

The Power to Transform the World: Media & Communication Programs In Catholic Higher Education

**July 19-21, 2010
Marquette University, Milwaukee WI**

The conference will examine the intersection between communication programs and Catholic values and identity for faculty who teach media and communication programs in America's Catholic colleges and universities.

Keynote Speakers

Monday, July 19: Dr. Janie Harden Fritz, Duquesne University

Tuesday, July 20: Dr. Clifford G. Christians, University of Illinois

Wednesday, July 21: Dr. John Pauly, Marquette University

Schedule

Sunday, July 18

Registration and check in

Monday, July 19

8:00 a.m. Registration at Alumni Memorial Union (AMU) second floor

9:00 Welcome (AMU ballroom—third floor)
Dr. William Thorn, Chair, Journalism Department, Marquette University

9:30 Plenary session:
Dr. Janie Harden-Fritz, Associate Professor, Communication and Rhetorical Studies,
Duquesne University

Respondent
Paul Soukup, SJ, University of Santa Clara

10:45 Break

11:00 *From the Frontlines: Developing Institutional Identity*
Ms. Stephanie Russell, Vice President for Mission and Identity, Marquette
University

11:45 *Mission and our local experience: Table discussions*

12:30 p.m. Welcome Lunch
Communication Programs in Pontifical Universities in Rome
Fr. Tadeusz Lewizki, D.S.B. Faculty of Social Communication, Pontifical Salesian
University, Rome

1:30 Plenary session
*Service Learning and Community Engagement: Extending Our Communication
Programs Beyond Campus*
Jesuit 2.0, 2.1
Dave Murphy, Office of Marketing and Communication, Marquette University

Research on Identity
Dr. Sarah Feldner, College of Communication, Marquette University

2:30 Break

2:45 Plenary session
Posada
A film presentation by Mark McGregor SJ, Gonzaga University

4:00

Paper Session One

Session A

The Catholic Intellectual Tradition in Media Studies Classes: The Impact of Sacred Heart University's Presidential Seminar

Dr. Sara Ross, Sacred Heart University

Sacred Heart University's Presidential Seminar on the Catholic Intellectual Tradition is a year long program in which twelve full time faculty engage in a rigorous scholarly examination of Catholic thought, ethics and spirituality, and consider the application of the tradition to our research and pedagogy. As a 2009-'10 participant in the seminar and a communications professor, I will consider its relevance to the modern communications department and the impact that it has had on our curriculum and teaching strategies. In particular, I will consider the design of courses and class sessions that emphasize ethics, service learning and social responsibility, and the role of Catholic thought in media history.

Rebranding the Catholic Church

H. Buford Barr, Santa Clara University

The topic submitted below is the result of a two and one-half year collaboration between Santa Clara University Communication classes and the Diocese of San Jose (DSJ), Santa Clara County, California. Students in PR & Corporate Communications courses and PR Capstone as well as one independent study student conducted research and developed marketing and marketing communications (PR, online media, traditional media) recommendations to DSJ in their effort to re-engage with youth and young adults. This challenge for the Church is pervasive around the world.

Session B

Head, Heart and Hands: Communication/Journalism Courses and Service Learning

Fran Pelham, Holy Family University

Communication journalism courses and service learning are by nature the most opportunistic fields for demonstrating the Catholic Character and Mission of the Catholic University. Three pedagogical forms are explored as part of an overall effort that can interface service learning with academic courses: Awareness, Reflection and Action.

Advising Student Media

Steve Byers, Marquette University

Vices and Virtues: The Role of Ethics in Advertising and Public Relations Education

Dr. Yolanda Cal, Loyola University New Orleans

Mass communication programs at Catholic institutions must delineate curriculum goals that meet both the requirements of their respective disciplines and the Jesuit mission. One way we might distinguish ourselves from other programs is by highlighting tangible differences in the way we approach ethics education grounded in Jesuit values.

Session C

What do social and citizen responsibility “look like” on our campus? Becoming engaged citizen communicators through an integrated, large-group service-learning project in our introductory hybrid course “Communication and Citizenship”

Dr. Carol J. Bruess, University of St. Thomas

Dr. Wendy N. Wyatt, University of St. Thomas

Communication and Citizenship is an innovative, cornerstone course in our recently merged Communication and Journalism department -- a program serving approximately 550 majors and minors and hundreds of other students in multiple disciplines each year. The course is built around three themes: 1) communication is fundamental to human identity; 2) communication can foster the common good; 3) communication creates community and citizenship. Toward these themes and with the pedagogical goals of fostering students' practice and understanding of rights, responsibilities, choices and obligations of citizen communicators, we designed and are in the second year of a large-scale, large-group, highly successful service-learning partnership. The project is centered on a community partnership with Cristo Rey Jesuit High School whose mission includes creating college opportunities for some of the Twin Cities' most at-risk youth. Together, we have created a meaningful opportunity for all students in which they confront privilege, stereotyping, obligation, voice, identity and a number of other key issues for all morally responsible world citizens.

Living Out the Mission Through Class: Combining Pedagogy, Community, and Social Responsibility

Colleen Fitzpatrick, Saint Mary's College

Terri L. Russ, Saint Mary's College

In this proposal, we discuss the Public Communication and the Non-profit Public Relations classes. Students work with local non-profit agencies, putting theory into practice through service while forming an interdependent community through embodied experience. This provides a meaningful learning experience and serves to advance the campus core values: Learning, Community, Faith/Spirituality, and Justice.

5:30 Opening Mass—Presider Archbishop Claudio Celli (Chapel of the Holy Family
AMU second floor)

Dinner on your own

Tuesday, July 20

8:00 a.m. Registration (AMU second floor lobby)

9:00 *Welcome*

9:30 Plenary Session:
 Dr. Clifford D. Christians, University of Illinois

Respondent:

Dr. Ronald Arnett, author of *Communication Ethics: Between Cosmopolitanism and Provinciality*, and *Communication Ethics Literacy: Dialogue and Difference*.

10:45 Break

11:00 Paper Session two

Session A

Change the Word—Change the World

Dr. Gilda Parrella, Loyola University Chicago

My proposed paper will present the context and development for a new course “Conflict and Media” taught for the first time in the School of Communications, Loyola University Chicago in Fall, 2009. For the presentation I will focus on two aspects of the course (1) how stories are created by journalists and the impact these stories have on perpetuating a conflict mindset that appears to preclude the idea that positive social change is possible through journalism and (2) how an alternative format can help promote a more productive public mind set leading to more ethical journalism.

Empowering Minorities through Greater Political Participation: The Role of Culturally Sensitive Public Service Announcements in Enhancing Ethnic Constituents’ Voting Intentions

Dr. Gennadi Gevorgyan, Xavier University

This study investigates the attitudinal and behavioral effects of cultural appeals in online public service announcements (PSAs). It builds on previous research into culture and political advertising by focusing on the variables behind electoral decision-making and participation. The study tests its hypotheses on the example of the Chinese American constituents.

Supporting a New Journalism Program in Slovenia

Dan Garrity

Session B

Guerilla Tactics for Teaching Ethics

Dr. Kevin L. Hutchinson, St. Norbert College

For more than two decades research in communication education has recognized and established the importance of a teacher’s verbal and nonverbal immediacy for contributing to a variety of positive pedagogical outcomes, including enhanced student learning, positive attitudes toward the course material, and increased classroom involvement. One outcome of instructor immediacy is an increased willingness of students to approach an instructor and to maintain personal contact, both inside and outside the classroom. Immediate behaviors allow instructors to broaden communication channels and to connect with their students both formally and informally, and to allow discussion and instruction about ethical issues. Similarly, many faculty in college courses use electronic course management tools that are less amenable to typical immediate behaviors, especially nonverbal immediacy. However, faculty may benefit from attempts to create a “social telepresence” in computer mediated

communication, which closely match positive outcomes from immediacy research in the face-to-face teaching-learning context. A variety of course management tactics are discussed with implications for enhancing student perceptions of teacher immediacy and telepresence as useful tools to open rich pedagogical avenues to teach about ethics and values.

Changing the World One Student at a Time: The Transformative Power of Social Media as a Tool in the Development of Freshman Students' Mind-Body-Spirit Connection

Dr. Roxanne Beard, Ohio Dominican University

Natalie Kompa, Ohio Dominican University

This paper describes a cross-curriculum, inter-disciplinary freshman course designed around the unique concept of transforming students' lives by linking their mind-body-spirit development to university mission and community transformation through the application of social media.

The Light at the End of College

Rev. Michael V. Tueth, S.J., Fordham University

I will describe my senior seminar, "Films of Moral Struggle," which serves as a capstone to the Fordham experience. We view and analyze 10-12 films which focus on ethical dilemmas and moral choices, classics like *Casablanca* and *On the Waterfront* and contemporary films like *Mystic River* and *Hotel Rwanda*.

Session C

Using Communication to Understand Theology

Paul Soukup, S.J., Santa Clara University

Christian theology has developed in conjunction with Christianity's evangelical impetus; both depend on communication. However, limiting communication to a merely functional or instrumental role mistakes the nature of this relationship, as Augustine first pointed out in *De Doctrina Christiana*. Examining the history of theology from the perspective of the history of communication illuminates both areas and seems a particularly apt approach within a Catholic communication program, as it encourages students to integrate their studies.

A general media ecology approach to theology also integrates both historical theology and contemporary attempts to understand and express faith, particularly by those outside the realm of academic theology—precisely where most people encounter theological or religious thought. Drawing on classroom experience and popular cultures, this presentation aims to explore the link between communication study and theology.

Social Media: Multidirectional Viral Communications. It Isn't Just for Friendship Anymore!

Andrea Campbell, St. Thomas University

Communications is integral to our social structure and therefore involved in every aspect of our culture. This requires communication studies to overlap virtually every other discipline. Media convergence and the emergence of new mediums affect the fabric of our culture. As the proliferation of social media is studied, in addition to traditional social interactions, patterns of change begin to emerge in other fields such as business, journalism, politics and

academia. Social justice is used as an example to elucidate the way a non-media field must embrace and adapt media changes in order to succeed in the 21st century environment.

Adrift in the media sea: Now where do we go? Anyone got a map?

Dr Eugene Gan, Franciscan University of Steubenville

The Catholic Church describes media as “gifts of God”. Thus, the question is not: “Do we use it?” It’s: “How do we use it?” As existing communication models and instructional frameworks fail to provide an adequate basis for best practices in media studies – with some approaches even subverting the Catholic worldview, there is a pressing need for a *shared* framework that Catholic educators can adopt as compass and map. This presentation proposes best practices in media education that are grounded on a synthesis of church documents on social communications, identifying key themes as constituting a practical framework for media studies.

12:30 p.m. Lunch (AMU Ballrooms)
International Solidarity in Communication Programs
Msgr. Paul Tighe, Pontifical Council for Social Communications

1:30 Paper Session three

Session A

Extensions of the Self: Technology, Community and the Catholic Benedictine Tradition

Brett Robinson, Saint Vincent College

In this paper, I propose a media studies curriculum and pedagogy that reflects Benedictine values and a Catholic humanist approach to media technology. The organizing principles in the Benedictine Rule are a sacramental view of the world and the development of community life. This paper offers some suggestions for developing an approach to media studies that privileges the human subject and the *communio personarum* through appropriate use of classroom and social media technologies.

Transformative Dialogues for Addressing Difference in the Catholic College Classroom

Maurice Hall, Villanova University

Heidi M. Rose, Villanova University

Terry Nance, Villanova University

Teaching and learning within a Catholic university environment creates an often-unrecognized tension between encounters with otherness that occur in service activities and encounters that occur in the classroom. This presentation discusses an original student-to-faculty performance designed to confront difficult and uncomfortable classroom moments stemming from differences in race, ethnicity, class, and faith tradition. We reflect on the efficacy of this collaborative performance and offer guidelines for creating a similar experiential learning tool in a Catholic environment.

As Rome Burns

Kenneth Richard Gumbert, Providence College

In case no one has noticed, the Catholic Church in America (and the world) is in a very critical spot as it finds itself in the crosshairs of the secular media. The big elephant in the room of course is the clergy sex scandal/s. However, other unarticulated cultural and social issues also render the Church at odds with contemporary culture especially in the areas of sexuality, women's role in society, and the role of faith and church in political and social life. I think at the heart of what is going on here is the issue of identity and who/what institutions will have the right to participate in shaping identity/s in secular society. Of course there is much at stake here and the methods used to shape the discourse are not necessarily based on facts, as the issues and arguments raised seem more rudimentary, tapping into the irrational. The main method used in this controversy is the crafting of the narrative regarding the identity of the Church in contrast to the identity of secular society. I think we are in the midst of a new "Reformation" only this time the church is not being challenged by the enlightenment and a power struggle between bishops and princes, but a new emerging power struggle between traditional world views and a new secular fundamentalism. During the last reformation, the battles were waged through the emergence of the printing press. And the Church was very slow in responding to this new way of communicating, placing the Church in a very vulnerable and weakened position. What the Church seems to lack in the current situation as it did during the first reformation is an effective use of contemporary means of communication and ultimately control of its narrative. In fact, the Church is finding itself in the position of not being able to respond or communicate to the issues raised. And I think this is by design. What the Church needs to do of course is respond to and address all charges, while making changes when called for and offering solidarity with victims and restitution when applicable. **But what is also crucial is the necessity to get in front of its own narrative and find ways to effectively communicate that narrative in a compelling manner.** This is where the film and communications programs in our Catholic universities need to work to develop more effective and productive communicators in the pervasive visual media culture of our day. In this paper I will explore 5 ways Catholic Colleges and universities can and should develop ways to educate students to understand and appreciate the importance of the Church's narrative by finding ways to show in a compelling manner the mission and message of the Church in the context of a secular and sometimes hostile world environment.

Session B

Free Samples: Hip Hop, Fair Use and Digital Downloading in the Media Literacy Classroom

Joseph Christopher Schaub, College of Notre Dame of Maryland

Pervasive downloading of copyrighted music on college campuses suggests a need for providing students with proper ethical frameworks for guiding their online behavior. This paper/presentation focuses on a teaching exercise designed to impart the principles of Fair Use of copyrighted material. The exercise requires students to produce a brief Hip Hop song, using samples assembled with Apple's GarageBand software, while specific readings, focused on cases of copyright violation by Hip Hop artists, help students to understand the legal and ethical implications of their actions. Teaching Fair Use makes students aware of their rights and responsibilities as media literate citizens.

Symmetrical Communication, Social Media and the Enterprise: An Exploratory Study

Dr. David Kamerer, Loyola University Chicago

Dr. Pamela Morris, Loyola University Chicago

The two-way symmetrical model has long been the leading method for public relations efforts. Yet, it has only been recently with the digital revolution that the public has had the resources and technical skills to meaningfully speak back to an organization and at the same time to one another. How are companies managing this complex communication web? This research content analyzes Fortune 500 company social media policies and how they are used to either restrain or encourage communication through social channels. Results are important for both academics and practitioners to understand the current state and best practices of policy for this emerging form of communication. The research is an exploratory study that will be used as the base for additional investigations.

Social Justice Journalism: An exploration of the benefits of a communication department partnership with Catholic Relief Services

Dr. Jerry Zurek, Cabrini College

Formal partnerships and informal ties between communication departments at Catholic colleges and universities and Catholic agencies such as Catholic Relief Services can broaden students' exposure to Catholic social teaching and practice and result in students' deeper commitment to the Common Good in their professional development.

Session C

Teaching About the Media & the Priest Sex-Abuse Scandal

Rev. Michael A. Russo, Saint Mary's College of California

The Priest Sex-Abuse Scandal is at the center of the contretemps between the Church and contemporary media. Here we listen to Catholics blaming the media. And, conversely, how the media report on the sex-abuse scandal; and hold the church's bishops responsible. This paper examines how the college or university curriculum might better prepare students for an understanding of this conflict over modernity. As Communication/ journalism faculty at a Catholic college, how might we referee such a sharp cultural and religious divide? What's our stance in the classroom as we develop ethical codes of "best practice" among our students, the future reporters/ producers of news of religion?

Marketing Social Responsiveness

Venancio A. Luz III, Viterbo University

Debra A. Murray, Viterbo University

Visual communication students were presented with information from social psychology, alcohol prevention theory and suicide intervention strategies. While contemplating the role of visual communication in influencing perception and behavior, students were encouraged to integrate their design skills with social science theory in developing visual constructs consistent with evidence-based prevention messages.

Tackling death & dying: A service-learning approach

Dr. Michael P. Pagano, Fairfield University

Kara Meagher, Fairfield University

Caitlin Young, Fairfield University

The purpose of this paper is to discuss a unique course that explores palliative and end-of-life communication from theoretical and applied perspectives. The course uses service learning to increase students' exploration and experience vis-à-vis volunteer work with hospice patients, families, and staff. The role of the course in fulfilling Fairfield University's strategic goals and mission are discussed.

2:45 Break

3:00 Paper Session four

Session A

Are all misshaped tools useless?

Dr. Kenneth E. Colwell, St. Ambrose University

Marshall McLuhan said: "We become what we behold. We shape our tools and thereafter they shape us." Building on the strong social justice tradition at St. Ambrose University, I will discuss a model used in our classes for evaluating the impact of technology and its use.

The Five Most Important Things to Know about How Visuals Communicate

Dr. Ann Marie Barry, Boston College

We live in a visually dominated world where media acculturates us to norms inherently dangerous to a civilized society. This presentation discusses five key neurological concepts that give visual media the power to transform the world, and make understanding how the mind processes images a priority for an ethical society.

Backpack Journalism Abroad

Dr. William Thorn, Marquette University

Dr. Steve Byers, Marquette University

Session B

Is Social Justice, Public Relations, and Service Learning in the Classroom Linked to Professionalism in the Workplace?

Cathy Rogers, Loyola University New Orleans

Journalists, ordinary citizens, scientists and other scholars have scrutinized New Orleans' recovery from Hurricane Katrina. A survey of public relations practitioners and qualitative research of Loyola University New Orleans alumni examines the connection between pro bono work since Katrina and their experiences as a student in service-learning courses.

There is a Method to My Madness: Guiding Students through Data Collection Driven Service Learning Projects in Non-Methods Courses

Jennifer S. Kramer, College of St. Benedict/St. John's University

This paper will address the challenges of teaching communication service learning courses that emphasize data collection within non-research methods courses. The courses discussed in this paper are Health Communication and Intercultural Communication that the author taught during the 2009-2010 academic year at the College of St. Benedict and St. John's University (CSB/SJU). CSB/SJU are built on the Benedictine tradition within Catholicism and these service learning projects highlight Benedictine values by working toward the common good with on-campus service partners, respecting individuals through the research process, and striving for simplicity and frugality.

“Picturing a Better World: Photography for Social Change”

Dr. Cliff Bieberly, Chaminade University of Honolulu

Jeff Kent, Chaminade University of Honolulu

This presentation describes how and why we created our class titled, Photography for Social Change, and the profound effects it has had on all involved. The course teaches photography skills, but the college students are then required to pass on their knowledge to middle-school children from project housing. The goal of the course is to teach photography, but it is also giving our college students experience with underprivileged children. Our presentation will describe the profound effects the course has had on both constituencies.

Session C

Making Better Children's Television at a Catholic University

Dr. Ronald D. Davis, Saint Vincent College

This presentation proposes a model organization that ethically and responsibly creates mass media for children from a Catholic university setting. This is an academic-media production organization that modifies and uses, for its specific purpose, typical university functions: Research; Curriculum design; Service-learning; and; Extension services.

CCC: Catholic Communications Companies: Using On-Campus Communications Programs to Further Your Institution's Mission

Dr. Joe Harasta, Rosemont College

This paper explores the use of student-run, communications-centered “companies”—essentially, student organizations that research, create, and disseminate key communications plans and deliverables for the campus with a faith focus. For example, student groups that run an on-campus integrated marketing communications firm to communicate the unique mission of a Catholic institution is discussed.

Reporting Controversial Science: A Best Practice

Dr. Sonya Forte Duhe', Loyola University New Orleans

Evaluation of a workshop to train journalists on reporting controversial science and the ethical challenges surrounding science indicates bringing together scientists, journalists, journalism scholars, and ethicists should be considered a best practice in journalism education. Furthermore, this approach could help educate the public and therefore impact public policy on such issues as stem cell research. This model integrating diverse groups could also be used to teach journalism undergraduates.

5: 00 Mass (Chapel of the Holy Family)

Dinner on your own

Wednesday, July 21

8: 30 a.m. Final Paper Session

Session A

From Australia to Africa to the Islands: Service-Learning projects far away from campus.

Dr. Kevin O. Sauter, University of St. Thomas

Timothy L. Scully, University of St. Thomas

This session will focus on five Service-Learning projects conducted in Australia, South Africa, Kenya, Mali and Hawaii. Three projects produced video documentaries and two involved cooperative projects between school children and university students. Best practices will be highlighted in the process of creating, executing and reflecting on SL projects conducted away from campus.

Applying a Collaborative Community Model to Energize Service-Learning

Dr. Patricia K. Felkins, Loyola University Chicago

In my Public Service Communication course teams of students share their communication skills and gain a better understanding of social issues as they work with local nonprofit organizations that have limited staff and resources. Service-learning is both a personal and a collaborative experience. Service-learning engages our students in a voluntary participative process of learning and actions to meet specific community needs and accomplish academic objectives. A community relationship model built on a foundation of responsiveness, mutual understanding, and accountability integrates and energizes this process for all the participants. This paper will introduce this community model for service-learning and provide examples of best practices growing out of the experiences of student service-learning teams working with more than 40 nonprofit organizations in the Chicago area.

Session B

Why We Argue About Community: Social Communication and/in New Worlds

Dr. Gordon Coonfield, Villanova University

“Community” has constituted a key term not only in the history of mass communication, but also in the literature on social communication. Social communication can be viewed as a direct response to then-emergent mass media, and includes the texts of Vatican II, the perennial World Communication Day messages, and other pontifical writings. It has consistently reflected an interest in community as a social formation, one to which mediated social relations have typically been opposed. Drawing on scholarship in media and cultural studies, this paper analyzes the uses to which both “community” and “communication” have been put and the ways in which the media have been problematized in the literature on social communication. Specifically, as the title indicates, this paper takes Grossberg’s (1997) essay,

“Cultural Studies in/and New Worlds,” as a starting point for considering the philosophical assumptions about both community and communication media in this literature. Grossberg offers a theoretical map useful for navigating cultural changes of the sort and scale currently seizing the media environment. This paper extends those insights and others (Slack & Whitt, 1992; Agamben, 1993) to consider a conception of communication and community suited to these changes. Putting the tradition of social communication in dialogue with media and cultural studies, this paper concludes, is critical both to understanding new social forms emerging within the contemporary media environment, to intervening in their emergence, and to the continued relevance of social communication within the changing media environment.

The RFP Solution: Best Practice for Public relations, Service Learning and Social Justice? Dr.

Cathy Rogers, Loyola University New Orleans

Valerie Andrews, Loyola University New Orleans

Public relations programs have adopted service learning as standard practice by incorporating real client work. With the assistance of a Campus Compact Learn and Serve Mini-Grant, two professors conducted focus groups with alumni, communications and nonprofit professionals to identify appropriate community partners and develop criteria for the selection process.

Lights, Camera, Theology: A backpack journalism/service learning project in the Dominican Republic.

Carol Zuegner, Creighton University

Using the concept of presence and the journalistic ideal of bearing witness and telling the stories of people who have no voices, the presentation will reveal what we have learned in a five-week course where nine students and professors of theology, journalism and graphic design will tackle the concepts of Church in the Dominican Republic while developing feature writing and video skills by producing a multimedia project that includes a seven- to 10-minute documentary on a deacon who works among the poorest of the poor in Santiago, Dominican Republic.

We believe combining our talents and skills can produce a good documentary and a life-changing experience for the undergraduate students. Showing the Church in action in a developing country and telling the stories of people who live and work there represent a powerful combination and transcendent experience.

Session C

Teaching News Literacy at a Benedictine Institution: Infusing Themes of Catholic Social Teaching into the Critical Analysis of News

Katie Johnson, College of St. Benedict/St. John's University

The role of the news industry in a democratic society is to inform and socialize the citizenry for participation within the democracy. Yet to fully participate in our democracy, one must understand the pressures and constraints on journalists and journalism, and the patterns to the news coverage that result. What are the consequences for the nature of that information, as one example, when the news industry is largely profit-driven? In what ways do the routines of production journalists are taught to follow shape coverage? In teaching students to be aware of the logic behind the patterns of coverage, one can begin to observe the “values” embedded within that logic. After an examination of pressures and constraints, we study coverage of

specific social and political issues, within both “mainstream” and “alternative” news outlets. Given that news often covers issues and topic about which one knows very little, it becomes important to recognize “consistently patterned, but incomplete pictures of reality.” Teaching at a Catholic institution, where discussion of Benedictine values is commonplace, I am better able to ask students to consider the kind of society they want to create through their democratic participation. In my paper and presentation, I will explore issues around news literacy and how this class attempts to equip students with the critical thinking and analytic skills to help build a just society.

Transformation from Inconsequential and Inane to Fantastic and Franciscan: A Service-Learning Communication Senior Seminar at Cardinal Stritch University

Dr. Barbara S. Spies, Cardinal Stritch University

Senior Seminar students become communication consultants for non-profit organizations, conducting background research and creating products. Students create training presentations, radio spots, websites, newsletters, videos, pamphlets, special events, and fundraising activities. They demonstrate the university’s Franciscan mission by showing compassion and creating a caring community. The culminating experience reflects the university’s Catholic nature.

Media Justice and Catholic Social Teaching: An Interdisciplinary Approach to Media Studies and Advocacy

Dr. Jennifer Snyder-Duch, Carlow University

Dr. James Kelly, Carlow University

In this paper, we will first explore the natural connections between media studies and Catholic Social Teaching. Then, we will describe the Youth Media Advocacy Project, a teaching and learning experience that incorporates the components of Catholic Social Teaching into an interdisciplinary mass communication curriculum, which includes social work theories and methodology devoted to advocacy.

10:00 Break

10:30 Plenary Session:
Transforming the World From Campus (AMU ballrooms)
Dr. John Pauly, Provost, Marquette University

Respondent:
Dr. Jacqueline Taylor, DePaul University
Bryan Crable, Villanova University

11:45 Closing Remarks:
Dr. William Thorn

Noon Closing Mass (Chapel of the Holy Family)

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