



UNIVERSITY of
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INTERNATIONAL &
INTERCULTURAL
COMMUNICATION



Perspectives.

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Turn right at Tanzania and follow the Milky Way

A Peace Corps Volunteer's path to graduate school

Maureen Pacheco

CURRENT IIC STUDENT

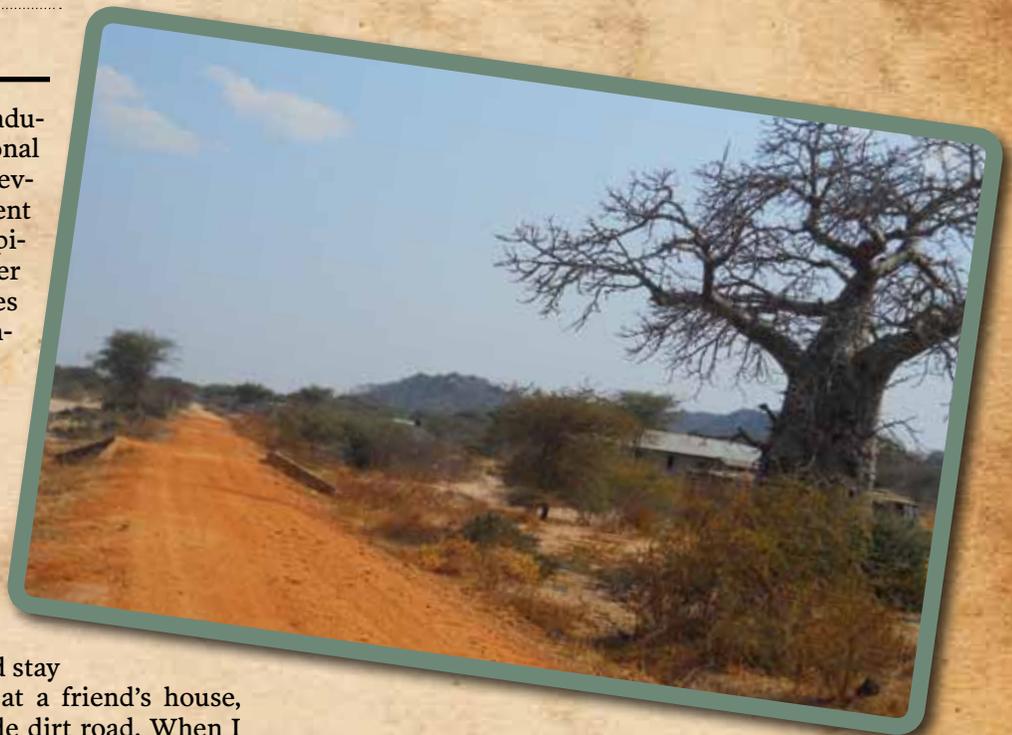
The most amazing thing about graduate school is the wealth of personal and professional experience that everyone carries with them. Different backgrounds, obstacles, and happiness collected in a room adds pepper to class discussion and demonstrates how different paths can lead to common ground and a shared goal.

The road that led me to the University of Denver's International and Intercultural Communication program passed through rural Tanzania. As a Peace Corps Volunteer, living in a remote African village without electricity can be frustrating, but there are unexpected advantages. On nights when I would stay out after dark, usually for dinner at a friend's house, I would walk home following a wide dirt road. When I was able to walk alone, after skirting demands for an escort, I was surrounded by the night's silence and natural glow. With no streetlights or porch lights, I was treated to the different phases of the moon and the varying levels of moonlight they provide. And, at certain times during the year, the dirt road leading to my house was situated directly under the Milky Way. I would return home under a canopy of stars, feeling as though I could walk on forever. There was a sense of peace and protection traveling beneath a never-ending trail of starlight that is both hard to explain, and even harder to forget. In a place where I was struggling to find identity and community, the Milky Way connected me to something larger and reassured my forward movement.

My Peace Corps service was an amazing experience, but it was also the most challenging and loneliest thing I have ever done. Upon arrival in my host country, my expectations were shattered and I continually found

myself in situations that left me wondering, "How did I end up here?" Eventually, all of those culturally confusing and personally rewarding moments blended together. When I began my graduate school tenure in September (2012), drowning in reading and attempting to understand theory, I never questioned, "How did I end up here?" The Peace Corps and the cultural exchanges forged the path that led me to Denver; misadventures and friendships I made along the way are unforgettable.

In Denver, although the city lights may blur the night sky, I still feel the comfort of the stars as they serve as a welcome reminder of where I have been. Denver is not my destination; it is another place along the way to wherever I end up, and I feel fortunate to be sharing this experience with new friends who have all traveled different roads to end up HERE, together.



Helping communities prepare for the worst

By Heather Rutherford

CURRENT IIC STUDENT

This past summer I interned with the American Red Cross Mile High Chapter in Denver. I was interested in learning more about what they do to see if there would be a fit for my communications and project management background.

I was placed in the emergency preparedness department to work specifically on a new community engagement strategy (CES) that was being piloted in Denver. The idea behind the CES is to create communities with a culture of preparedness, cooperation and resiliency so that if (or when) an emergency strikes, the impact to the community is lessened. Although I knew nothing about emergency preparedness, I thought the community development aspects of the work sounded interesting and relevant to my career interests.

Due to the Colorado wildfires in early summer, I had very little time or communication with my boss and jumped right in without introduction to a community group in West Washington Park. They had very vague ideas about what they wanted to accomplish and little idea how to attract neighbors to preparedness events. Utilizing facilitation skills (and a lot of patience), I was able to help them focus and plan a series of events that would give them time to

appropriately advertise their activities. I also suggested that they ask their community networks what they wanted to know about preparedness and designed a survey for them to use for information gathering. The results of these surveys helped define what activities would be organized. Although the need for this work is ongoing, I was able to compile a “best practices” document that will hopefully help the next volunteers tasked with working on a future community engagement strategy.

Community preparedness work is new for the Red Cross, and they didn't have a plan to evaluate the effectiveness of their interventions. I was able to determine that although they talked about community resiliency, they weren't at a point to measure whether or not this was occurring. What they could measure was individual behavior change, whether people talked to anyone or did anything as a result of attending a Red Cross preparedness activity. This was a big realization for them. I drafted follow-up surveys to send to participants two weeks and three months after the activity to determine whether behavior change occurred. I also included questions to determine self-efficacy and response efficacy. My hope is that the answers to these survey questions will help the Red Cross develop effective activities that will truly result in Colorado becoming the most prepared state in the nation.



Choosing a thesis over an internship... are you crazy?

By Carrie Miller

CURRENT IIC STUDENT

Undoubtedly the internship option, as opposed to a thesis, stands as the most popular choice among IIC students. The word “thesis” sounds quite daunting and intimidating due to its sheer length. Still, I chose to write a thesis instead of completing an internship because I had a certain goal in mind.

I have contemplated getting my PhD, so I convinced myself that writing a thesis would be good preparation if I should pursue more education. Certainly, writing a thesis has proved to be a tremendous amount of work—countless books and articles read, several versions of my thesis proposal written, revisions after revisions, meetings after meetings—but I have also learned a lot about my topic, the research field, and what goes into a project like this. Although writing a thesis entails a great deal of self-motivation and the continued commitment to one project (challenging tasks indeed), I have had a lot of support and guidance from professors Margaret Thompson and Lynn Schofield Clark. Both have helped me focus the topic and develop research in academically sound ways.

My thesis will analyze how Japanese American identities have changed

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Perspectives.

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Being in the “fish tank” takes on new meaning

Understanding “breaking news” in cable internship

By **Babette Sullivan**
CURRENT IIC STUDENT

It happens in an instant. Maybe you see it on TV. Maybe get called in to work early and spend the commute scrolling through your contact list, trying to locate an eyewitness. If you're like this producer, you're up in the middle of the night checking news online, constantly awoken by the thought of missing something important. When most run away from the commotion, you run toward it.

My internship at CNN en Español gave me the opportunity to experience the cable news environment firsthand, and became a chance to watch history as it happened: Fernando Lugo impeached, Enrique Peña Nieto elected, while his opponent demands a recount, Julian Assange granted asylum in Ecuador, Kofi Annan resigns as UN special peace envoy to Syria, and twelve died in a mass shooting at a Colorado movie theater. All of these events unfolded before my eyes and it was part of my job to understand them.

I worked in a production department that focused on the primetime evening shows. Team C is located in a section of the CNNE newsroom called “la pecera” or

“the fishtank.” Contrary to my initial expectations, the teams are particularly integrated. Anchors sit next to line producers, an earshot away from copy editors, and in the line of vision of the executive producer. Interns sit wherever there is a spare desk, but are welcome in any post throughout the newsroom.

As a production intern, my primary duty was to assist the associate producers and line producers for each show to which I was assigned. This meant locating information on wires, following breaking news, creating graphics, cutting, transcribing and translating SOTs (highlights from speeches or interviews), setting up live guest interviews, and supporting the coordination of live shots from the control room.

After a few trials and approvals, I was given the OK to voice track SOTs.

That meant that when Hilary Clinton, Susan Rice or another female leader's words were featured, the translator's voice could be that of yours truly. Under the supervision of the copyeditors, I started writing more and more. It's a thrill to hear a journalist you respect read your story on-air. Being edited constantly makes you good, and good I got. I also became fast and efficient. In a newsroom setting, every day can be a race against the clock. That's just the excitement and passion that you can bring every day at the job because you never know what the day has in store for you.



IIC Student Babette Sullivan spent her summer interning at CNN en Español, learning the ins and outs of cable news production.

Check out the new IIC Blog at:
<http://iicatdu.blogspot.com>



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Miller doesn't regret thesis option

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since internment and World War II. To do this, I will specifically use the events of March 11, 2011—when a massive earthquake, tsunami, and a nuclear accident hit Japan—as a starting point of conversation along with analyses of different experiences of what it means to be a Japanese American.

I will consider the historical context of Japanese Americans in the U.S., most notably internment, WWII, racism, discrimination, bicultural identity, hybridity, etc. For some Japanese Americans, these experiences have been paramount in shaping their identities whereas others have contested these experiences and interpretations. Thus, the Japanese American community is uniquely heterogeneous as some strongly identify with dual aspects of both identities while others exhibit varying identifications, a weaker, or non-

identification with their presumed dual identity. To investigate this, I will interview a few Japanese Americans to understand what role their experiences (e.g., personal, relational, historical, collective) have had in shaping various aspects of their identities.

Another portion examines if Japanese Americans are invested in following Japanese disasters, if they knew anyone affected by the disasters, if they feel strongly connected to Japanese identity, and if collective memories of WWII resurface in light of the recent crisis. Although natural disasters have been typically analyzed in relation to the affected community (and reasonably so), my study considers how the March 11 disasters impacted the identities of a diasporic community—Japanese Americans who are ethnically Japanese, yet generations removed.

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There you'll find information on all of the programs offered in MFJS as well as a section devoted to news, special events and alumni features.

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