parks and Recreation who sold tennis permits (yawn, yawn), and being a Trimmings Buyer (buttons, belts, zippers, shoulder pads) for a dress company in New York’s Garment Center (triple yawn).

Ultimately, he missed teaching and applied for a job at a community college in the Bronx. He needed letters of recommendation, so he requested them from his former professors at the University of Minnesota.

His adviser, Ernest G. Bor mann, wrote back and stated that if George was really interested in getting back into teaching,

(Continued on the next page)
Making Comm Studies Research a Reality
By Paige Stein

Communication Studies major Damian Goebel had quite a busy spring in 2011. Not only did he complete his senior research project, but he and his wife adopted their then 10-month-old daughter.

Goebel said that he and his wife, Dawn, began the adoption process in April 2010. After a year of anticipation, they visited South Korea in April 2011 to meet their daughter, Eleanor (Ella for short).

Goebel knew that he and his wife would be traveling to South Korea in the middle of the semester to bring their daughter home, so he decided to focus his senior research project on interracial families.

Beforehand, Goebel said that he always pictured himself completing a media studies related project, but, when the time came, his personal situation influenced the direction of his research. He stated, “I always assumed I would do some kind of media studies research project, but that is the beauty of Communication Studies as a discipline—it literally encompasses everything.”

Goebel chose his research topic because of real life problems he foresaw. He said, “One of my biggest fears in adopting a child from another culture was the ‘grocery store scenario,’ where a stranger wants to talk to you in a grocery store about why your child looks different.”

Goebel’s interest in the topic grew out of conversations with other adoptive parents as he learned strategies to engage in communication with strangers about adoption.

In his research project, Goebel explored ways for fathers to communicate in interracial families. He answered his research question by conducting a series of seven interviews with fathers who had children or stepchildren of a visibly different race than theirs or who were part of a biracial family.

Through his research, Goebel uncovered information on direct and indirect communication about race and identity. He said that those two major factors significantly influenced children’s self-esteem and identity, and he discovered ways to effectively address them.

“Children in multiracial families need to be able to be comfortable looking different than one or both parents. Some of the tactics fathers used were answering questions, incorporating cultural elements and speaking openly about the difference in an age appropriate manner,” he stated.

As Hamline seniors look to begin their research in 2012, they should use Goebel’s project as an example of the importance of topic choice and of the wide variety of possibilities available to them.

Goebel’s research is a perfect example of why students should choose a topic close to their hearts. Professor George Gaetano remarked, "I always emphasize to my Senior Seminar students that they should pick a topic that they are truly interested in. As a soon to be father of an adopted child from a different culture, Damian chose to explore the father’s role and communicative behavior in parenting such a child. It had great meaning for him and he was eager to learn as much as he could. The result was an excellent Senior Seminar research project.”

Nancy Huynh
Intern at Twin Cities Daily Planet
Fall 2011

“I got first-hand experience as a reporter. I was assigned stories and I had to find people to interview, conduct the interviews, and write the articles on my own time and get them into my editor on time, just like a reporter would have to.”

“I learned that the key to getting interviews is persistence—it’s okay to be annoying and call them every day if you have to.”

Casey Willmarth
Future Intern at Minneapolis/St. Paul Magazine
Winter and Spring 2012

“I will help restructure their website and move it over to a new system as well as regular website maintenance and updates. In addition, I will help with the online promotion of events around the Twin Cities.”

“I am very eager to start and learn! It is a big company with several online and print publications. I will certainly be busy!”

Gaetano (Continued from page 4)

he should think about coming back to Minnesota and finishing up his PhD. Up until that point, George thought he would rather gargle shards of broken glass or have open-heart surgery without an anesthetic before he would try to complete his degree.

But that one line in Professor Bormann’s letter changed the direction of his life. Six months later he was on a plane, heading back to Minnesota and four years later the once Little George was now Professor George, PhD. The rest is, like, history and stuff.

A question asked by a friend in a taxicab in Columbus, Ohio, and a line in a letter from a professor he greatly respected, altered George’s life. He loves what he does. Had he played for the Yankees or been a talk show host he’d be a has-been by now, telling strangers on park benches, “I used to be a somebody…”

Follow your dreams. Reach for the stars (something Professor George, in his Twilight Years, can no longer do without pulling a muscle or dislocating his shoulder). And be grateful Professor George didn’t handwrite this story instead of typing it. Chicken scratchings on sand would be more decipherable.
What in the World is Strategic Communication?
By Claire Walling

Every day, we are bombarded with persuasive arguments that attempt to sway our decisions. Yet many individuals don’t realize the influence of these messages.

Communication Studies Department Chair Patricia Palmerton notes, “We often don’t stop to think about the goal of these messages, and how they fit with the strategic objectives of the organizations producing them. Yet these persuasive messages are highly influential, and have impact upon audiences large and small, potentially directing policy decisions that have a long-term impact on all of us.”

In a nutshell, the goal of strategic communication is to critically analyze messages constructed by organizations, political groups, campaigns, and individuals in light of their strategic objectives.

The Strategic Communication course offered by the Communication Studies department at Hamline University teaches students how to deconstruct messages and understand their purposes.

Professor Justin Killian, who taught the course in Fall 2011, describes his strategic communication course as helping “students develop insight into the role of strategic communication in advocating ideas, establishing identification, and influencing policy and people. Students learn how to analyze the components of strategic communication and persuasive campaigns in a variety of fields.”

In Killian’s class, students develop practical strategies to analyze public persuasion. They apply rhetorical and persuasive theory to understand communication processes more completely. Students analyze and critically examine strategic messages of a local organization and then create their own campaign based on identified strategic objectives.

The study of strategic communication is relevant beyond academic study as well. Knowledge of strategic communication is in high demand in a variety of careers.

“Major corporations, political campaigns, universities, political parties, and public individuals are all looking for skilled strategists with knowledge of strategic messaging,” Killian stated.

Palmerton adds that the combination of critical analysis with practical application prepares students for applying their skills in their future work in organizations. “The combination of the theoretical with the practical is a hallmark of work that students do in Communication Studies,” she says.

Comm Studies is a Top Major for First-Years
By Andrew Maas

When asked what makes communication an appealing subject to study, Jackson stated “I like the idea of knowing how to speak to people and the most effective way to [communicate].”

Although Jackson is just one of many freshmen thinking of declaring Communication Studies as their major, students at Hamline have until the end of their sophomore year to declare a major, giving students plenty of time to make the decision right for them.

Students who are interested in declaring a Communication Studies major should fill out a Declaration of Major form, located in the Career Development Center or call 651-523-2302.
Guess who’s back on campus?
Professor Suda Ishida returned this semester from her one year leave of absence spent in Washington D.C., where she conducted research and taught online courses for Hamline students. Ishida is the director of the Certificate in International Journalism at Hamline University and teaches Mass Communication, Introduction to Critical Media Studies and Media in Global Perspective.

While in the nation’s capital, Ishida spent time with her daughter and her husband, who works at the U.S. Food and Drug Administration. In her free time, she said she enjoyed volunteering at her daughter’s high school, especially video-taping and making concert programs for the school’s orchestra.

During her leave, Ishida’s research specifically looked at how two major political parties in Thailand, known as the Yellow Shirts and the Red Shirts, have fought over the political situation of Thailand for the last ten years. The conflict began over divided loyalties to the king, Bhumibol Adulyadej, and the then appointed Prime Minister Thaksin Shinawatra.

Ishida used Discourse Analysis to research how political campaigns in Thailand have moved from traditional media to online media. This topic is of particular interest to her because she grew up in Thailand during a time of social and political unrest. Furthermore, her home was only a few blocks away from both the king and the prime minister’s mansion.

Four years ago, the conflict between the Yellow Shirts and the Red Shirts escalated as members fought each other and held protests. But because it is illegal for citizens to speak badly of the royal family, Ishida said it was difficult for both parties to voice their opinions.

Today, the political situation in Thailand remains tumultuous, and the fight between the Yellow and Red shirts continues. Yet Ishida said members have found new ways to use technology for their causes.

“Now it’s moved to fight in the new media forum,” she stated. “The internet provides a voice for them.”

Uploading videos onto YouTube has given political activists the opportunity to voice their anger, concerns, and thoughts about policy and wrongdoings. Ishida said the Thai government tries to remove the videos, but it is difficult to do so once videos are uploaded and shared.

“If it goes to the internet, it’s just there,” Ishida said.

Ishida’s research has resulted in her study titled: YouTube and Online Political Activism: A Case Study of how ‘Red Shirts’ and ‘Yellow Shirts’ movements made use of YouTube to Mobilize Political Support in Thailand. She hopes her paper will help her audience better understand Thailand’s politics.

Ishida said the most exciting aspect of being back at Hamline this year is seeing and working with her students again. She especially enjoys when they critique media and bring theories to life.

“When I meet with the students I grow. I learn from them,” she said.

Ishida teaches Media in Global Perspective during Fall 2011.

Suda Ishida is Back!
By Brittany McArdell
“The power to speak well and think right will reward the man who approaches the art of discourse with love of wisdom and love of honor.”

-Isocrates