The Department of Communication’s New Home

The newest addition to UCSB is an impressive three-building complex that adds 209,750 square feet of high-tech classrooms, offices, meeting rooms, and much more to the west side of the campus. The long-planned complex includes a 96,700-square-foot building that houses various departments of the College of Letters & Science, and is known as the Social Sciences & Media Studies Building where our Communication Department is located.

The Communication Department moved into its new home over the Labor Day weekend in September 2009. If you are interested in taking a tour of the new building in person, be sure to attend Career Day, the Communication Department’s Annual All-Gaucho Reunion event on April 24, 2010. For those of you who haven’t yet seen the building, we offer a photo tour...
Career Day Returns!

The Communication Department will host our second annual Career Day on Saturday, April 24th during UCSB’s All Gaucho Reunion Weekend. The event will feature a variety of career panels with Department of Communication alumni panelists. Alumni will also have the option of touring the new home of the Department of Communication now located in the Social Science & Media Studies Building.

This event is a great way for our alumni to share their wisdom with current undergraduate students by imparting advice, sharing industry knowledge, and offering suggestions for possible career paths. In addition, Career Day will be an excellent networking opportunity for both students and alumni. Department graduates from a variety of fields and geographic locations will be present, many of them looking to make connections with our intelligent and driven students for internships and job opportunities. However, there are other reasons for their involvement. Many Communication alumni are enthusiastic to help to guide the Department’s current students, offering the advice that they wish they had had as undergraduates. If you would like more information about Career Day, please contact Dr. Anna Laura Jansma at aljansma@impulse.net

View photos from our 2009 Career Day below!
COMM Students Collect Donations for Haiti Earthquake Victims

The day after they learned of the earthquake in Haiti, students from Walid Afifi's COMM 111 class (Nonverbal Communication) organized a fund-raising effort. With the help of a Facebook Group; the assistance of several Isla Vista businesses that collected change from customers; and the support of the Communication Association, Lambda Pi Eta (the Department of Communication's Honor Society), and the Ski Club; the students raised $1200 to contribute to Direct Relief International. The Communication students are pursuing a matching donation from UCSB Associated Students.

Professor Afifi commented, “Our students' efforts continue to remind us of their remarkable world-community orientation and generosity of spirit. It is a part of what makes the department such a rich environment for learning and growth.”

Dr. John Wiemann, Department of Communication Professor, Emeritus Receives Santa Barbara Chamber of Commerce Innovator of the Year Award

On January 29, 2010, Professor John Wiemann, retired Vice Chancellor of Institutional Advancement and Professor of the Department of Communication received the Innovator of the Year Award from the Santa Barbara Chamber of Commerce. The award is given annually to individuals who have “made a significant innovative contribution to positively impacting our world” (according to the Chamber of Commerce’s web site). In years past recipients have included Nobel laureates, university chancellors, inventors, architects, and researchers. Dr. Wiemann joined UCSB in 1977, and was co-founder of the Department of Communication in 1985. His research interests include Interpersonal Communication, Communicative Competence, Intercultural Communication, and Dynamics of Interpersonal Relationships. He remains active in the International Communication and National Communication Associations. He is also past recipient of a Fulbright-Hays Research Scholar Award and an Alpha Chi Omega UCSB Outstanding Professor Award. He is also a W.K. Kellogg Foundation National Fellow. As Vice Chancellor, Institutional Advancement he oversaw programs to achieve broad levels of support for the university. Dr. Wiemann officially retired from UCSB in 2009, but retains close ties with the Department.

Representative Lois Capps gives John Wiemann a congressional citation.
Department Events: Scandals in the Media: Now You See 'Em, Now You Don't

The Steven H. Chaffee Memorial Lecture was given on Friday, March 12th by Robert M. Entman. Dr. Entman is J.B. and M.C. Shapiro Professor of Media and Public Affairs and Professor of International Affairs at The George Washington University. The talk, drawn from his forthcoming book to be published by Polity Press presented a cascade model which explored the features of those scandals which the media chose to cover extensively and those which they did not. The cascade model enabled Entman to challenge the conventional wisdom on the media coverage of scandal and to argue that commonly held notions of the scandal media feeding frenzy do not hold up to close scrutiny. Most importantly the model provides an explanation for the lack of extensive media coverage of serious political scandals which do not favor one particular party over another or threaten powerful interests without providing important political gains for those who would uncover and present them.

Entman is the author of The Black Image in the White Mind: Media and Race in America (University of Chicago, 2000, with Andrew Rojecki), which won Harvard's Goldsmith Book Prize, the Lane Award from the American Political Science Association, and the Frank Luther Mott-Kappa Tau Alpha Research Award; and Democracy Without Citizens: Media and the Decay of American Politics (Oxford, 1989) as well as numerous other volumes including most recent, Projections of Power: Framing News, Public Opinion and US Foreign Policy (Chicago, 2004), and Scandals of Media and Politics which is scheduled for publication by Polity Press in 2010. He has also published dozens of journal articles, reports, and book chapters in such fields as political communication, public opinion, race relations, and public policy.

For his work on media framing, he won the 2005 Charles H. Woolbert Research Prize from the National Communication Association for research that has stood the test of time and has become a stimulus for new conceptualizations of communication phenomena. In 2006 he was awarded the American Political Science Association's Murray Edelman Distinguished Career Achievement Award in Political Communication, and in 2007 was recognized as a Distinguished Scholar by the National Communication Association.

The Steven H. Chaffee Memorial Lecture was established at the University of California, Santa Barbara to honor the scholarship and personal qualities of Steven Chaffee, one of the most influential communication scholars of the 20th century.

Steve Chaffee came to UCSB from Stanford University in 1999, when he was appointed to the Arthur N. Rupe Chair in the Social Effects of Mass Communication. His research focused on a wide range of issues dealing with the effects of media, with particular emphasis on political communication and the impact of the news. He wrote extensively on the role of mass media in political campaigns, voter behavior and child development.

Class Profile: Communication 175NG- Negotiation

This winter, Professor Linda Putnam offered a senior capstone class, Communication 175NG- Negotiation. The course examines strategies and tactics used in common situations that every student/future employee will experience such as negotiating the purchase of a car, asking for a raise, settling a disagreement between family members or coworkers, etc. The goal of the class is to help students develop a repertoire of skills in negotiation that will translate into successful outcomes.

Negotiation is an approach to conflict management that relies on communication skills and understanding communication processes through an exchange of offers and counteroffers. This class examines methods and techniques used in salary negotiations, buying and selling of products, team bargaining, and multi-party
negotiations. In addition to exams and a negotiation analysis paper, students are asked to complete several negotiation homework assignments in preparation for class activities.

The course employs a combination of lecture, discussion, role-playing, and other class exercises to examine negotiation theories. “The simulations really help put students in the mindset of the negotiation, they have to react in real-time which is fundamentally different from analyzing concepts out of a book” says Dr. Putnam. “You can read case studies, but you never know how the other side is going to react.” One of the most interesting exercises of the class is a group simulation in which two different groups are given the same scenario, separated to act out the role-play, and then brought back together to compare and contrast the experience. “The differences between the outcomes are drastic,” but through class discussion, the students are able to recognize key turning points and the role of communication.

Class Profile: Communication 191- Applying Communication to Internships in Organizations

What is the best way for students who are pursuing a Communication major to prepare for a career in marketing or public relations? Alumni feedback pertaining to this question was surprising and consistent – the most common recommendation for communication students is “INTERNSHIPS, INTERNSHIPS, INTERNSHIPS!”

Every Winter and Spring quarter Professor Anna Laura Jansma teaches Communication 191 – “Applying Communication to Internships in Organizations”. The goal of this course is to transition seniors into the workplace while leveraging their background in communication theory and empirical research. “It’s a blending of academia and real life” says Dr. Jansma. “Students can apply what they’ve learned from classes to their internships and then after-the-fact, we’ll sit down and analyze it.” This class is also a great way to make connections and network; “lots of doors can open through the internships and also through classmates.” Dr. Jansma also arranges for various professionals in the field to come and speak to the class, giving them valuable insight and advice. Communication 191 is a great way for students to network and understand how their education applies to the “real world.”

This class also is great opportunity for communication seniors to gain experience in their field of study. Students are required to work 10-12 hours per week at their approved internship. In addition, students must meet for two hours of lecture each week and conduct two short presentations describing their internship experience.

For more information on how to obtain an internship, please visit the Communication department, fourth floor of SS & MS or http://www.comm.ucsb.edu/undergraduate/internship.php.

Internship opportunities are also available through Career Services/GauchoLink http://career.ucsb.edu/students/gaucholink.html.

With contributions from Erica Stenz, Clark Smith, Dean Smith, Rachel Solomon and Caroline Strassner.
Class Profile: Theory Based Curriculum

With graduation looming, many students are distressed that their years of memorizing theories, rigorous testing, and writing case studies have not prepared them for the professional world. While some are skeptical of theory-based learning, the Communication Department at UCSB prides itself on this curriculum; it is strongly committed to researching and teaching communication knowledge that is theoretical and has social implication. Contrary to the popular opinion that theoretical education does not adequately prepare young professionals, students at UCSB are at an advantage because they know not only the methods of a theory, but the fundamental concepts behind it.

In his “Technology, Communication, and Organization” class, Professor Andrew Flanagin, devotes an entire lecture to showing students the importance of theory based education, helping students to “know what they know.” He believes an education in theory retains its value better than occupational skills that can easily become outdated. When you understand a theory you can apply those concepts to a variety of new situations introducing an element of creativity that rote memorization cannot. Flanagin explains that theoretical knowledge can be impressive during career interviews and professional situations because it highlights an applicant’s creativity and ability to be innovative.

Students at UCSB are fortunate to be able to choose from a variety of theoretical classes that will show them how to approach the world from a variety of perspectives. “Theory based curriculum teaches our students to look at the whole situation instead of focusing on one aspect” says Professor Linda Putnam. She believes that this broader view allows analysis of complex relationships and gives students the ability to see the interrelationship between concepts and actual issues. Especially in organizations, “looking at the big picture helps diagnose problems without assigning blame.” Students of theory recognize that everything is not direct cause and effect, but instead a process that involves every individual.

With contributions from Kaila Andrews, Serena Zahler, Alyssa Adamson, Andrea Zamucen. and Lexi Antongiovanni.


Howard Giles, Ph.D., D.Sc. (Communication Dept. & COPPAC & R/Det. Lt., Santa Barbara PD; University of California, Santa Barbara) and Erin K. Willer, Ph.D. (Former high school teacher; Communication Studies Dept., University of Denver)

An all-pervasive social issue in our cities, more nationally, and even globally is the socially destructive effects of gang activity. In Santa Barbara, the number of gang-related assaults with a deadly weapon has escalated in recent years as evident from the following number of recorded offenses between 2004 and 2007: 11, 22, 37, and 43. In addition, the murder that occurred in daylight on State Street in 2007, which involved teenage gang members, and the 97 gang-related crimes (including rape, arson, and larceny) in the north end of the County in 2008 are further distressing manifestations of what has become a major concern and priority for local educators and policy-makers. However, there is very little research in the area of intergroup
communication that can guide thinking or action about these matters. Whereas public and media opinions are rife about the origins of and solutions for gang activity, there is a lamentable lack of actual scientific information that can really inform the debate. Thus, COPPAC’s initiative objectives are as follows:

- To understand motivations for and consequences of gang membership, as well as the ways members communicate their identity in and commitment to gangs (Phase 1)
- To design, implement, and evaluate prevention and intervention programs in our schools (Phase 2)

Using intergroup theory and research and an array of methodologies, including surveys, interviews and observations, in Phase 1 we will study school teachers and administrators; police and probation officers (and especially gang units); media representations (on TV and in news publications); parents and families; pre-adolescents and adolescents, those at-risk, as well as known gang members themselves. We also will focus our efforts on adolescent females in particular, given that little research has revealed the intricacies of their roles in gangs. Specifically, we will investigate the negative and positive social functions of gangs, as well as how these different individuals perceive gangs, their origins and activities, and their short- and longer-term effects on individuals, groups, and the everyday life of our cities. In order to pinpoint precisely when and how young people are recruited into gangs, who is most at-risk and why, and how adolescents might successfully defend against recruitment advances, we will conduct studies annually with the same pre-adolescents as they age into their mid-to-late teens. Our research also will focus on individual differences among these young people (e.g., in terms of popularity, leadership styles, histories of aggressiveness). We also will have access to (and be able to document in the field) gang officers’ communicative means of managing gang members (e.g., conveying respect). Phase 1 will provide us with the necessary information we need in order to design and implement prevention and intervention programs in schools in Phase 2. Moreover, Phase 2 will include experimentally testing these designs for efficacy.

For the moment, we judiciously are not offering any readymade panacea for ameliorating the social ills associated with gang activities. Rather, prescriptions in Phase 2 only will come about after thorough and meticulous research in Phase 1. The Principal Investigators, together with other cross-disciplinary members of COPPAC*, are uniquely positioned to undertake this work, given their: incontestable academic reputations (vitae are available); experiences as school teacher and police officer; connections with, and strong support from, local police practitioners, probation officers, and religious leaders, as well as an impressive team of researchers at their institutions and elsewhere (including an international board of renowned consultants**); and knowledge of, and passion for, research and practice. In addition, collaborative links have been established with scholars at the Open University of Catalonia in Barcelona and in Nagoya, Japan, viz. Professor Maria Angels Viladot and Hiroshi Ota. In both these cities, violent gang activity is causing serious public concern and outcry. Conducting international comparative research among the cities of Santa Barbara, Denver, Barcelona, and Nagoya will allow us rare data to determine more globally the antecedents and outcomes of gang communications.

*Collaborators:
Tammy Afifi (Communication)
Mary Bucholtz (Linguistics)
Melissa Curtin (Linguistics)
David Henderson (SBPD)
Dan Linz (Communication)
Diane Mackie (Psychology)
Linda Putnam (Communication)
Scott Reid (Communication)
Cynthia Stohl (Communication)
Lucy Popova is a graduate student currently living in Japan. Her research examines perceptions of reality in media. Recently, she described that research and the types of questions she hopes to answer in her research.

Why do some movies make us cry and others leave us indifferent? Why do some gamers spend so much time playing? Why as kids we were afraid of monsters in the movies, but as adults we laugh at them? The answer to these and many other questions could be provided by deeper understanding of the way people perceive reality of media messages. The concept of perceived reality of media messages, defined as the perception of the degree of correspondence between the media representation and real-world content, is very important in media effects research. Yet the answer to the question: “How do we know what we see on TV is real or not?” is increasingly complex.

In judging reality of media messages, we assess whether what we see actually exists in the real world (magic window) and how well the media portrayal matches our mental models of people, objects, and events (typicality). In addition, we analyze more subtle characteristics: how realistic are the graphics and sounds (perceptual realism)? How interactive is the environment (virtual experience)? How similar are characters to real people (identity)? We also judge how useful the media information is (utility).

Different dimensions of perceived reality play distinct roles in various situations. For example, children tend to rely strictly on the magic window dimension and initially perceive everything they see on TV as real. Adults, however, know that what they see on television is not real, but they still might find the characters and emotions they portray as more or less believable (identity dimension). In the domain of video games, the dimension of virtual experience, or the extent to which a player can control how a game looks, develops, and ends, is one of the most important.

Although it has been shown that perceptions of reality change with age, very little is known about how perceptions of reality in the media change across cultures. All of the research on perceived reality in English-language publications was conducted on American participants. Asia, and particularly Japan, is at the forefront of technological developments in the area of highly realistic fictional media (such as videogames) and is a great candidate for research on this topic. Popova’s study will measure perceptions of reality of media messages in the US and Japanese audiences and compare the structure of these perceptions for universality using confirmatory factor analysis.
Research Profile: Disengagement from Terrorism: The Role of Backlash and Burnout

Michael Stohl, Professor

Looking at a set of cases in which terrorism and terrorist campaigns have subsided or ended, Stohl’s project will explore the strengths and weaknesses of communication strategies pursued by governments in their attempts to create burnout and backlash. It will also examine changes in public opinion and declines in support for terrorist organizations as well as support for accommodative political activities and “normal” political processes.

Social scientists have discussed four general kinds of conditions which can contribute to the decline of political terrorism: preemption, deterrence, burnout and backlash. Preemption and deterrence are the result of political and military security policies and will not be the subject of this study. This study will focus on burnout and backlash. Burnout refers to the members’ declining psychological commitment to the group and its purposes. While burnout is often a natural function of the aging of members of the terrorist organization, it may also be accelerated by targeting the organization support and identification systems that sustain organizational commitment. One of these support structures involves the connection with the organizational mission and the community that mission purports to serve. Backlash refers to actions that antagonize and alienate terrorists and their organizations from the larger socio-political context in which they are embedded and interdependent. Discussions about backlash and the question of continuing community support also may, in turn, accelerate burnout.

The underlying premise of the study thus is the need to find communicative mechanisms that will both reduce the willingness of terrorists to continue to engage in terrorism and the willingness of the community they purport to support them. Stohl’s research questions whether government’s can do more than simply militarily respond to terrorist actions and in addition devise communication campaigns which can isolate the terrorists and convince communities that the terrorist is actually putting the community at greater risk. For example, the public reaction of the Saudi people to the Al Qaeda bombings in Riyadh in both May and November 2003 in which most of the victims of the bombings were Arabs of modest means, created a new climate in which the Saudi regime developed a communication campaign which directly confronted Islamic extremists--something they were loathe to do as long as there was public sympathy for the terrorists and an assumption that Saudis themselves were safe from this form of violence, the results of which was a drop in community support for terrorism both in Saudi Arabia and in the wider world.

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Gr8 Textpectations: An Examination of the Role of Need for Closure in Parental Anxiety

Stephanie A. Robbins, Graduate Student

Stephanie Robbins’ research centers on how technology shapes the interactions between parents and teenagers. Focusing specifically on text messaging, her current study seeks to discover relationships between personality factors, such as tolerance of uncertainty, and the occurrence of anxiety when a child does not immediately respond to a parent’s text message. Taking into account the time of day and level of trust between parent and child, a short nightly survey asks parents about the assumptions they made when children did not respond.
Though the current research focuses solely on the parental viewpoint, future research will examine communication expectations from the perspective of the teens, as well. Generational differences in attitudes towards cell phone usage and expectations are expected to become salient. With the advent of caller ID and “ignore” features on cell phones, many users are simply not picking up the phone; this is in direct contradiction to the widespread popularity of cell phones, which has created an expectation of constant availability.

Part of a larger program of research on new media’s influence on interpersonal relationships, the current study hopes to gain some insight into how expectations and relational qualities shape media use, uncertainty, and emotional responses. This knowledge will inform future studies based in other close relationships, such as those between friends or romantic partners.

**Student Organization: Lambda Pi Eta**

Lambda Pi Eta (LPE) is a national honor society founded in 1985 to recognize, foster, and reward outstanding achievement in communication and to stimulate interest in the field of communication. LPE seeks to establish and maintain closer relationships between faculty and students. Students who have completed 90 units (junior standing), have completed 18 Communication units (5 Communication classes), have a cumulative GPA of at least 3.25 (including prerequisite courses), and are in good standing, are eligible to apply.

If you are interested, pick up an application in the Communication Undergraduate Advising Office (4009 Social Sciences and Media Studies building) Monday – Friday, 9:00am -12 noon and 1:00pm - 4:00pm. Applications are due to the Undergraduate Advising Office by specified dates in Listserv announcements (announced twice a year). Please attach a copy of your unofficial transcript and a $50 check payable to Lambda Pi Eta.

Each year, LPE sponsors the Lambda Pi Eta Choice Scholar Lecture.

*Dr. Charles Atkin*

This year’s honored guest speaker was Michigan State University Professor, Charles Atkin. Dr. Atkin is known for his research on mass communication campaigns, particularly in the health domain. In addition to receiving the Decade of Behavior Award, Professor Atkin’s last book “Public Communication Campaigns” was selected as the NCA health communication 2006 Outstanding Book of the Year. He is currently working on alcohol prevention strategies and breast cancer communication.

The topic of Dr. Atkin’s presentation was “Strategic Media Campaigns to Prevent Campus Alcohol Problems.” He discussed his experience and research on mass communication campaigns intended to promote safe behavior and prevent risky alcohol consumption practices. Dr. Atkin presented on all aspects of the programs, including how to apply theory-driven communication expertise, the formative research necessary, message design, message dissemination, and summative evaluation.

The Social Norms Project at MSU which Dr. Atkin was primary in creating focused on several different types of behaviors regarding alcohol. Members of the research team have looked at drinking in general, differences between types of drinkers, differences between contexts (i.e. typical drinking behavior and celebratory drinking behavior), the protective behaviors which students implement when they are drinking, and what students believe
to be normal behavior when it comes to alcohol consumption. The goal of every media campaign has remained the same throughout the different projects: To challenge the environment of high-risk drinking on campuses by changing students’ misconceived notions regarding alcohol consumption, encouraging safe and protective behaviors, and discouraging risky behaviors.

The Choice Scholar Lecture is held as a part of LPE’s goal of fostering closer relationships between faculty and students by exploring options for graduate education in Communication studies.

If you would like to know more about LPE, please contact either Christine McSweeney at cmsweeney@umail.ucsb.edu or Aireen Macatula at amacatula@umail.ucsb.edu

UCSB’s Communication Association: A Useful Resource for Your Future

The Communication Association (C.A.) is a student-run organization dedicated to providing students with an outlet to explore the multi-faceted Communication major. The Communication Association also offers students a place to participate in workshops, listen to guest speakers, meet other students within this discipline, and showcase what the world of communication has to offer.

C.A. is a great outlet for Communication majors and other non-majors to get a preview of many jobs and careers that relate to the field of communication. There is always a variety of guest speakers at each meeting that talk about their profession and duties, and how they got to where they are. Speakers range from careers in event planning, entrepreneurship, marketing, radio and news broadcasting, advertising, and even running a non-profit organization.

We believe that if students get to see and talk to an actual person in the field of their choice, then it makes the anxiety and intimidation of searching and getting a job that much easier. C.A. also offers different workshops to give its members hands-on experience at some valuable skills. Past workshops include web design and interviewing. At the interview workshop in February, students actually had a chance to participate in a mock interview with two professionals. Although it was a pseudo-interview, the participants still felt nervous and found it helpful to get the chance to practice interviewing.
Apart from the career-oriented material, C.A. also partakes in community service events such as beach clean-ups and volunteering. During Fall Quarter C.A. volunteered at the Friendship Manor with the elderly. C.A. believes community service is a good way for members to get involved in the community apart from their career goals because it shows that as career-oriented students, we still can make a difference in many ways. Communication Association also publishes a quarterly newsletter and sends it out to members. The newsletters contain a list of internship opportunities exclusively for members which have helped some members obtain internships.

Communication Association is ready for Spring Quarter and gladly welcomes new members. Member dues are $10 a quarter or $20 for the entire school year. There are also many ways to get involved and that is exactly what we want from our members. Also, during Spring Quarter is when Communication Association will be looking for people to fill in positions for the upcoming 2010-2011 school year. If interested, make sure to come to our meetings during Spring to get involved.

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Graduate Student Excellence Fund

Many thanks to those who have donated to the Graduate Student Excellence Fund. The fund will assist the department’s graduate students to cover costs associated with presenting their research at conferences. Since June 2009, we have collected nearly $4,285. Beyond donations made by faculty, donors include:

- Rene Daily
- Tenzin Dorjee
- Ashley Duggan
- Catrin Johansson
- Mary McIlrath
- Hiroshi Ota
- Jiro Takai

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Department of Communication Alumni Council

After the overwhelming success of the Communication Department’s 25th Anniversary celebration last year, the department has decided to continue building relationships with its alumni community by forming the Alumni Council. The goal of the Council is to guarantee the success and future of UCSB’s Communication Department by increasing awareness and support, initiating new outreach programs, and helping students find career opportunities. In addition, members will assist in raising financial contributions for departmental needs to ensure the long term future of their alma mater.

The Alumni Council will support events to provide career education for undergraduate students such as Career Day. Career Day began in 2009 with alumni speakers sharing their expertise and talking to students about how to use their major.

The Alumni Council will meet twice a year, once in the fall and once in the spring, and members are asked to commit to a three-year term. Meetings will focus on the Department’s mission and activities related to career education, development, and alumni networking. In addition, faculty and students will give short presentations and update Council members about Department happenings.

If you have an interest in joining the Alumni Council, contact Linda Putnam at lputnam@comm.ucsb.edu
**Founding Members:**
Fran Mancia, Class of 1980
Laura McHugh, Class of 1989
Lisbeth Rockhold, Class of 1985
Laura Roenick, Class of 2005
Kamyab Sadaghiani, Class of 2008
Mary Shirley, Class of 2007
Kibibi Springs, Class of 1995
Amy Stoody, Class of 1980

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**Featured Alumni: Gregory Desilet**

One of our Alumni, Gregory Desilet, has written a book, *Burning Banks and Roasting Marshmallows: The Education of Daniel Marleau*. The historical fiction chronicles the student unrest at UCSB during 1970, including the burning of the Bank of America building in Isla Vista through the eyes of Dan Marleau, a young professor at UCSB. If you would like to learn more, visit the author's web site: [http://gregorydesilet.com/](http://gregorydesilet.com/)

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**Alumni Connections!**

We're interested in hearing from you and so are your former classmates! Please send us brief updates (150 words or less) about where you are and what you're doing with a photo if you can. We'd love to feature updates on our Alumni in our next issue. We hope to make this a recurring column, so keep us in mind! Please send your announcements and photos to Karen Myers at [myers@comm.ucsb.edu](mailto:myers@comm.ucsb.edu)

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