Calendar of events

Into the Woods
Music and lyrics by Stephen Sondheim
Book by James Lapine
Directed by Scott Weinstein (C10)
July 17–August 2
Ethel M. Barber Theater

Stage on Screen: Stratford Festival’s Antony and Cleopatra
July 21, 7 p.m.
Ethel M. Barber Theater

Stage on Screen: National Theatre Live’s Everyman
August 4, 7 p.m.
Ethel M. Barber Theater

Green Day’s American Idiot
Music by Green Day
Lyrics by Billie Joe Armstrong
Book by Billie Joe Armstrong and Michael Mayer
Directed by Lili-Anne Brown (C95)
October 15–25
Ethel M. Barber Theater

As You Like It
by William Shakespeare
Directed by Risher Reddick (GC16)
November 20–December 6
Ethel M. Barber Theater

Stage on Screen: National Theatre Live’s Hamlet
November 23 and 24,
December 1, 7 p.m.
Ethel M. Barber Theater

Visit www.communication.northwestern.edu/wirtz for more information and tickets.

In this issue

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In an April 25 ceremony hosted by the Northwestern Alumni Association, Bill Bindley (C84) accepted the Alumni Merit Award from President Morton Schapiro, NAA president Kathryn Mlsna (WCAS74, L77), and NAA executive director Laura Wayland. A member of the School of Communication National Advisory Board, Bindley is a founder and copresident of Gulfstream Pictures, a motion picture and television company based at Warner Bros. Studios. He and his brother, Scott Bindley (C88), established the Bindley Film Grant, which supports student filmmaking at Northwestern.

On the cover: The Sigrid S. Larmon Trophy, the traveling trophy awarded to the championship team in the annual National Debate Tournament, arrived on the Northwestern campus this spring. The Northwestern Debate Society team of Arjun Vellayappan (WCAS15) and Alex Miles (WCAS15) won the tournament after an especially successful season (see page 16).
In April the Northwestern intercollegiate debate team won its 15th National Debate Tournament championship—an extraordinary accomplishment, since no other team has won more than six. The team's success—reflecting our school's longstanding commitment to teaching public policy analysis and policy-related communication—is a testament to the quality of the education we offer in the communication arts and sciences.

This issue of Dialogue not only reports on the team's success but also puts that success in the context of the many contributions the school has made—and continues to make—to developing and promoting improved policies related to communication, democratic participation and deliberation, and the welfare of communities. This broad topic, "markets, social structure, and public policy," is one of the priority areas identified by Northwestern's strategic plan.

The school has a long history of contributions to public discourse—from the work of Lew Sarett, a prominent and beloved early-20th-century faculty member and a well-known orator, poet, and statesman; to former faculty member Lee Huebner (WCAS62), a White House speechwriter; to current faculty members such as Michelle Shumate, Ellen Wartella, and Michael Rohd (C89).

Shumate studies how nonprofit organizations can and do collaborate to deliver needed social services and other solutions to the communities they engage with. She has been working with the Evanston Community Foundation to develop a safety net for area children and youth—not only expanding our understanding of how communication can be helpful to the foundation's work but also working with it to help implement more effective strategies for collaboration and service.

Wartella studies the role of media content in shaping the experiences and behavior of children and young adults. She has been a leader in studying such diverse influences as violent media content, food advertising, educational television programming, and now interactive learning technologies and computer-based games. Throughout her career she has been involved in collaborations with media producers (Sesame Street, LeapFrog), content distributors (PBS), and foundations and federal agencies concerned about children's welfare. She has helped to develop both better content for healthy development and new policies to govern harmful content, emerging as a major policy expert in the area of children and media.

Rohd is a theatre director and playwright whose company, Sojourn Theatre, is known for devised work: using materials presented to them by a community, authors collectively create theatrical presentations that may be used to stimulate thought, reflection, participation, and other elements of a shared decision-making process within the group. Sojourn's projects have helped build communities, raise awareness, and even shape legislation.

You will find extended treatments of these examples in the current issue, along with many similar stories. As always, we encourage you to follow up by visiting the school's website or writing us directly.

Barbara J. O'Keefe
Dean, School of Communication
Start a dialogue: dialogue@northwestern.edu
In 2011 Northwestern University’s strategic plan set forth a platform of 10 strengths that will lift the University to even higher heights. This issue of Dialogue—the seventh in a series sharing the ways our School of Communication community contributes to Northwestern’s future—focuses on our contributions to studies of markets, social structure, and public policy.
NORTHWESTERN EDUCATES LEADERS AND EQUIPS THEM TO GUIDE POLICY, DIRECT AND GROW THE INSTITUTIONS THAT CAN KEEP OUR NATION STRONG, AND PROMOTE GLOBAL COOPERATION. WE WORK CLOSELY WITH GOVERNMENT AGENCIES, CORPORATIONS, AND NONPROFITS TO TRANSLATE RESEARCH AND INSIGHT INTO SOUND MANAGEMENT AND POLICIES THAT PROMOTE THE PUBLIC GOOD.
From their earliest roots in rhetoric and poetics, the communication arts and sciences have investigated how well-designed communication systems and strategies can help human groups to organize collective solutions to urgent social and political problems. In this new century, Northwestern’s School of Communication continues this tradition with faculty members who contribute their expertise to solving large-scale, complex, and often global challenges.

Complex problems demand effective coordination
An idyllic setting in many ways, Evanston, Illinois, still has pervasive problems with violence and literacy—with a lack of opportunity for all children to do well in school, for all families to live well at home.

When the Evanston Community Foundation began looking into a way to “move the needle” on some of these issues, it didn’t take long to find Michelle Shumate, an associate professor of communication studies. Shumate is drawn to complex, urgent social problems where helping groups coordinate across boundaries can make all the difference.

Failing schools, for instance, often have root causes outside the classroom. “Sometimes, the students haven’t eaten, or at least haven’t had access to quality food all weekend,” Shumate said. “If a child can’t learn because of an empty stomach and an empty pantry at home, is that a school problem or a social services problem?”

Social ills don’t have simple solutions or they’d be solved already. So how does a community surround a problem to make actual gains?

Helping communities achieve collective impact
Solving such big, complex problems often requires “collective impact,” a kind of cross-sector collaboration that brings disparate stakeholders together to identify the links that are missing between important services and at critical transitions and then, together, to fill those gaps. Shumate has helped build such connections among service providers in projects around the world, notably in Costa Rica, Burkina Faso, Zambia, and India. She worked with agencies to examine and catalyze networks to tackle such diverse concerns as environmental issues, subsistence agriculture, gender-based violence, and maternal and neonatal health.

Other current projects are detailed at comm.soc.northwestern.edu/nnsi.

In her research, funded by the National Science Foundation and others, Shumate studies the dynamics of inter-organizational cooperation, looking at how partnerships among corporations, governmental agencies, and nonprofits evolve and function. These networks achieve the greatest collective impact by including all types of interested parties, including local businesses and activists—which can make communication inside the group even more challenging. “This is connecting a lot of different players,” Shumate said. “They often haven’t played in the same sandbox before.”

For Evanston’s initiative Shumate helped the group of founding organizations find common vision and shared principles, including an agreed-upon system to measure progress. Cradle to Career, launched last year, is an effort to mobilize the community’s assets toward making 100 percent of its young people active, healthy, and socially responsible citizens by age 23. Shumate led the program through the hiring of an executive director, who has now taken over management and fundraising.
Realizing our potential for collective impact

Shumate’s research is focused on how organizational partnerships operate and especially how they can be most effective. They face a lot of challenges, including a need for long-term, sustained engagement from allied organizations that are already at capacity, financially and otherwise. But she believes the biggest problem in bringing collective impact players together is getting them to think differently about the group’s shared goal. “They need system alignment, which is about scaling what is going well in their community to the whole community,” Shumate said. “It’s also about being real and vulnerable about what’s not working. These partners have to share information they normally wouldn’t. This isn’t the kind of information that goes in the annual report.”

Shumate said that some of these partnerships have “audacious goals.” They also have varied approaches. She’s most interested in that gap: Which tactics are the most effective? What can these collective impact groups learn from one another? Shumate and her peers will soon have more answers. She is bringing together thought leaders from some of the most ambitious projects—America’s Promise, StriveTogether, the Forum for Youth Investment, the Collective Impact Forum, and the Aspen Institute—with academics across the country who specialize in cross-sector collaboration, managing large-scale networks, and education reform. Shumate hopes this summit will have long-ranging impact on the ground—and in those struggling schools. “The goal of the summit is to build bridges between academic research and practitioner efforts to improve educational outcomes for children, using a holistic process.”

Like Shumate, faculty across the School of Communication strive to make our communities and our world better through their efforts to understand how they are structured by communication, how information is shared and acted on, and what people need to participate in the conversation. As Shumate’s work shows, collaboration can make all the difference.

“\textbf{It’s also about being real and vulnerable about what’s not working. These partners have to share information they normally wouldn’t.’}”
A recent study has found that, when it comes to technology in the classroom, young children learn better sharing an iPad with another student—better even than with their own tablets. Conducted by researchers in the School of Communication’s Center on Media and Human Development, that study might have caught some experts by surprise, but that’s why the center’s work can have a major impact on policies that can improve education and health nationwide. In this quickly morphing media landscape, we can all learn better by sharing.

Directed by Ellen Wartella, the Sheikh Hamad bin Khalifa Al-Thani Professor of Communication and current chair of the Department of Communication Studies, the Center on Media and Human Development is dedicated to carrying out research, training researchers, and providing public policy outreach on communication media topics that primarily affect young children. How do children interact with media? Who in a child’s life monitors that use? How might media be used to improve the lives of children in the areas of education, health, and social and emotional development?

**Tabulating teen behavior**

In addition to the iPad study, conducted by communication studies PhD candidate Courtney Blackwell (GC15), the center’s most recent *New York Times* headline-grabbing research showed that teens looking for health information do use the Internet—but trust their parents more. Based on a survey of 1,156 subjects age 13 to 18, this study was released in a daylong conference in Washington, DC. The conference featured panel discussions by policy-influencing public and school health experts from around the country. The results showed that young people looked online for health information primarily for school projects and for fitness and diet advice. A third of respondents sought information online when a health issue affected them, and a quarter did so to learn more about treating an illness or an injury. Researchers also found that 41 percent of teenagers searched online for “unhealthy” information, including drinking games and how to be anorexic or bulimic.

“Teens have little problem finding information about health online,” Wartella said. “The problem is that they have problems finding good information they can use and trust.”

One in three teenagers said they had changed their behavior because of what they had learned from online sites or apps.
As Wartella has concluded, this means that online information can benefit this audience, if only it were more easily accessed and located.

“At least half of lower-income teenagers had family members who had significant health problems in the previous year, compared with about a quarter of higher-income teens,” she said. “But the poorer teenagers were far less likely to own devices for researching these problems.” In the study, 44 percent of lower-income teens had smartphones, compared with 69 percent of their wealthier peers.

Past policy-influencing research projects from the center have looked at the differences in media use between white, African American, and Latino youths and how parents of young children monitor—or don’t—their children’s access to digital technology. What Wartella’s team has found is that African American and Latino children consume four more hours of media every day than do Caucasian children, and that today’s parents, having grown up in the Internet age themselves, worry less about their children’s reliance on digital media.

**Collaborating with Congress**

Wartella and colleague Eszter Hargittai, the April McClain-Delaney and John Delaney Research Professor in the Department of Communication Studies, recently led talks at a Northwestern University Institute for Policy Research briefing in Washington, DC, highlighting new information in digital media. “Education in the Digital Age,” in conjunction with US Representatives Mike Quigley (D—5th) and Robert J. Dold (R—10th) of Illinois, also featured institute director David Figlio, the Orrington Lunt Professor of Education and Social Policy and of Economics.

Hargittai’s presentation asked attendees to move on from using the term “digital native” as a question of mere connectivity. “The phrase assumes that once you’ve crossed over into having access to technologies, everything is equal, but in fact, just because someone has access doesn’t mean that people are effective and efficient users. It’s more helpful to think of it in terms of a spectrum and to describe it using the term ‘digital inequality.’”

Wartella reported on a recent national study of preschool teachers done in conjunction with the National Association for the Education of Young Children. Focused on technology usage in preschool classrooms, the survey was an update of a 2012 study of the same group. In just a few years, Wartella said, the increase in use of iPads was significant, up to 55 percent of classrooms compared with 29 percent in 2012. The main barriers for teachers using technologies in the classroom were lack of parental controls at home and time for teachers to develop their own knowledge of and comfort with the technology.

“Why is this important?” Wartella asked. “The NAEYC has adopted a policy that recommends the developmentally appropriate uses of technology in preschool classrooms to prepare children for elementary school—and because we know from our research with parents of preschool children that they believe their young children’s comfort with and use of technology is important to help prepare them for schooling and the media-dominated world they are growing up in.”

Both presentations are available at www.ipr.northwestern.edu/events/briefing/education-digital-age.html.

Conducting research that can be translated into solutions to real-world problems is Wartella’s life’s work. “I feel very lucky to have the job I do,” Wartella said. “I believe that doing research addressing public policies that can make children’s lives better is a way of giving back.”
Ellen Wartella is just one of the School of Communication faculty members whose findings may be shared to make a better world. Among the school’s researcher-scholars are many, in fact, who have moved their research into the realm of real-world application for uses in public safety and health.

**Bypassing pharmaceutical error**
There are certainly impediments to finding safe, high-quality healthcare, but once a patient has a prescription in hand, the hard part is over, right? Not so, says Center for Communication and Health director Bruce Lambert, professor of communication studies, who studies and consults on medication safety. Research by the Institute of Medicine indicates there may be 1.5 million preventable adverse drug events in the United States alone every year, and that number might be underestimated. Many of these dangerous errors occur between the moment when a physician writes a prescription and the moment when a patient takes a pill. To combat human error, Lambert’s work examines sound-alike and look-alike medicine names that can confuse healthcare professionals, as well as the ways the pharmaceutical industry could make packaging and instructions easier for ordinary people to understand and follow. Recent Lambert projects include improving written medication information for Type 2 diabetes patients with low health literacy, using a mobile dosing simulator to train doctors how to safely use pain medicines in the hospital, and addressing the problem of “pharmacy deserts” in urban areas where a lack of neighborhood pharmacies makes it difficult for patients to get their prescriptions filled.

**Untangling access to web health info**
Eszter Hargittai’s research interest is the Internet and how its vast power can be more evenly distributed. The April McClain-Delaney and John Delaney Research Professor in communication studies is interested in more than just access: once people are surfing the web, will they know how to find the information they need? At least 15 percent of American adults do not use the Internet at all, but some of the 85 percent who do have trouble with the lexicon. Hargittai has identified trouble spots, such as when information or pull-down menus only appear if the cursor hovers over a particular section of a page, which can be challenging for new users and those with mobility problems. When the Affordable Care Act website launched, Hargittai took it to task—but for different reasons than some. “Studies have consistently shown that those from more disadvantaged backgrounds tend to be less skilled than more educated and better-off populations,” Hargittai said. “In other words, it is precisely those who most need access to...
assistance who are the least likely to be able to make sense of and thus take advantage of the online system.” Her recent projects concern biases in big data and in Wikipedia contributions.

**Designing communication solutions for real people**

Anne Marie Piper’s expertise is in designing communication solutions around particular needs—and making sure the end user ends up happy. Previously a user researcher for both Microsoft and LeapFrog, the assistant professor of communication studies is now bringing that real-world feedback loop to her Inclusive Technology Lab. In one project, her team is working to make technology more usable for older adults. For this population, smart devices are not only costly but also hard to use and maintain. They also don’t work as well for those with vision impairments from macular degeneration, diabetic retinopathy, or other eye conditions. With funding from the National Science Foundation, Piper is developing a voice-based email system that allows vision-impaired older adults to hear email messages read to them and to respond orally. The technology repurposes the familiar low-cost hardware of traditional telephones to enable online communication. She describes her older research subjects as “giddy over the idea of using a regular phone.”

Piper is bringing assistive technology design to the classroom, too. This spring she taught an undergraduate course, supported by a grant from the Alumnae of Northwestern University, where students went through an entire design process with a “project expert” who needed assistive technology. Teams designed projects that improved the accessibility of online food ordering for those with vision impairments, addressed communication challenges between hearing-impaired children playing sports and their coaches on the sidelines, and created engaging and developmentally appropriate reading experiences for children with autism. “The students were very motivated to work on their projects,” Piper said. “They put in a tremendous amount of work and wanted to continue their projects even after the course ended. What’s more, they developed a personal connection with their project experts that changed how they think about technology design.”

*With faculty member Anne Marie Piper (below), School of Communication students (left) work with one of the class’s young project experts to adapt her hearing aid to work better when she’s playing soccer.*

*Spring 2015 Dialogue*
TRANSLATING AND TRANSMITTING KNOWLEDGE FOR SOCIAL CHANGE

A team led by Noshir Contractor and funded by the Gates Foundation is helping distribute life-saving neonatal health information in India.

All too many human problems persist (and even grow) because of disparities in knowledge—we actually have life-enhancing solutions, but the people who need them don’t have access to the information they need to implement them. The tragic consequences of information gaps are particularly prevalent in healthcare, especially in poorer countries—but a Northwestern team is showing how we can overcome them.

Led by Noshir Contractor—the Jane S. and William J. White Professor of Behavioral Sciences in the McCormick School of Engineering and Applied Science, the School of Communication’s Department of Communication Studies, and the Kellogg School of Management—the team is looking for ways to make expert knowledge more readily available to those who are in a position to benefit from it.

He and his team are especially interested in health knowledge, often distributed very unevenly. “The challenge is not that we don’t have solutions to solve major societal problems, but that we struggle with how to take a known solution and get a large number of people to use it,” Contractor said. Frequently, what doctors know in one country could have an immediate, major impact if put to use in another.

To help improve neonatal outcomes in India, Contractor and his colleagues (including associate professor Michelle Shumate) are applying their work on how knowledge diffuses through social networks. Every year, hundreds of thousands of new mothers and millions of infants die because they fail to receive simple and inexpensive treatments that are highly effective in preventing mortality. Contractor’s team is focused on the Bihar region, helping its key influence agents learn about and act on this important knowledge.

In a project funded by the Bill and Melinda Gates Foundation, Contractor and his collaborators first researched influential people, confirming that they are valuable to the spread of public health information. The research team is now exploring how to craft messages for these influential people to communicate. The messages and influencers will go into a matrix called a “Do Board,” available for use by the nongovernmental organization Care India to help health officials there deal with severe problems, including an infant mortality rate 10 times higher than in the developed world.

Contractor’s central interest has always been understanding how vast networked communities form around common interests and goals in health, science, business, and more; he has developed tools for charting and visualizing these complex communities. “A lot of people think that networks just make pretty pictures and nice visualizations,” Contractor said. “We want to prove that networks can do something very actionable and solve major world problems.”

For more information about this work, go to sonic.northwestern.edu/projects/gates-project.
Making art that makes a community stronger

Maybe you’ve seen theatre that moved you. But have you seen theatre that changed you? That changed the world? Can theatre do that?

Assistant professor of theatre Michael Rohd (C89) hopes so, because he and his Sojourn Theatre ensemble work from the idea that real-world change can result from what happens on stage—and off, since many of the group’s projects are performed anywhere but on a stage.

Can a group of 200 strangers come together to make decisions to combat poverty in their community? That’s How to End Poverty in 90 Minutes, devised in 2013 by the School of Communication’s Virginia Wadsworth Wirtz Center for the Performing Arts and now gearing up for a national tour. Can a city make room for often-isolated older people in civic life and public decision making? That’s Islands of Milwaukee, staged last year as a partnership by the University of Wisconsin–Milwaukee, that city’s public health department, and local service organizations.

In addition, Rohd runs the Center for Performance and Civic Practice (CPCP), a national resource for arts and community collaborations. One of the center’s projects is the Civic Practice Lab, created with Chicago’s Lookingglass Theatre Company to model artist-community partner engagement practices. “Civic practice is the idea of artists working on engaged practice in a community that stems from the needs of a nonarts partner, rather than a concept or project idea that artists bring into a community,” Rohd said. An example of the Civic Practice Lab’s work is a project with the Chicago Park District’s Arts, Culture, and Nature unit to engage the communities surrounding Chicago’s 15 cultural centers, encouraging participation by developing new strategies to ensure that local programming serves each neighborhood’s specific needs.

Is it theatre? Maybe. But it’s not about ticket sales. With a Doris Duke Charitable Foundation Building Demand for the Arts Grant, the CPCP and Lookingglass are looking beyond people in seats; they want art to become part of the city, part of the way of life, a public resource, even a public utility. The benefit for Lookingglass may not be felt immediately at the box office, but Rohd believes the work will help fulfill the company’s mission to collaborate and transform. “I think that when we limit the notion of building demand for the arts to getting people into our spaces to see our work, we’re limiting the potential value of our institutions to be seen as hubs and resources,” Rohd said. “You can build sustainability by reaching out beyond the people who will or are able to buy a ticket. You build perceived value by demonstrating real value, and then you believe that demand will follow.”

Sojourn Theatre artists (above and below) lead civic leaders in Portland, Oregon, through How to End Poverty in 90 Minutes.
Asking questions about asking questions
A new project led by two communication studies professors is asking questions about questions. Eszter Hargittai, the April McClain-Delaney and John Delany Research Professor, and associate professor Darren Gergle are researching research, the kind that confounds us in our daily lives. Sometimes we don't have the right information to ask the question we really want answered, said Hargittai. “Search is still often very much dependent on the user knowing the name of the thing of interest, but ironically that is often the information the user is lacking.”

Info seekers have a lot of options—from online searches, one-to-one methods like texting, and one-to-many methods like “social search” posts on social media platforms, to an old-fashioned phone call to Mom—but much of the research on how questions get answered is focused on only one method. “Most researchers and technology companies focus on isolated needs and treat them as if

Focusing attention on attention
In just a single minute on the web, three days’ worth of video is uploaded to YouTube, 2 million searches are conducted on Google, 278,000 tweets are posted on Twitter, and 41,000 posts are made to Facebook—garnering 1.8 million “likes.” None of us are surprised by the numbers, because many of the 168 million emails sent each minute of every day end up in our inboxes. The negotiation of all the things begging our notice is the topic of a new book by communication studies professor James Webster. The Marketplace of Attention looks at assumptions about attention in a world where clicks are king. “If you follow all the things that are written about the impact of digital media—and there’s a lot out there—you realize there’s no consensus about what’s likely to happen,” Webster said. “Many writers think we’re at the dawn of a new participatory culture. About an equal number think digital media will tear society apart. I wanted to look at hard data about what’s actually going on and figure out what the future holds. As with so many things in life, it’s neither as wonderful or awful as others would have you believe. But in many ways the truth is more interesting.”

And the truth? Audiences aren’t as diced up as has been reported. “Many of the forces at work in the digital marketplace tend to counteract one another,” Webster said. “For example, recommender systems often put an emphasis on personalization. In the extreme, that can pull society apart, but most of those systems also put a premium on popularity, and the most visited sites or most read stories rank first. Despite all the things that would seem to fragment audiences, when you look at the data, cultural consumption remains very concentrated.”
they are independent of our daily activities and the contexts in which we have questions or seek information,” Gergle said. “In reality, we often use mixtures of different information sources as we refine our understanding of what it is we are seeking.”

A nationwide pilot study on adult habits has given the pair new things to think about; now, with funding from a Google Research Award, they’re launching the next stage. The results may someday help technology companies like Google design searches that help info seekers live a little better informed.

Asking questions about anonymity

What if the question needing to be asked is ... embarrassing? Or could make your coworkers look askance at you come Monday? Associate professor of communication studies Jeremy Birnholtz (C96) and his research group, the Social Media Lab, are looking at how people with questions about stigmatized or sensitive topics can use anonymous or pseudonymous forums to get the information they need without the drawbacks.

These days, anonymous posting comes with a stigma of its own. “It’s absolutely true that anonymity can enable cyberbullying, and we should work to stop that,” Birnholtz said. “But that doesn’t mean that all anonymous communication is negative or bad. Anonymity can reduce inhibitions around talking about uncomfortable or sensitive topics that we don’t see discussed a lot on major social network sites.”

The study, recently presented in Seoul, South Korea, at a conference on computer-human interaction, looked at thousands of questions and answers posted to anonymous Facebook Confession Pages. “We found that people did seek information about sensitive topics,” Birnholtz said. “We also found that the responses to these questions were potentially useful, with very little evidence of negativity. We hope to use these insights to show that anonymity online doesn’t always lead to negativity, and hopefully also to provide insights for the design of tools to allow people to discuss and seek information about these topics.”

Asking “What can I do for someone else?”

Microsoft FUSE Labs asked the first question: What if? That’s when a team of Northwestern faculty members answered with an idea that took them to the top of FUSE Labs’ Peer Economy Research Awards list last year. The team: Aaron Shaw, assistant professor of communication studies; Elizabeth Gerber, assistant professor of communication studies and Allen K. and Johnnie Cordell Breed Junior Professor of Design in the McCormick School of Engineering and Applied Science’s Department of Mechanical Engineering; and Haoqi Zhang, assistant professor of electrical engineering and computer science in the McCormick School. The quest: Propose a project that investigates the phenomenon of the “sharing economy,” the series of technological platforms that allow ordinary people to disrupt entrenched consumer habits. Think Uber for sharing rides or Airbnb for sharing homes.

The Northwestern team took the idea of sharing literally, proposing an interconnected series of systems to help people share their very mobility. “Each system connects people based on established routes with small tasks and opportunities for transport that could be handled by basic human-powered movement like walking, running, bicycling,” Gerber said. The project has implications for those with mobility challenges, as well as for people already strapped for time. “Our work is helping people to help others as they go about their regular lives.” The group tested the project on campus this spring, helping locate and transport lost items to their owners.

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CULTURE MADE VISIBLE

Jasmine Cobb’s favorite photo from her new book, *Picture Freedom: Remaking Black Visuality in the Early Nineteenth Century*, shows US President Barack Obama giving remarks in a White House reception room, with remnants of America’s racist legacy decorating the wall behind him. An assistant professor of communication studies, Cobb sees the moment’s importance but also its irony: the wallpaper—an 1834 French design, “Vues d’Amérique du Nord,” chosen by Jacqueline Kennedy—“shows white onlookers both captivated and offended by the presence of free blacks.”

Being seen and looking closely are key themes in Cobb’s work as she brings together a series of visceral images. The book collects cartoonish depictions of black freedom alongside professional daguerreotypes taken of free blacks in the decades leading up to the end of US slavery—early photographs whose subjects have taken special care to illustrate self-possession.

“People who lived, loved, worked, played, and resisted a multitude of atrocities every day are noticeably absent in pictorial representations before the mid-19th century,” Cobb said. “People pictured in these early photographs used portraiture to seize control over representation of the free black body.”

Cobb sees these images as revealing transformations in black-white race relations, helping the United States cultivate its identity in evolving from former colony to rival empire.

It’s said that a picture is worth a thousand words, and Cobb isn’t the only School of Communication faculty member illuminating the value of the visual world.

On nocaptionneeded.com, the blog cocurated by professor of communication studies Robert Hariman, and in his book of the same title, Hariman curates examples of photojournalism, looking beyond the image to the sociopolitical discussion always at play. In this study of iconic images—those reproduced to the level of public art—Hariman has found that “iconic images are revealed as models of visual eloquence, signposts for collective memory, means of persuasion across the political spectrum, and a crucial resource for critical reflection.”
In **Lynn Spigel’s** work, culture is televised—and what’s televised is culture. The Frances E. Willard Professor of Screen Cultures in the Department of Radio/Television/Film has written a number of texts on Americans’ love affair with the tube—including *TV by Design: Modern Art and the Rise of Network Television*, where she posits that 1950s and ’60s TV, rather than detracting from public culture as it rose in popularity, combined with public culture to introduce viewers to pop art, art cinema, modern architecture, and more. Her book *Make Room for TV: Television and the Family Ideal in Postwar America* (1992, University of Chicago Press) was recently awarded the 2015 Fellows Book Award by the International Communication Association.

Spigel teaches in the School of Communication’s PhD program in Screen Cultures, where scholars research the history, theory, and critical analysis of film, television, and digital media. Providing further opportunities for scholars to delve more deeply into visual culture, the school recently established the MFA program in documentary media. “Our graduates will define themselves not just as documentary mediarmakers but as artists who aren’t afraid to tailor techniques and forms to the particular stories they are passionate about telling,” said program director and associate professor of radio/television/film **Debra Tolchinsky**. “Some will make traditional documentaries. Others will blend fictional and nonfictional methods. Still others will expand upon the typical cinema or television experience, embracing the interactive or immersive.”

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**Janice Radway’s** work on readers and media audiences has always focused on women, but now she wants to talk about girls. Specifically she wants to talk about the way we talk about girls. She believes that popular discourse has a way of turning girls into passive subjects, labeling them “hapless consumers.”

Radway is the Walter Dill Scott Professor of Communication Studies in the School of Communication and also directs the program in gender and sexuality studies in the Weinberg College of Arts and Sciences. Author of *Reading the Romance: Women, Patriarchy, and Popular Literature* and *A Feeling for Books: The Book-of-the-Month Club, Literary Taste, and Middle-Class Desire*, Radway focuses her research on the way people make sense of the printed word.

But in her latest project, the book-in-progress *Girls and Their Zines in Motion*, Radway looks at how people—specifically young women and girls—have produced the written word, in zines. A zine, short for fanzine or magazine, is a handmade, self-published, typically small-circulation publication in which the author weaves handwriting, drawings, clipped images, textual fragments, and other elements into a statement on any number of topics. Although 1990s zines brought “riot girl” feminist culture into the mainstream, Radway believes that zines should never have been defined so narrowly.

“Girls were carrying on exploratory conversations among themselves about the adequacy of older identity forms, including gender,” Radway said. They were not just creating “minitracts” about the issues in girls’ lives but also producing an identity for themselves in a changing world: “They addressed questions then being debated within feminist and political theory.” In interviewing a number of former zine creators as part of her research, Radway has found that, for many, the creative outlet wasn’t a youthful stage or a fad. Give girls more credit, she says. “Many former zinesters continue work as cultural producers, activists, artists, librarians, teachers, and professors.”

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**Taking girls seriously**

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Debating and devising a better world

Not every case made by the Northwestern Debate Society sees the light of day, but with so many debate alumni having risen to high levels of law and government, it’s hard to argue that Northwestern hasn’t had an impact on public policy. How does college debate prepare those who will someday influence society?

“At its core, debate consists of a bundle of practices designed to habituate students to making excellent decisions under conditions of extreme adversity,” said Daniel J. Fitzmier (GC02, GC06), director of forensics in the School of Communication, noting that policy debate requires each participant to argue both sides of every issue. “Its range of possible applications is limited only by the human imagination.”

The Northwestern Debate Society just finished a season that stretched the limits of human imagination. First, the team of Alex Miles (WCAS15) and Arjun Vellayappan (WCAS15) won more major tournaments than any other team this season, earning them the coveted Rex Copeland Award for the team entering the National Debate Tournament with the best season record; they are only the second team in NDT history to win the prize twice. Then they beat the “Copeland curse” to win the tournament itself—and the traveling Larmon Trophy (right)—bringing Northwestern’s total NDT wins to 15, more than double the number of wins by any other school in the country.

“The Northwestern Debate Society traditionally attracts students like Alex and Arjun because it is so singularly focused on creating incredibly challenging opportunities for intellectual adversity,” Fitzmier said. “Their efforts, like those of the many Northwestern champions who came before them, will ensure that this pedagogical legacy lives on—not just in the classroom or competition hall, but in all those decisions of great moment that so many Debate Society alumni will be called upon to adjudicate.”
Alumni and the law

A few of the Northwestern Debate Society alumni whose work in the courts and the classrooms helps decide the laws of the land:

The late Franklyn Haiman (GC46, GC48), a longtime School of Communication faculty member (see obituary on page 26), was a scholar specializing in First Amendment issues. He taught at Northwestern for more than 40 years, inspiring generations of communication professionals, scholars, and advocates. The National Communication Association’s Franklyn S. Haiman Award for Distinguished Scholarship in Freedom of Expression is named in his honor.

Michael Denger (C67) is the senior antitrust partner in the Washington, DC, office of Gibson Dunn & Crutcher and cochairs the firm’s antitrust and trade regulation practice group. He and Bill Snyder (C66, L69) won the NDT in 1966.

Garry Mathiason (C68) is a senior class-action litigator and strategist at Littler Mendelson in San Francisco. At Northwestern he was paired with another top debater, David Zarefsky (C68, GC69, GC74), now professor emeritus of communication studies and former dean of the School of Communication.

Won by Northwestern in 2015, the coveted Rex Copeland Memorial Award is given to the team with the best record entering the National Debate Tournament. The Copeland Award and the Larmon Trophy (for winning the NDT) rarely go to the same team.
Elliot Mincberg (WCAS74) was general deputy assistant secretary for congressional and intergovernmental relations at the Department of Housing and Urban Development from 2011 to 2014. He is currently the legal director for People for the American Way. He and Ron Marmer (C74, GC74) won the NDT in 1973.

Erwin Chemerinsky (C75) is a lawyer and prominent scholar in US constitutional law and federal civil procedure. He has argued many cases before the nation’s highest courts, including the Supreme Court. He is now the dean of the School of Law at the University of California, Irvine.

Stuart Singer (C78, GC78), an attorney specializing in complex business litigation, was a law clerk for Justice Byron White of the US Supreme Court from 1981 to 1983. He and Mark Cotham (C79, GC79) won the NDT in 1978.

Michael Gottlieb (WCAS99) is a partner in the Washington, DC, office of Boies, Schiller & Flexner. He spent three years as associate White House counsel and special assistant to the president for President Barack Obama, advising on legal and legal-policy issues. He also led a task force in Kabul, Afghanistan, focusing on rule-of-law development and humane and lawful US government detention operations there. He and Ryan Sparacino (C00) won the NDT in 1998 and 1999. Sparacino is now partner at Krum Ryan in Washington, DC, where as head of the investigations practice he focuses on Foreign Corrupt Practices Act investigations and anticorruption.

Peyton Lee (WCAS13), a Harvard University law student training to be a public defender, already works with incarcerated individuals in the area of federal immigration law and death penalty appeals. She and partner Arjun Vellayappan took second place at the NDT in 2013.

Debating with the past

Angela Ray blames Abraham Lincoln. The associate professor of communication studies, already deeply involved in researching America’s 19th-century lyceum lecturing circuit, was herself asked to lecture in 2009 on the occasion of the bicentennial of Lincoln’s birth. Not a Lincoln expert at the time, Ray looked for a topic to connect her interests with the former president—and got drawn in. Eventually she found herself in the world of 19th-century men’s debating societies, a subject that has brought her to her current research project. As part of a fellowship from Northwestern’s Alice Kaplan Institute for the Humanities, Ray is now researching the handwritten antebellum records of the Clionian Debating Society, a group of young, free African American men who debated topics in law, life, and the world stage from 1847 to 1858.

Ray is looking at how debating society participation may have set these young men on more successful paths than they might have enjoyed otherwise. “Some of them went into the Union Army, some went into the church, others became teachers or Reconstruction-era state legislators who participated in writing radical constitutions in the aftermath of the Civil War;” Ray said. But what she found especially significant about the society was that it wasn’t about the future. “It wasn’t just rehearsal for some future time for them;” Ray said. “It was about their present. It was about learning, and learning together.”

That view of history is important today, Ray said, because history often leaves out the oppressed. “This kind of history offers a powerful, and potentially empowering, revision of widespread cultural assumptions about racial, regional, and gendered identities;” she said. “Learning about little-known histories can give all of us new resources for reimagining the past—and the present—as endlessly complex and multifaceted.”
Faculty focus

The Latest Sun Is Sinking Fast, a film installation by Melika Bass (MFA, School of the Art Institute), ran at the Hyde Park Art Center this winter.

Pablo Boczkowski (PhD, Cornell University) coorganized the conference “Remaking Digital News,” held on the Northwestern campus in April.

Picture Freedom: Remaking Black Visuality in the Early Nineteenth Century by Jasmine Cobb (PhD, University of Pennsylvania) was published by New York University Press in April (see page 14).

Amanda Dehnert (BFA, Illinois Wesleyan University) directed Baskerville: A Sherlock Holmes Mystery this winter for the Arena Stage in Washington, DC. Dehnert also directed West Side Story for Carnegie Hall’s Weill Music Institute in March. Three performances were held in the Knockdown Center, a restored 50,000-square-foot factory in Maspeth, New York.


Emeritus professor Frank Galati (PhD, Northwestern University) is adapting John Steinbeck’s East of Eden for a fall premiere at Chicago’s Steppenwolf Theatre Company. Galati adapted The Grapes of Wrath for Steppenwolf in 1998; the show went on to win Tony Awards for best play and for Galati as best director. He also directed The Herd at Steppenwolf this spring.

Luna Gale, a play by Rebecca Gilman (MFA, University of Iowa) that premiered at Chicago’s Goodman Theatre last year, won the Harold and Mimi Steinberg/American Theatre Critics Association New Play Award, which recognizes the best plays premiered professionally outside New York City.

Cindy Gold (MFA, Alabama Shakespeare Festival) starred at Chicago’s About Face Theatre in A Kid Like Jake, which was recommended for the Joseph Jefferson Awards. Gold was also featured in an episode of the new Fox drama Empire.


Men: Notes from an Ongoing Investigation by Laura Kipnis (MFA, Nova Scotia College of Art and Design) was published by Metropolitan Books in November.

Susan A. Lee (PhD, Northwestern University) was honored with the National Dance Education Organization’s Presidents Award for Exemplary Service to the field.

D. Soyini Madison (PhD, Northwestern University) was a featured speaker at “Beauty and the Black Diaspora,” a conference cohosted on campus by the Department of Performance Studies.

Emmett professor Dominic Missimi (MA, Wayne State University) was the 2015 recipient of the Guy Adkins Award for Excellence in the Advancement of Music Theatre in Chicago, presented at Porchlight Music Theatre’s Icons Gala on April 12. Later that month he hosted this year’s Sarah Siddons Society benefit at the Marriott Theatre in Lincolnshire. The event featured Heather Headley (C97), Roger Mueller (C72), and Jill Shellabarger Mueller (C74) as well as pianist–music director Doug Peck (WCA03).

Dan Ostling (MFA, Northwestern University) won a 2014 Falstaff Award from the Oregon Shakespeare Festival for his scenic design for The Tempest.
School of Communication Faculty Awards

Winners of the 2015 School of Communication Faculty Awards were announced at the school’s annual Honors Convocation. Both awards honor excellence in teaching and mentoring students. Winners are selected from nominations by students and faculty peers. The recipients of the Clarence Simon Award for Outstanding Teaching and Mentoring (honoring Clarence Simon, an outstanding teacher and administrator at the school for many years) are Dassia Posner, assistant professor of theatre; Ozge Samanci, assistant professor of radio/television/film; and Jason Tait Sanchez, assistant professor of communication sciences and disorders. The winner of the Galbut Outstanding Faculty Award (established by the Galbut family) is Eszter Hargittai, the April McClain-Delaney and John Delaney Research Professor in communication studies.

Ramón Rivera-Servera (PhD, University of Texas–Austin) and E. Patrick Johnson received an honorable mention for the Errol Hill Prize for their solo/black/woman, a collection of scripts, interviews, and essays. In addition, the Association of Latina and Latino Anthropologists selected Rivera-Servera’s book Performing Queer Latinidad for co–honorable mention.

Michael Rohd (MFA, Virginia Polytechnic Institute and State University) is a recipient of a 2015 Otto René Castillo Award for Political Theatre. The Otto Awards were founded in 1998 to recognize, support, and connect theatre companies and artists engaged in creating political, experimental, and community-based theatre.

Anna Shapiro (MFA, Yale University) directed Fish in the Dark, written by and starring Larry David, which premiered on Broadway in February. Newcity listed her as number 13 among 50 creative people who “perform for Chicago.”

Eco-Sonic Media, a new book by Jacob Smith (PhD, Indiana University), was published by University of California Press in June.

Guys and Dolls as directed by Mary Zimmerman

James Webster (PhD, Indiana University) received the Broadcast Education Association’s 2015 Lifetime Achievement in Scholarship Award.

Harvey Young (PhD, Cornell University) is now associate editor of Theatre Survey, the triannual journal of the American Society for Theatre Research.

Mary Zimmerman (PhD, Northwestern University) directed Guys and Dolls for the Oregon Shakespeare Festival, where the production runs through November 1. Zimmerman also directed her play The White Snake for San Diego’s Old Globe Theatre this spring.

Elizabeth Son (PhD, Yale University) received a Woodrow Wilson Career Enhancement Fellowship for Junior Faculty.

Walt Spangler (MFA, Yale University) designed the set for Steppenwolf Theatre Company’s spring production of The Herd.

David Tolchinsky (MFA, Yale University) won the best director award at the Riant Theatre’s Strawberry Festival for his one-act play Where’s the Rest of Me?
Landmark” by Landmarks Illinois, an organization that helps fund revitalization of historic buildings.

**Jeff Lupetin (C76)**, a voice actor and voice teacher, published *Ultimate Voiceover: Getting Started, Getting Hired, and Getting Better!*

**Martha Lavey (C79, GC86, GC94, H10)**, artistic director of Steppenwolf Theatre Company, spoke this year to students in the School of Communication master’s degree program in leadership for creative enterprises. *Newcity* listed Lavey as number 16 among 50 creative people who “perform for Chicago.”

**Peter O’Neill (GC80)** is the vice president of investor relations and corporate communications at Health Net in Los Angeles.

**Pierre Bouvard (C83)** has been appointed chief marketing officer at the broadcasting company Cumulus Media.

**Julia Louis-Dreyfus (C83)** was nominated for the Golden Globe Award for best actress in a comedy series for her starring role in *Veep*.

**Margaret Nagle (C83)** wrote the 2014 film *The Good Lie*, starring Reese Witherspoon, which first screened at the Toronto International Film Festival in September. In recognition of the
screenplay, the Writers Guild of America honored Nagle with its Paul Selvin Award, given each year to the WGA member whose script best embodies the spirit of the constitutional and civil rights and liberties that are indispensable to the survival of free writers everywhere.

John Cameron Mitchell (C85), the writer and original lead of Hedwig and the Angry Inch, returned to the role in January for a four-month run at New York’s Belasco Theatre. His achievement was recognized in June with a special Tony Award.

### 1990s

**Anna Gunn (C90)** joined the cast of a spin-off of CBS’s Criminal Minds. Last year she starred in the Fox miniseries Gracepoint after five seasons with AMC’s Breaking Bad.

**Brian d’Arcy James (C90)** stars in the world-premiere musical Something Rotten!, a farce about playwrights in 1590s England, at New York’s St. James Theatre. He received his third Tony Award nomination for his performance.

**Jesse Dienstag (C91)** is the executive director and head of planning for the public relations firm Golin in its Chicago office.

**Jeremy Wechsler (C91)**, artistic director of Theatre Wit, was listed as number 32 among 50 creative people who “perform for Chicago” by Newcity.

**Mia McCullough (C92)** joined Goodman Theatre’s playwrights unit, a collaborative residency program in its fifth season that supports and cultivates new works by talented Chicago writers.

**Triangle**, an original musical by Thomas Mizer (C93), Curtis Moore (BSM95), and Joshua Scher, received its world premiere at TheatreWorks Silicon Valley in July under the direction of Meredith McDonough (C98). Part of the show’s original development process included readings with Northwestern students through the American Music Theatre Project.

**Jason Moore (C93)** is directing the upcoming comedy film Sisters, starring powerhouse comic actors Tina Fey and Amy Poehler. He was a producer for Pitch Perfect 2.

**Greg Berlanti (C94)** has enjoyed success as cocreator of The Flash and Arrow, both on The CW. He has three new shows on three networks this fall: Supergirl, Blindspot, and DC’s Legends of Tomorrow.

**Julie Plec (C94)** is the writer-creator of The CW’s The Vampire Diaries, The Originals, and the forthcoming Cordon.

**Corey Perman (C95)** is the chief compliance officer at Accretive Health.

**Mitch Apley (C96)** was chosen to lead dose, AbelsonTaylor’s new film-media studio.

**David Waldman (C96)** is founder, president, and chief executive officer of Crescendo Communications.

**Gregory Iken (C97)**, a partner at Armstrong Teasdale, was appointed to the St. Louis Volunteer Lawyers and Accountants for the Arts board of directors.

**Stacey Lynn Schulman (C91)**, executive vice president of strategy and analytics with Katz Media Group, and James Webster, professor of communication studies, talked to students in the School of Communication’s new master’s program in leadership for creative enterprises in October.
Britt Lower (C08) stars in FXX’s Man Seeking Woman, an offbeat comedy series that premiered in January.

Meg Steedle (C08) joined the cast of NBC’s crime-comedy series The Mysteries of Laura as a regular.

Daniel Zox (GC08) directed the music video Ode to Malala for Girls Write Now, an organization that mentors and teaches writing to girls in New York City. The video was screened at the United Nations in October for the International Day of the Girl.

Farhan Arshad (GC10) is a staff writer for the Disney XD show Kirby Buckets.

Gabrielle Fulton (GC10) wrote and directed the 2014 short Ir/Reconcilable, selected for the American Black Film Festival; it premiered on HBO in February.

In June Kat Mañalac (C07) became a partner at Y Combinator, a seed fund that invests in tech startups. She was previously the company’s director of outreach.

Maria Ferrari (C01) writes for CBS’s The Big Bang Theory, which won three People’s Choice Awards this year.

Maria Finitzo (GC08) is directing the indie film Those Left Behind, scheduled to premiere in 2017.

Christian Barnard (C99) was named vice president of client engagement, central region, at the marketing agency Razorfish.

2000s

Billy Eichner (C00), host of Funny or Die’s Billy on the Street, won the People Magazine Award for breakout star of the year. He also costars in the new Hulu series Difficult People, premiering in August.

Alumni and faculty members gathered to celebrate the 30th anniversary of the School of Communication’s master of science in communication (MSC) program in October.
**Jenny Hagel (GC10)** is the co–head writer for the new Fuse TV show White Guy Talk Show.

**Scott Weinstein (C10)** directed a Wildcat-filled production of Titanic for Chicago’s Griffin Theatre Company last fall. Among the cast and crew were Kelley Abell (C12), Elizabeth Doran (BSM11), Adam Goldstein (GC13), Josh Kohane (C14), Christine Perkins (BSM11), Joe Schermoly (C07), and Brandon Wardell (GC08). Weinstein was also the associate director for Million Dollar Quartet at Chicago’s Apollo Theater.

**Rachel Kenney (C12)** appeared in the MTV thriller series Eye Candy and the final episode of HBO’s Boardwalk Empire. This spring she understudied a lead role in The Mystery of Love and Sex at New York’s Lincoln Center Theater.

**Quiver**, a play by **Jenni Lamb (GC12)**, is the inaugural winner of the new-play development workshop at Chicago’s Route 66 Theatre.

**Keeper**, a short film by writer-director **Stacy Moon (C13)**, premiered in London at the Raindance Festival in October.

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**NUEA East**

NUEA East, the Northwestern alumni club for actors, writers, and filmmakers in New York City, was relaunched in January under new officers: president **Mike Cavalier (C06)**, vice president **Leslie Hart (C08)**, and treasurer **Ben Weeks (C06)**. The winter programming season kicked off at Videology, a bar and screening space in Williamsburg, Brooklyn, with a series of nine alumni-produced short films, including recent work by Harrison Atkins (C12), Jeremy Bloom (C07), Ursula Ellis (C12), Robert Lavenstein (C08), Joel Petrilla (C04), and Rachel Wolther (C07), along with a short film by School of Communication associate professor Eric Patrick. The event was programmed and organized by **Talia Alberts (C10)** and **Russell Yaffe (C10)**, founding members of the media collective ridge&clark. In February NUEA East launched the all-city bar night series, a pilot program of monthly happy-hour events in locations around the city. The club also sent a group to midtown Manhattan’s Magnet Theater to see improv by **Nick Kanellis (C07)** and **Peter McNerney (C05)**.

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**NUEA West**

In March NUEA West continued its Storytelling series with an event about “jobs” (above). Stories were written and performed by **Janae Bakken (C96)**, **Allyson Byers (J13)**, **Kristin Chirico (C08)**, **Maggie Mae Fish (C14)**, **Jim Gianukos (WCAS60, L63)**, **Bryan Holdman (C94)**, **Liz Kenny (KSM10)**, **Kevin King (C80)**, **Rebecca Lessler (WCAS13)**, **Johanna Middleton (C11)**, and **Michael Yawanis (WCAS10)**. The group also held a writing workshop in January with **Nikki Levy (C99)**, a former Fox development executive, and a resumé workshop for young alumni in February. In addition, NUEA West organized an outing to a live taping of ABC Family’s Baby Daddy that featured a behind-the-scenes tour and a Q&A with Bakken, who is the show’s co–executive producer.
Harry Coon (C44) died on November 29 at age 92 in Glenview, Illinois. Son of Northwestern debate legend Owen Coon, Harry Coon was born to Northwestern. He was a cherub in the 1940 National High School Institute and graduated from the School of Speech in 1944. Coon left school to serve the US Navy. Later he was a board member of Evanston Northwestern Healthcare and the president of the Owen L. Coon Foundation, administering the foundation’s generous giving to Northwestern.

Franklyn Haiman (GC46, GC48) died March 10 at age 93 in Oakland, California. Haiman was the John Evans Professor Emeritus of Communication Studies. He taught at Northwestern from 1948 until his retirement in 1991 and continued to participate in campus activities long afterward. The author of *Speech and Law in a Free Society* and “Speech Acts and the First Amendment,” he was an expert on the First Amendment as well as an advocate for free speech. Haiman was highly involved at the local and national levels of the American Civil Liberties Union, among other academic and political organizations. He is survived by his wife, Louise Haiman (GC48), and two sons.
Northwestern trustee and School of Communication friend Bhadrashyam H. Kothari died on February 22 at age 53. Kothari was chair and managing director of the H.C. Kothari Group of Companies, which has holdings in the petrochemical, sugar, and financial services industries. The Kothari family has generously supported Northwestern, funding international ventures such as the School of Communication’s Global Media program in Hyderabad, India.

Northwestern life trustee and School of Communication National Advisory Council member Donald S. Perkins died on March 25 at age 88. Perkins was the retired CEO and chairman of the board of Jewel Companies and an involved member of the Northwestern community as a parent, donor, fundraiser, and trustee. He attended Yale University and Harvard Business School and served in the US Merchant Marine during World War II and the US Air Force during the Korean War.
School opens new clinic facility, celebrates donors’ impact

In a series of special events, the School of Communication recently celebrated the grand opening of a new state-of-the-art facility and the 10th anniversary of a gift that has proved a game-changer for the new center’s programs.

Over the course of two days, the school dedicated its new Center for Audiology, Speech, Language, and Learning with a ribbon-cutting ceremony, honored the legacy of a naming gift from Roxelyn (CS53) and Richard (MC53) Pepper, and hosted healthcare and educational partners for a daylong conference featuring clinical and research faculty members.

Participating in the April 16 dedication ceremony, Northwestern President Morton Schapiro described the new center—which now houses the clinical services of the Roxelyn and Richard Pepper Department of Communication Sciences and Disorders—as the embodiment of the University’s strategic plan for integrating learning and experience. “The center connects what’s happening inside the classroom to the work outside the classroom,” Schapiro said. “Graduate students not only study here, but they’re practitioners as well. And increasingly undergraduates are getting involved. This mixture of faculty, staff, and students is exactly what we want.”

Also helping with the ribbon-cutting were University Provost Daniel Linzer, professor and chair of communication sciences and disorders Sumitrajit Dhar, and School of Communication Dean Barbara O’Keefe.

Hailing the center as a provider of both quality education to its students and quality service to the community, O’Keefe said, “The new center will help us achieve our ambition to be the world’s foremost clinic working with people to improve speech, language, learning, and hearing.”

The center has received financial support from University trustee Shelia Lambert and Bill Lambert as well as from Patrick and Sandy Martin and Wendy (GC81) and Steve Schall. Mrs. Martin and the Schalls attended the event.

The next day, the center hosted “Testing, Tools, and Treatment: Innovations in Science and Practice,” a full day of talks by School of Communication faculty members followed by an openhouse poster-session reception. More than 125 area healthcare and education professionals who partner with the school’s clinical programs attended and earned coveted continuing education credits, compliments of the school.

Preeminent scholar delivers 10th-anniversary Pepper Lecture

In the midst of these festivities, the school also presented the 10th annual Roxelyn and Richard Pepper Lecture in Communication Science.

The speaker was Edwin Rubel, the Virginia Merrill Bloedel Professor of Hearing Science at the University of Washington in Seattle and a former Giving the gift of a wider outlook

Thanks to the generosity of an alumnus and his family, a group of 20 School of Communication students spent spring break “across the pond,” meeting an impressive list of England’s media industry professionals.

A gift by current School of Communication parents Bruce (KSM86) and Melissa Spohler to the school’s Global Media and Communications Seminar to London helped make the trip possible.

Administered by the School of Communication’s Office of External Programs, Internships, and Career Services, the annual Global Media and Communications Seminar is a two-part enterprise. The cohort of students take a course together stateside to gain cultural context and then travel to meet communications professionals on site in the host country. This year the school sent groups to Hyderabad, India, and Prague as well as London.
The Spohlers believe international study adds greatly to an overall educational experience and that as many students as possible should have access to the opportunity to travel. “We liked that the program was in the early stages,” Bruce Spohler said, “and we liked the idea of studying across disciplines in preparation for being exposed to different cultures and different communities on a professional level.”

Participants in this year’s trip met with professionals at the London School of Economics, Ogilvy, the Shaftesbury Theatre, Working Title Films, Deloitte Consulting, and Starcom MediaVest, where they were hosted by global managing director Kristen Kelly (C04). Assisting with arrangements were Adam Tucker (C92), Sara Siegel (C99), Ken Kamins (C83), and Kenneth Willman, a School of Communication parent. Later in the week, students also met with theatre director Lou Stein (C72) and Thomas Hoegh (C92), founder of Arts Alliance, Arts Alliance Media, and the Met Film School. Group members plunged into the culture, visiting the Tate Britain, seeing a play in the city’s famed West End, and dining among other media professionals at the Groucho Club.

“A lot of the value of this experience for me was in the realization of what it actually means to be immersed in an industry,” said Department of Radio/Television/Film student Savannah Birnbaum (C17). “Studying and peeking into these different creative spheres made it clear how truly vital collaboration is to all media work.” That’s a lesson the Spohler family is happy to pass along.

“When I was at Northwestern, the most important thing I learned was teamwork, collaboration, that the team was better as a whole, greater than the sum of the individual parts,” Spohler said. “That has been a huge part of my personal success, in business and in life.”

In recognition of the gift and their ongoing support, the department was renamed in their honor. The inaugural Pepper Lecture was given by School of Communication professor Peter Dallos, now professor emeritus.

Other past Pepper lecturers have included Nina Kraus, the Hugh Knowles Chair in Audiology; Cynthia Thompson, the Ralph and Jean Sundin Professor of Communication Sciences; professor Beverly Wright; and Mario Ruggero, the Hugh Knowles Chair in Hearing Sciences.

Sumitrajit Dhar, who gave the lecture last year, said that bringing in this year’s speaker from outside the school gave everyone a chance to learn from a preeminent scholar in the field and to think about the impact of the Peppers’ gift. “In addition to the fascinating science that was presented, Professor Rubel’s talk highlighted the important discoveries in the speech and hearing sciences at the Roxelyn and Richard Pepper Department of Communication Sciences and Disorders,” he said. “It was invigorating to hear these clear connections between the past and present work in our department and how they have shaped the field.”