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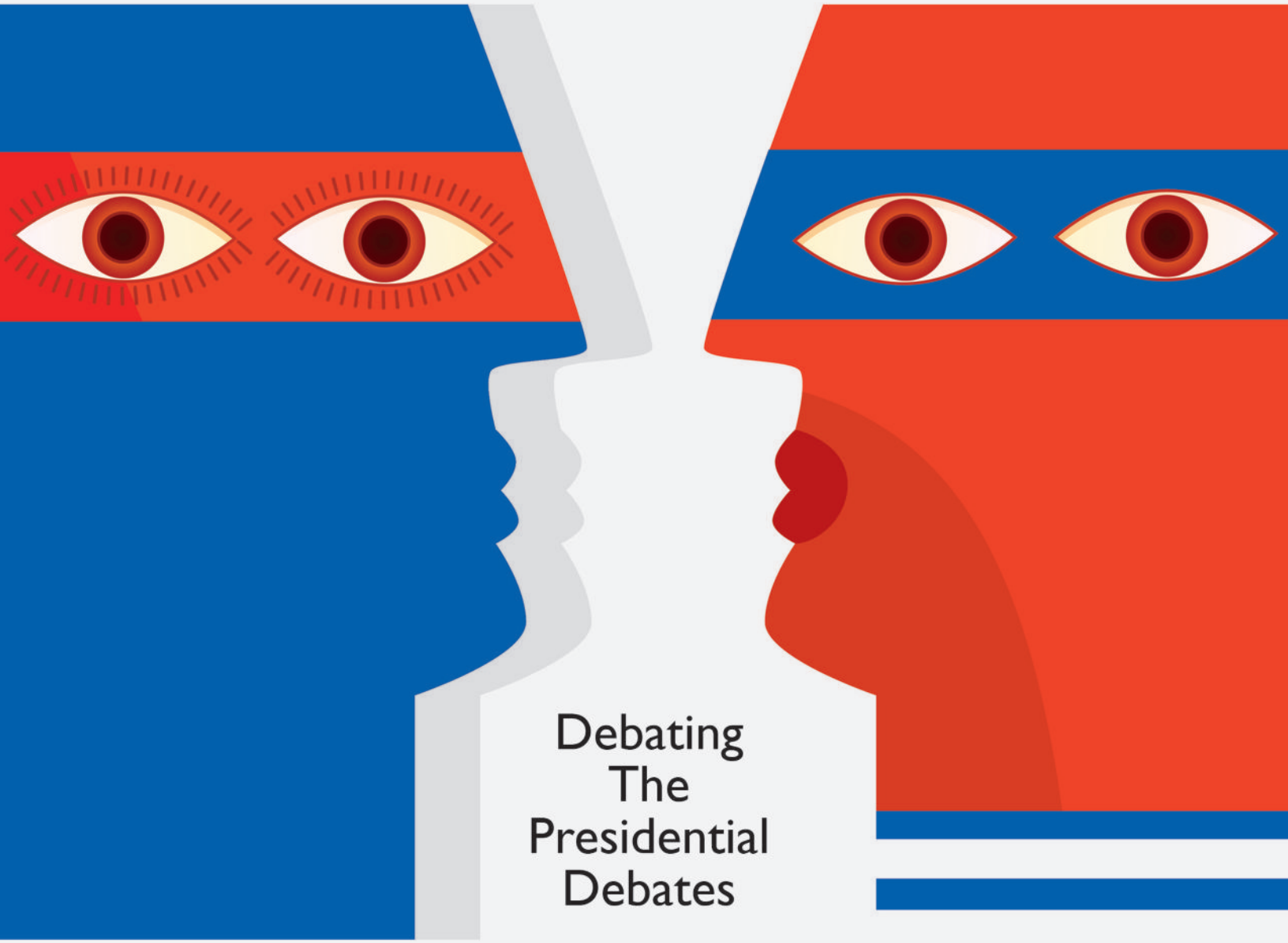

Debating The Presidential Debates

SPECIAL ISSUE

spectra Volume 48, Number 3

IN THIS ISSUE

ABOUT SPECTRA

Spectra (ISSN 2157-3751), a publication of the National Communication Association (NCA), features articles on topics that are relevant to communication scholars, teachers, and practitioners. Spectra is one means through which NCA works toward accomplishing its mission of advancing communication as the discipline that studies all forms, modes, media, and consequences of communication through humanistic, social scientific, and aesthetic inquiry.

The NCA serves its members by enabling and supporting their professional interests. Dedicated to fostering and promoting free and ethical communication, the NCA promotes the widespread appreciation of the importance of communication in public and private life, the application of competent communication to improve the quality of human life and relationships, and the use of knowledge about communication to solve human problems.

Spectra is published four times a year (September, November, March, and May), and all NCA members receive a subscription. Spectra is also available via individual subscription for non-members.

In order to ensure that the content of Spectra reflects the interests and priorities of NCA members, the association has appointed a rotating advisory board that is composed of representatives from each of the four regional communication associations. The members of this group meet a few times a year to discuss ideas for themed issues, article topics, and authors. Advisory board members include:

Ronald Arnett, Duquesne University
Teresa Bergman, University of the Pacific
Kenneth Cissna, University of South Florida
Kevin Meyer, Illinois State University

We thank the advisory board for its contribution.

2012 EXECUTIVE COMMITTEE

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MESSAGE FROM THE PRESIDENT

I argue very well. Ask any of my remaining friends. I can win an argument on any topic, against any opponent. People know this, and steer clear of me at parties. Often, as a sign of their great respect, they don't even invite me.

— Comedian Dave Barry

Thousands of us who study communication have participated in an activity that made a profound difference in our lives: debate. As I think about my forensics years—both in high school and college—I recall healthy competition, a tiresome travel schedule, and many valuable friendships that remain foremost in my life.

Argumentation and debate are embedded in many parts of our everyday experiences in the academy. I have witnessed colleagues disagree over prerequisites in a major, listened to students express divergent points of view, and attended tenure/promotion committee meetings in which a seemingly reasonable candidate's application provokes passionate disagreement. Argumentation and advocacy are, and should be, cornerstones of what it means to be a communication expert. Similarly, exposure to and respect for different life experiences and diverse perceptions should be part of the DNA of NCA.

This special issue of *Spectra* is dedicated to the presidential debates. Since I chose the theme "Difficult Dialogues" for my term as NCA president, I am focusing my column on the value of debate.

I am a big fan of disagreement. As a member of our Executive Committee, I have watched close friends debate issues that affect the association. I have observed robust and respectful conflicts that resulted in a more thoughtful conclusion. Unfortunately, these sorts of debates seem rare in our organization. But opportunities for them abound. Here are but three areas of NCA that could benefit from more debate:

Journals: Editors frequently seek permission to add pages to our journals. I have always supported such requests. But few of those pages seem to be dedicated to challenging fundamental scholarly conclusions. A great deal of our research is cumulative; we build upon existing arguments. If you review our journals over the years, you will have a difficult time finding research that offers "rejoinders" or "points of debate" anchoring a particular issue. Does it make sense to you, as it does to me, that challenging prevailing scholarly assumptions is a hallmark of an intellectual community?

Legislative Assembly: Most *Spectra* readers know that the governing body of our organization is the Legislative Assembly (LA). The work this group undertakes is critical, but often thankless. I admire LA members' commitment to the association, but on occasion I have noticed that unpopular or untimely views have been ridiculed. I have even watched motions made (and seconded and carried) to ensure that a minority viewpoint be allocated just a few minutes. Such behavior does not, of course, characterize the entire LA, nor is there any sinister underground effort to silence certain points of view. Still, I question whether even one episode of shutting down debate in a communication organization should exist.

Convention Programs: Many years ago, I put together an NCA convention program on the role of the respondent. My goal was to have some of our top scholars determine whether developing a template for respondents was possible. It was not, but what emerged from that panel and from many conversations over the years was the perception that respondents have become "soft" in their critiques. Many respondents seem to identify a few shortcomings with a study or essay, but most of the responses remain highly supportive. I understand that not all NCA papers warrant negative criticism. Yet I also know that we are doing a disservice to our students and colleagues if we simply argue that a study or essay was fine when it was not. Discussing how a study could be enhanced or even debating the value of the particular topic of inquiry seems highly appropriate, as long as it is executed in a skillful and sensitive manner (yes, I know that's a big "as long as").

These are but three areas where debate, argument, and respect for multiple viewpoints can occur within NCA. This should not be viewed as castigating individuals who have dedicated their talents to our excellent organization. I simply wish to draw attention to a fundamental premise of our mission: the promotion of free communication.

Debate has been a part of much of our civilization. From Demosthenes to contemporary scholars who contest views of transgender and queer theory, we have witnessed debate in varying degrees. Debate is, as the International Debate Education Association defines it, a "shared journey toward the truth." We must embrace it as we embrace the very ideals of our organization.

If NCA is to remain the association that leads in all that is communication, we need to do much more to dialogue, dissect, and debate appropriately, ethically, and strategically. In a society where complacency is quickly replacing concern, the imperative is even stronger than ever.

Rich West, Ph.D., NCA President
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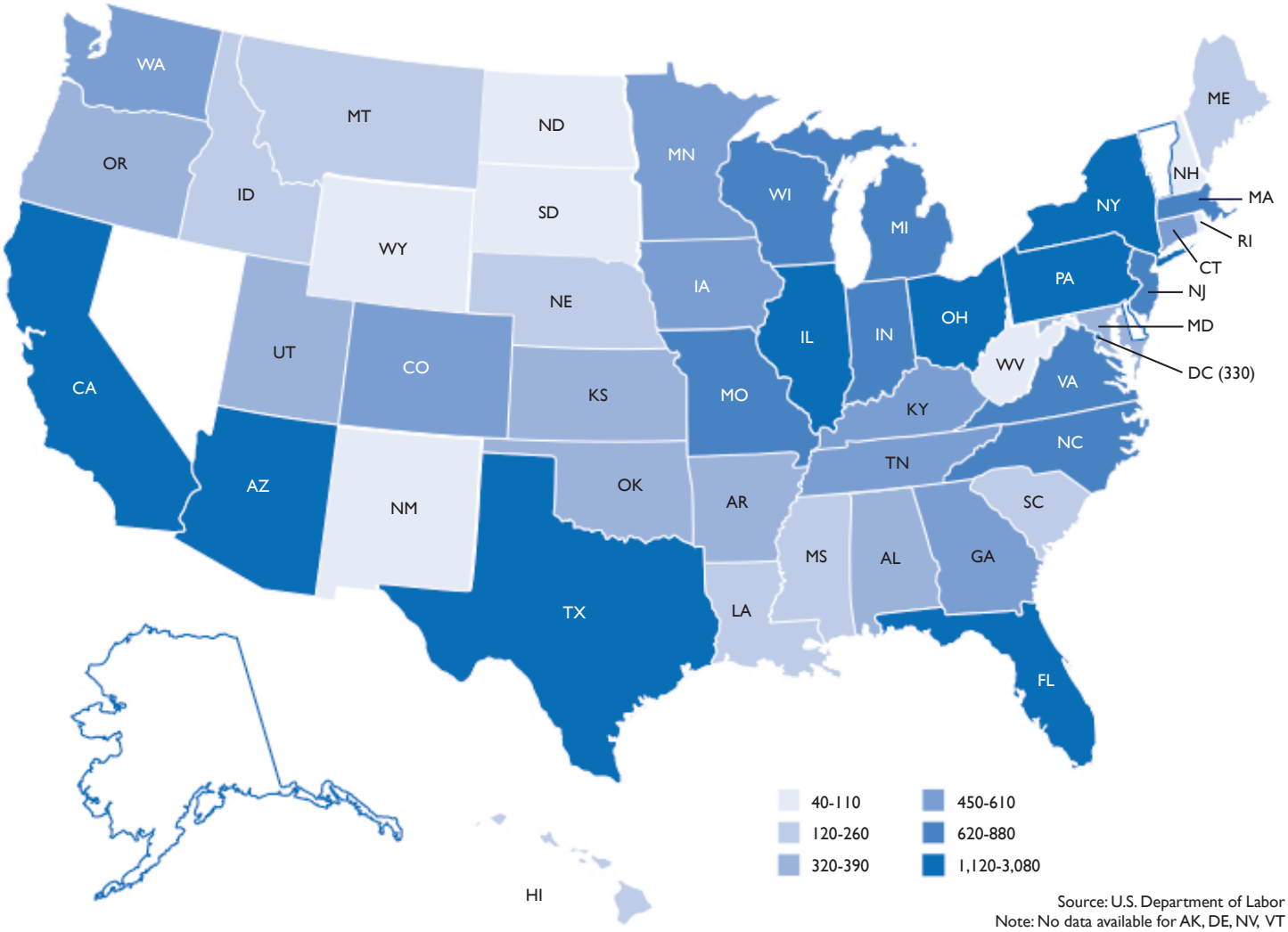
DATA ABOUT THE DISCIPLINE

The number of postsecondary communications teachers* employed in each state, May 2011.



Source: U.S. Department of Labor
Note: No data available for AK, DE, NV, VT

*The Department of Labor's definition of communications teachers includes teachers of public relations, radio/television broadcasting, and journalism.

PUBLIC PRESENCE

Sackler Colloquium Features the Science of Science Communication

Hundreds of scientists, journalists, and communication scholars met in late May 2012 for the annual Arthur M. Sackler Colloquium sponsored by the National Academy of Sciences. Titled "The Science of Science Communication," the colloquium surveyed the state of the art of empirical social science research in science communication. Focusing on the communication dynamics surrounding issues in science, engineering, technology, and medicine, the event drew on research in psychology, decision science, mass communication, risk communication, health communication, political science, sociology, and related fields.

The program for the Sackler Colloquium featured noted communication scholars, including **Dominique Brossard** (University of Wisconsin), **William "Chip" Eveland** (Ohio State University), **Jon A. Krosnick** (Stanford University), **Edward Maibach** (George Mason University), **Matthew Nisbet** (American University), and **Dietram Scheufele** (University of Wisconsin).

They joined with other scholars from STEM disciplines as well as presidential science advisors and journalists for a two-day program highlighting the relevance and practical importance of science communication. The event was capped off by the Annual Sackler Lecture from Nobel Prize winning psychologist Daniel Kahneman.

All of the presentations from the Sackler Colloquium are available at http://events.tvworldwide.com/Events/NAS120521.aspx

EDITOR'S NOTE

You'll notice some improvements in this issue of *Spectra*. We've changed the font to increase readability, moved the table of contents to improve navigation, and created a new front section, "Spotlight." Spotlight will feature four recurring elements: Data about the Discipline, statistical snapshots of the discipline; Public Presence, accounts of communication scholarship in the public realm; In Our Journals, highlights from the most recent issues; and Teaching, interviews with master teachers. Next issue, with your help, we hope to add Letters to the Editor. Let us know what you think of the changes.

Rachel Hartigan Shea, Director of Publications
rshea@natcom.org

IN OUR JOURNALS

Christina M. Sabee, Carma L. Bylund, Jennifer Gueguen Weber, & Ellen Sonet, "The Association of Patients' Primary Interaction Goals with Attributions for their Doctors' Responses in Conversations about Online Health Research," *Journal of Applied Communication Research 40 (2012): 271-288.*

Sabee and her colleagues studied the open-ended responses of 238 cancer patients on their experiences talking with health care providers about online Internet research. Content analysis of those responses revealed seven different goals for discussing Internet research, as well as attributional perceptions about health care providers' responses to discussing Internet research.

Niall Stephens, "Tyranny of the Perceived Majority: Polling in the U.S. News Media Before the Invasion of Iraq," *Critical Studies in Media Communication 29 (2012): 220-237.*

Applying both quantitative and qualitative methods to analyze media content about polled support for the invasion of Iraq, Stephens finds a tendency among journalists to emphasize data that suggested majority support for the invasion rather than opposition.

Paul Stob, "Lonely Courage, Commemorative Confrontation, and Communal Therapy: William James Remembers the Massachusetts 54th," *Quarterly Journal of Speech 98 (2012): 249-271.*

On May 31, 1897, William James, one of America's most influential philosophers and psychologists, delivered the first civic oration of his career at the unveiling of the memorial to Robert Shaw and his regiment. Stob's analysis of that oration reveals that James demonstrates a style of commemorative discourse that is conflictual, even disruptive, yet capable of serving the ends of the epideictic tradition. James turned his audience from spectators gazing upon the Shaw memorial to active participants in the memorial's meaning. Ultimately, his individualistic notion of civic virtue stands as an alternative to other forms of civic virtue and to the patterns of epideictic discourse that authorize them.

LETTERS TO THE EDITOR

We encourage readers to respond to *Spectra* articles through letters to the editor. Letters should be no longer than 150 words, must refer to an article that appeared in the last two issues of the magazine, and must include the writer's city, state, institutional affiliation, and phone number. Letters may be edited for clarity and space. Due to space constraints, not all submitted letters will be published. We will make every effort to confer with writers about edits to their letters.

The deadline for submitting a letter to run in the November issue of *Spectra* is October 1. Please email submissions to spectra@natcom.org with the subject line "letter to the editor."

TEACHING

Andy Wolvin, Ph.D., is a professor of communication at the University of Maryland, College Park. He received his Ph.D. from Purdue University and his B.A. and M.A. from the University of Nebraska. Wolvin's research interests center on issues dealing with listening behavior, communication education, and communication management. **Brad Mello**, associate director for academic and professional affairs, spoke with him about teaching the course Listening as part of the Virtual Faculty Lounge's Course Teaching Tips Interview Series.

What is your approach to teaching the course Listening?

My approach to teaching listening is to very much go into a model of listening competency… I think that one of the difficulties that we encounter sometimes with listening as a skill … is it's focused on a list of 'do this, do this, do this' and if there isn't an underlying principle so that students would understand why you would do something then it just doesn't make a whole lot of sense and it's not going to stick.

What do you hope students gain from the course?

The word just is an inappropriate descriptor of listen…. We don't just listen, it's a very complex, very involved process that assumes that we as listeners must take 50, if not 51, percent of the responsibility for the communication and assume a very active role in the process… [I want to] bring students to an understanding that they need to be engaged communicators.

Listen to the entire interview and find additional teaching resources at www.natcom.org/vfl.

THE PRESIDENTIAL DEBATES

A Special Issue

Since 1980, presidential election campaigns have featured formalized presidential (and vice-presidential) debates. Increasingly, such debating also occurs in presidential primary contests and "down-ballot" as well, with candidates for Congress, the U.S. Senate, and state and local offices sparring with one another, often on television. American-style political debating has even gone international, most significantly with the unprecedented 2010 debate between Britain's major political party leaders. This year, thousands of journalists are expected to cover the presidential debates in the United States, and viewership is anticipated to eclipse 80 million.

Communication is uniquely poised among the academic disciplines to study and analyze presidential debates, the process of presidential debating, and the impacts of presidential debates on voters and the larger political culture. Scholars in communication have generated a robust literature examining the history, performance, and effects of presidential debates. Our scholars are frequently called upon to offer public commentary in the news media about the debates as they happen and after they air.

NCA formed the Presidential Debates Advisory Council (PDAC) in early 2012 as a means to coordinate and focus the communication discipline's response to the 2012 presidential debates and to plan for future endeavors to study political debating. Planning is underway for at least two high-profile public programs featuring NCA scholars and teachers commenting on presidential debates and their importance in the political campaign context. PDAC was pleased to assist in generating ideas for this special issue of *Spectra*, and the group is also involved in planning for special convention programming for the NCA 98th Annual Convention in Orlando. The possibilities are limitless, and PDAC welcomes comments and suggestions from all members of NCA.

Trevor Parry-Giles, Associate Director for Academic and Professional Affairs
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DEBATING DEMOCRACY

The History and Effects of U.S. Presidential Debates

By Mitchell S. McKinney

At the conclusion of the fourth and final Kennedy/Nixon debate in the fall of 1960, moderator Quincy Howe of ABC News praised the two presidential candidates: "The character and courage with which these two men have spoken sets a high standard for generations to come. Surely, they have set a new precedent. Perhaps they have established a new tradition." While some may question if presidential candidates often—if ever—achieve a "high standard" in their televised debate performances, the Kennedy/Nixon exchanges inaugurated what has become an institution in presidential campaign communication. Although general-election debates would not happen again until the Ford/Carter encounters 16 years later, a tradition of presidential debates is now firmly established with an unbroken chain of debates occurring since 1976.

While presidential candidates are not obligated to debate by force of law or campaign regulation, public expectation has institutionalized these candidate exchanges as a central component of our general-election presidential campaigns. This brief essay provides a short history of presidential debates from 1960 to the present, noting particularly the evolution of debate formats, and also summarizing dominant debate viewing effects as established through decades of televised campaign debate research.

Although various types of political campaign debates had taken place in the United States over the past three centuries, including the first radio and then televised presidential primary debates in the 1940s and '50s, it was viewed as a major innovation in campaign communication when face-to-face debates between presidential candidates John F. Kennedy and Richard M. Nixon took place in 1960. The idea of our presidential candidates debating one another was officially endorsed by the American Forensic Association in 1959, and members of the Speech Association of America, forerunner to the National Communication Association, contacted candidates and the television networks with their proposal for televised candidate debates. (For an account of speech communication scholars' activities to bring about televised presidential debates, see Austin J. Freeley's 1961 essay in *Quarterly Journal of Speech* (v. 47, 60-64).)

First, however, it literally required an act of Congress for John Kennedy and Richard Nixon to meet in debate. With the nascent TV networks arguing for televised candidate debates, the Democrat-controlled Congress was more than willing to oblige their party's nominee, especially since John Kennedy felt that these exchanges might be to his advantage. Congress authorized a temporary suspension of Section 315 of the Federal Communications Act, known as the Equal Time Rule, which allowed the networks to broadcast debates that included only the two major-party candidates. The first-ever televised presidential debates were sponsored jointly by the three networks (ABC, CBS, and NBC), which negotiated the specific debate structure with the two candidates.

In 1964, incumbent President Lyndon Johnson—no fan of the TV camera and eminently

aware of his shortcomings as a public communicator following the media-savvy John Kennedy—halted Congressional attempts to again suspend Section 315 regulations, which prevented a second installment of televised presidential debates. Next, debates were quashed in both 1968 and 1972 by Richard Nixon, who believed his defeat in 1960 was largely the result of his poor debate performance.

Televised debates finally resumed in 1976 due to a confluence of political and regulatory factors. First, FCC regulations were interpreted to allow for an independent debate sponsor to apply its own candidate selection criteria. Thus, the networks could broadcast this affair as a bona fide news event. The political environment in 1976 was also ripe for the resumption of presidential debates. With a weak incumbent president desiring to appear in command (Gerald Ford), and an anti-establishment challenger (Jimmy Carter) eager to appear side-by-side as a presidential equal, both candidates saw benefits to the televised debates.

Debates help undecided citizens form their voting preferences.

The League of Women Voters (LWV) took on the role of independent debate sponsor when televised debates resumed in 1976. Struggle for debate control, however, would eventually lead to the league's replacement by the newly formed Commission on Presidential Debates in 1988. The ongoing battle between candidates and the LWV became most apparent in 1984 when the league argued with the Reagan and Mondale campaigns over the specific format to be used and particularly the selection of journalists who would serve as questioners. Following the 1984 clash between the campaigns and the LWV, representatives of the Democratic and Republican parties joined in 1987 to form an alternative organization to sponsor debates, first dubbed the "bi-partisan" and now "non-partisan" Commission on Presidential Debates (CPD).

In 1988, candidates George H.W. Bush and Michael Dukakis had originally agreed to debates sponsored by both the LWV and the newly formed CPD. However, the LWV, again refusing to acquiesce to candidate demands regarding debate structure and journalist participants, withdrew as debate sponsor. In a rather harsh indictment of the candidates' continued attempts to completely control the presidential debates, LWV President Nancy Neuman explained the league's withdrawal by noting, "The league … is announcing today that we have no intention of becoming an accessory to the hoodwinking of the American public." Following the league's withdrawal, the CPD sponsored each of the 1988 debates and continues to serve as the only general-election presidential debate sponsor. While the CPD has taken steps since its inception to function as an independent arbiter of our nation's general-election presidential debates, and particularly since 2000 when key decisions regarding debate particulars (such as the venues, formats and moderators) have been made without negotiation with the candidates, the Commission still receives regular criticism for its candidate selection process and what many regard as its too-stringent criteria, which leads to the exclusion of all but the Democratic and Republican nominees. (Third-party candidates have been included in only two election cycles: John Anderson in 1980 and Ross Perot and his running mate James Stockdale in 1992).

Perhaps the most often-heard refrain regarding presidential debates is the charge that these staged-for-TV encounters between the major aspirants for the U.S. presidency are anything but "true" debates (or, as communication scholar J. Jeffery Auer dubbed them in 1962, "counterfeit" debates). Certainly, scholars, political pundits, and even candidates frequently complain that these quadrennial exchanges do not reach their full potential as exercises in political argumentation. At the heart of such criticism is usually some quarrel with the actual debate structure or format.

From the very beginning, it was the candidates themselves who sought to structure "safe" debate encounters, limiting the likelihood of candidate clash and spontaneity. In a speech to the Society of Professional Journalists in New York City just days following the Kennedy/Nixon debates, CBS President Frank Stanton recounted how precedent was set for the basic presidential debate design, later dubbed "the joint press conference," a model for presidential debating that would last until the 1990s:

> The format of the debates unquestionably had the limitations inevitable in any first breakthrough or major innovation. The interposition of the panel was at the firm insistence of the candidates and represented a compromise with which the networks were not too happy. The networks preferred the more traditional format in which each candidate would question the other. But we were eager to get on with the face-to-face broadcasts, even in the modified format, because we believed that whatever the imperfections, they could be eliminated as the debates evolved and it was important to take this first giant step forward.

When examining the practice of presidential debates from 1960 to the

present, one finds the actual structure of these exchanges remained virtually unchanged until the 1990s. In fact, and to its credit, once the CPD took control of debates from the LWV in 1988, we have seen a steady evolution away from the original Kennedy/ Nixon debate model, the much criticized "joint press-conference" format, to debates that are now very different in their design and incorporate many elements advocated by presidential debate scholars. For instance, panels of "celebrity" journalists—who seemed frequently enamored with "gotcha" questions—have been replaced by a single moderator to facilitate greater candidate interaction; extended and less-rigid candidate response sequences allow for more in-depth issue discussion; and the public is now included in the actual debate dialogue with undecided citizens participating in the Town Hall debates.

PRESIDENTIAL DEBATE SERIES & AVERAGE VIEWING AUDIENCE

Debate Year	# of Pres Debates	# of VP Debates	Avg. Viewers (in millions)
1960	4	0	63
1976	3	1	60
1980	1	0	81
1984	2	1	63
1988	2	1	60
1992	3	1	63
1996	2	1	36
2000	3	1	38
2004	3	1	51
2008	3	1	61

SOURCE: Nielsen Media Research (see www.debates.org)

Perhaps the most often cited justification for the usefulness of the televised presidential debate is its ability to reach large audiences. From their inception, presidential debates have assembled the largest viewing audience of any single televised campaign event. In fact, approximately 80 percent of the U.S. adult population reported viewing or listening to at least one of the 1960 Kennedy/ Nixon debates (see table for average viewing audience for each debate series, 1960-2008).

For some, however, the measure of a debate's usefulness may hinge on whether or not debate viewing influences a citizen's vote choice. On this matter, the evidence is quite clear: Very little change in voting intentions is recorded following exposure to debates. In general, the extant literature reveals that debates work more to reinforce rather than change voters' minds. However, ample evidence has found that debates help the undecided, conflicted, or weakly committed citizens to form their voting preference or even change candidate choice. Although the undecided and uncommitted citizen may constitute a much smaller segment of the debate viewing audience, this is exactly the slice of the electorate to which most general-election campaign messages are targeted and, in very close contests, these are the very voters that may ultimately decide the election's outcome. Finally, numerous studies have found that debates facilitate the acquisition of issue information, influence perceptions of candidates' character or image traits, heighten citizens' interest in the ongoing campaign, encourage citizens to seek out additional campaign information and participate in the campaign through such activities as talking to others about their preferred candidate, and increase the reported likelihood of voting.

While not without their flaws and limitations as a form of campaign communication, our televised presidential debates have evolved significantly since 1960. Compelling evidence suggests that our democracy has been well served and that our citizenry has benefited from its leaders' willingness to meet, face-to-face, seeking the public's support. Indeed, the very principle of a participatory democracy is perhaps best demonstrated through the practice of campaign debates in which those desiring to be our leaders stand before the public and argue why we, the people, should grant them what is perhaps the greatest expression of civic power that we have—our vote. ■

Mitchell S. McKinney, Ph.D., is associate professor and director of graduate studies in the Department of Communication at the University of Missouri. His research interests include presidential debates, political campaigns, media and politics, and presidential rhetoric. The information presented here is a summary of more detailed descriptions of U.S. presidential debates by the author that can be found in the *Encyclopedia of Media and Politics* (2007, CQ Press) and the *Encyclopedia of Political Communication* (2008, Sage). A bibliography of key presidential debate references is included with these two sources.

MITCH HADDAD/NBCU PHOTO BANK

▲ FAKE CANDIDATES, "REAL" DEBATE

The most famous depiction of presidential debating in popular culture is undoubtedly "The Debate," the live-action event between Democrat Matthew Santos (Jimmy Smits) and Republican Arnold Vinick (Alan Alda) from season seven of *The West Wing*. Shot live twice (once for East Coast viewers, once for West Coast viewers), "The Debate" used an actual set from a 2004 debate between real candidates John Kerry and George W. Bush and was moderated by real journalist Forrest Sawyer.

Zogby International, the well-known polling firm, actually assessed voter reaction to "The Debate," finding that the Republican candidate Vinick prevailed over Santos, particularly among young voters. Even with all of the buzz and interest, the episode still ranked third in its time slot for the night—behind episodes of ABC's *Extreme Makeover* and CBS's *Cold Case*.

DANA EDELSON/NBC/
NBCU PHOTOBANK

◀ "REAL" CANDIDATES, FAKE DEBATES

For years, a staple of *Saturday Night Live*'s political parody has been its send-up of presidential and vice-presidential debating. Famous SNL performers, from Will Farrell to Darrell Hammond to Amy Poehler, have depicted presidential candidates in debates, making fun of both the style and the policy positions embraced by the candidates in debates.

Most recently, Tina Fey's depictions of GOP vice-presidential candidate Sarah Palin in 2008 included a parody of the debate between Palin and then-Sen. Joe Biden. Emerging research in media and political communication is beginning to document the power of Fey's parody of Palin. Esralaw and Young, for example, report finding that parodies of Palin by Fey increased cognitive processing by voters around the issues of Palin's intelligence, competence, and experience (*Communication Quarterly,* 2012).

—Trevor Parry-Giles

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MORE THAN A BEARD AND A PASTY FOREHEAD

The Lessons of the 1960 Great Debate

By Sara A. Mehltretter Drury

They are called the "Great Debates"—and with good reason. In the fall of 1960, Republican Vice President Richard Nixon met Democratic Senator John F. Kennedy for the first series of live, televised presidential debates. The candidates engaged in structured arguments, answering questions from a panel of journalists, with the then-new medium of television bringing the debate live to millions of Americans.

During the four presidential debates, Nixon and Kennedy discussed foreign and domestic policy, covering issues such as national security, relations with the communist nations, the economy, agriculture, and social programs. Among the 1960 debates, the first—*The* Great Debate—is particularly remembered for an enduring lesson: Looks count. Yet is this what we should take away from this historic event?

The predominant narrative of the first Kennedy-Nixon debate, on September 26, 1960, goes something like this: Kennedy prepared well for the debate—and not only on the issues. His campaign team had thought about what it could mean for their candidate to appear on live television. In the week preceding the debate, Kennedy campaigned in California—in a convertible—and approached the debate rested and tanned. He received assistance from image consultants, who advised changing his shirt based on the background color of the television studio. On the evening of the debate, he arrived at WBBM-TV, the CBS affiliate in Chicago, looking like a Hollywood movie star. As debate moderator Howard K. Smith put it in his memoir *Events Leading Up to My Death: The Life of a Twentieth-Century Reporter*, Kennedy looked "like a young athlete come to receive his wreath of laurel."

In contrast, Nixon was exhausted when he arrived in Chicago. His pledge to campaign in all 50 states had been undermined by an infection behind his kneecap. Hospitalized in late August and early September, he nevertheless set a grueling schedule to honor his campaign promise. On the day of the debate, he gave a speech and then retired to his hotel room, cramming on answers to dozens of possible questions. His running mate, Henry Cabot Lodge, called and urged him not to be too aggressive with Kennedy. Arriving at WBBM, Nixon hit his ailing knee on a door. The weight loss from the illness and frantic campaigning meant that Nixon's shirt hung loosely around his neck, leaving him looking scrawny and pale in contrast to the healthy and tanned Kennedy. The studio's freshly painted—and still wet—grayscale background blended with Nixon's gray suit. Nixon declined professional makeup; instead a staff member applied a light dusting of Lazy-Shave, a drugstore pancake makeup, over his persistent five o'clock shadow.

Once the Great Debate began and the bright, hot lights of the studio turned on, Kennedy appeared handsome and confident, while Nixon

sweated through his makeup and looked fatigued. According to this version of the story, few Americans noted the arguments made by either candidate, instead choosing Kennedy as victor because he looked better on live television. When people make arguments about appearance mattering in political television, they use this story as evidence.

To further demonstrate that the visual elements were decisive, historical accounts such as *The Making of the President 1960*, written by famous political reporter Theodore White, referred to "sample surveys" conducted after the debate. According to these accounts, television viewers who had seen the debate thought Senator Kennedy was the winner, whereas radio listeners who did not see the candidates thought Vice President Nixon had prevailed. Communication scholars, however, have challenged this so-called viewer-listener disagreement. In a 1987 article in *Central States Speech Journal*, D. L. Vancil and S. D. Pendell argued that the empirical evidence supporting the viewer-listener disagreement is quite thin.

Regardless of whether there was a viewer-listener disagreement, the public account of the Great Debate remains focused on visual appearance. The lesson from the first televised debate seems clear. Kennedy looked like a winner; Nixon's appearance lost him the debate. Don Hewitt, who produced the debate, is even more blunt in his book *Tell Me a Story*: "The only thing most of us remember about Kennedy-Nixon was Nixon's makeup."

We hear this narrative every four years in the flurry of media surrounding the presidential debates. In our work on the significance and changing public memory of the Great Debates, Dale A. Herbeck, professor and chair of the Communication Studies Department at Northeastern University, and I have completed an analysis of *New York Times* articles from 1960 through the present that mention the Great Debates. When closely examined, these articles depict a changing narrative—from a *presidential character narrative,* focusing on the question of which person seemed to fit the presidential role based both on style and substance, to the now dominant *visual appearance narrative*, which focuses shallowly on the appearance of the candidates.

One article called Kennedy a "cool, self-assured, handsome figure with a machine-gun rattle of data."

Articles written in the *New York Times* during the 1960 election did point out the visual elements, but these elements are contextualized within a larger narrative about the issues and the question of leadership style and character. This focus prompted citizens to judge who would be the best man for president, addressing both appearance and substantive answers. The visual references of these articles are measured rather than sensational. They noted for example that Kennedy wore "no television makeup"—which we now believe not to be true—and Nixon applied "pancake makeup to cover his dark beard" and "smiled more frequently as he made his points and dabbed frequently at the perspiration that beaded on his chin." Another acknowledged that Nixon appeared "drawn and tired," but felt this appearance was in contrast to "the impression he has given on the hustings" during the campaign. Indeed, not all the visual appearance comments were critical toward Nixon. One article even reported that neither candidate handled the "theatrical problem of what to do with their legs."

Rather than reduce the visual to the handsome candidate versus the sweaty candidate dichotomy, the articles framed Kennedy's victory as a result of appearing the better fit for the highest executive office—reflecting a presidential character narrative. One article said "the consensus of experts" was that "Mr. Kennedy had seemed the more confident in manner and Mr. Nixon the more polished." Another praised Kennedy's "assured" manner, but also noted Nixon's "taut eagerness."

When the *New York Times* published a summary of editorials from around the country, several mentioned how the debate helped to determine the presidential fitness of the candidates: the *Christian Science Monitor* noted how the debates clarified "the character and purpose of each candidate" and the *Detroit Free Press* commented that "Senator Kennedy, we judged, seemed to be under somewhat less strain than was the Vice President and he filled his questions skillfully." As evident from this brief overview, immediate analysis of the Great Debate did not succinctly conclude that style mattered over substance. Instead, the early accounts suggested that Kennedy had the edge because he appeared more presidential—a judgment that reflected both argumentative substance and visual style.

As time has passed, however, references to the Great Debate began to focus more exclusively on the visual narrative. This has been a gradual change. With the return of presidential debates in the 1976 campaign, references to the Great Debates in the *New York Times* oriented toward the visual, but still acknowledged presidential character. One article called Kennedy a "cool, self-assured, handsome figure with a machine-gun rattle of data," besting "an ailing, underweight, poorly made-up, perspiring Nixon." In other articles, writers suggested Kennedy looked the "archetype of the all-American boy, euphoric and ebullient," and "projected a feeling

of assurance," while Nixon appeared "like himself, deadly earnest and monotonous." These articles seemed to focus more on the visual elements of the debate, but the visual appearance narrative remains in context. Kennedy's victory involved his self-assured manner and use of data during the debate—a confident, presidential appearance.

In the last decade, however, the proverbial gloves came off: The dominant account of the Great Debates pointed heavily—and unabashedly—to the visual appearance narrative. Articles called Nixon "flu-ridden," "pale and unshaven," "pallid, even menacing," "pasty, sweaty-looking," "ashen and gaunt," and "melted in sweat." In contrast, Kennedy is referred to in several articles as looking "fit" and "tan." Even more explicit are contemporary pop culture accounts of the Kennedy-Nixon debates.

One of the most memorable and famous images of the Great Debate is in Oliver Stone's 1995 biographical film *Nixon*. Nixon, portrayed by Anthony Hopkins, spends most of his time during the televised debate looking befuddled, leaning over the podium, and perspiring profusely. As Nixon's advisors watch the debate, they comment, "Don't worry, it's not a beauty contest"/"Well we better hope not." The camera zooms in on Hopkins's lower face, his upper lip streaked with sweat. These moments are interspersed with real-life historical footage of the 1960 election night results (Kennedy's 30,071,377 votes to Nixon's 29,313,788) and of Kennedy taking the oath of office.

A 1996 A&E biography on Richard Nixon similarly emphasized the visual narrative when discussing the debate. "The consensus among viewers," the narrator explains, "was that Richard Nixon lost the first debate because of how he looked . . . The results were disastrous." This public record argues quite clearly that the first televised debate was decided by looks, the handsome Kennedy confronting the sweaty Nixon, a dubious character who bore a suspicious five o'clock shadow.

Looks did count for *something* in the Great Debate. But rather than treat appearance as the most important—indeed, sometimes the only—element of presidential debates, we might instead focus on what these debates offered to our public: political discourse. It was the first time candidates ever met on live television, and it set the precedent for future debates. In the first debate, the candidates discussed the major issues of the campaign, considering economic stimulus packages, social programs, education reform, and debt reduction—issues that are not at all dated and, in fact, remain prominent topics in today's public discourse.

Furthermore, while the Great Debates did not meet the standards of its famous political predecessors in content—falling well short of the Lincoln-Douglas debates—they did offer Americans a good deal of substance. The opening and closing statements, as well as the candidates' answers, provided considerable insight into the differences between the Democratic and Republican platforms in 1960. These longer statements compare favorably to today's sound bites wedged in between the "green-yellow-red" warning light system used in the last round of presidential debates.

To treat the Great Debate as merely a visual spectacle of a beard and a pasty forehead is to trivialize the real public discourse potential—and reality—of presidential debates in the past and present. When the accounts of debates, historical and contemporary, focus more on summation than on discursive details—looks count, style over substance—they create a culture that watches presidential debates not for information or arguments, but instead to see who will commit the biggest gaffe. To put it bluntly, focusing on soundbite summations and visual hiccups contributes to the dumbing down of the public discourse and minimizes the rhetorical and political potential of presidential debates.

These debates are not ideal forms of political argumentation, and there certainly is room for improvement in the quality and character of discourse between the presidential candidates. But that doesn't mean presidential debates are trivial events to be watched solely for the "gotcha'" moment, the quick victory of one candidate over another. Instead, we in the discipline of communication studies should encourage citizens to watch and listen carefully, analyzing the candidate's statements on policy, learning where they stand, and considering how they might govern. This fall, the 2012 presidential debates present an opportunity for all of us to emphasize style alongside the substance of the presidential debates, recognizing the impacts on our political discourse. ■

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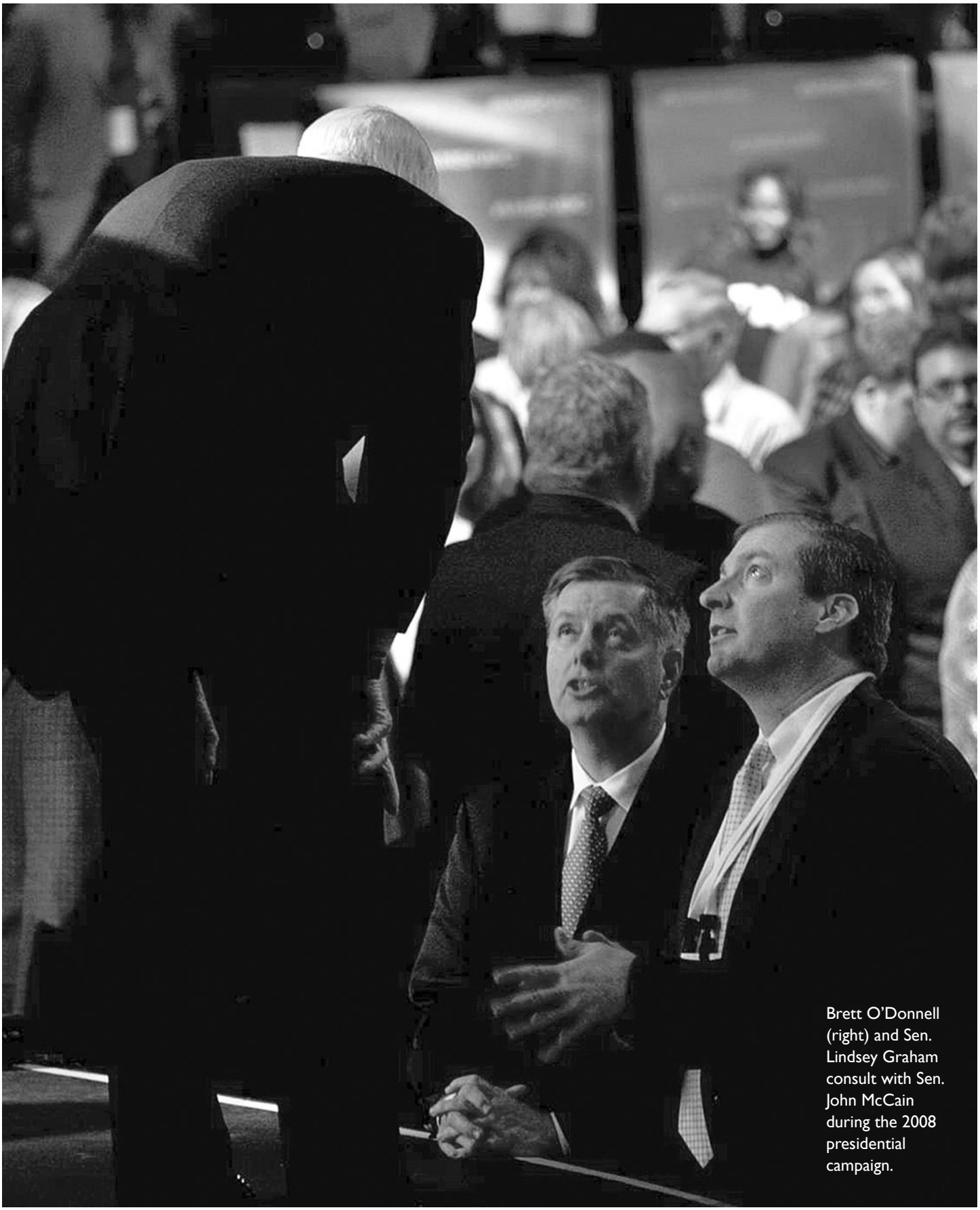

Brett O'Donnell (right) and Sen. Lindsey Graham consult with Sen. John McCain during the 2008 presidential campaign.

COURTESY OF BRETT O'DONNELL

AN INSIDER'S VIEW OF THE PRESIDENTIAL DEBATES

By Brett M. O'Donnell

Many years ago, I had the privilege of sitting in political communication classes taught by Tom Benson and the late Dick Gregg at Penn State. Both of them, with the aid of materials from Kathleen Hall Jamieson of the University of Pennsylvania, fostered my love of politics and communication. For a long time, I was content to try and do the same for students at Liberty University while also coaching intercollegiate policy debate.

But in 2004, after a chance meeting with Karl Rove, I was drafted into presidential politics. Four presidential candidates and a number of gubernatorial, Senate, and House candidates later, I have been privileged to put into practice much of what I learned from Benson, Gregg, and Jamieson, and from years of coaching college debate, particularly debaters at the novice level. As I "coach" each candidate, I have attempted to remain true to the academic background of this rich tradition in debate and argument.

It's a challenge. Political candidates and their advisors often don't understand the communicative and argumentative aspects of debates, and the ideal of voter education often gets lost in the run-up negotiations between campaigns and the networks hosting the debates. But imperfect as the debates are, they serve an increasingly crucial role in helping voters decide between candidates.

Until recently, debates were not thought to have a significant impact on the outcome of a campaign. However, debates have become more of a public fascination; consequently, their impact is increasing with each cycle. But candidates for both national and state offices have shown anxiety or even disdain for political debates. A candidate will often refuse to debate, which leads to attacks from his opponent and the media. The candidate ends up debating and many times does poorly.

Much of the blame for these poor performances rests with inexperienced staffers who don't understand how political debates function and the unique strategic opportunities that they present to the campaign. Political debate "preppers" often have little experience or training in debate, argumentation, or even communication. Instead, they are usually media consultants or policy advisors doubling as debate coaches. After all, if the candidate can be taught to make a good ad and know specific answers to questions of policy, then advisors believe the candidate can be taught to perform well in debates. Candidates are coached to approach debates as if they were contestants on *Jeopardy*. They worry that the audience is keeping score and marking them down for each incorrect answer. They strive to get off pre-scripted zingers designed to capture the press's imagination. They don't think about the communicative and argumentative qualities of the debates.

President George W. Bush didn't begin paying attention to the communicative aspects of his performance, particularly the non-verbal dimension, until after the first presidential debate with John Kerry in 2004, during which he sighed, looked angry, and slouched at the podium. (My role in addressing this problem is chronicled in

Robert Draper's book, *Dead Certain*.) Many pundits thought President Bush performed better in the second debate and may have sealed his re-election with his performance in the third debate.

Jamieson correctly notes that political debates aren't really debates in the way that academics or debate coaches might think of a debate. They are more like "joint press conferences." As such, the negotiations between the campaigns, the networks, and the Commission on Presidential Debates can be as important as the debates themselves. They certainly affect what the public sees during the debate, preventing exchanges that might lead to real debating such as candidate-to-candidate questions or extensive rebuttal time. Campaigns will attempt to do what they deem best for their candidate, and networks will attempt to do what they think will generate the "best television." Much of the time these interests fail to align, and there is plenty of blame to go around for both the press and the campaigns. As Mitt Romney said to a debate questioner during this primary cycle, "You get to ask the questions you want to ask, and I get to give the answers I want to give."

Networks consistently push for formats that are fast-moving, with short time limits for answers. They want to ask candidates yes-or-no questions and even make them raise their hands because, they claim, some questions demand a precise black or white answer rather than candidate obfuscation. But most campaigns with which I have worked forcefully resist these types of questions, arguing that they belittle the office for which they are running and evoke "boxers or briefs" kinds of questions rather than substantive issue-oriented ones. And sometimes they undermine a specific candidate: Sen. John McCain, for whom I worked from 2007 to 2008, was physically hampered from raising his hands due to the injuries he received while a prisoner of war in Vietnam. Anyone hoping for Lincoln-Douglas type debates, as Newt Gingrich had wanted, will be disappointed as long as commercial television revenues and interests drive debate format considerations.

Campaigns and networks spend hours negotiating every detail of the debates, from how the candidates will be positioned on the stage, how they will be lit, and whether talking snowmen will be allowed to ask questions (as one did during the Google/YouTube debate in 2007) to how many campaign staffers will be allowed in green rooms and how much latitude networks and moderators will have in questioning the candidates.

Pre-debate negotiations frequently involve campaigns aligning themselves against the networks in an attempt to leverage all of the candidates' participation to obtain the format they deem best. In the last two cycles there have been coalitions of the Republican campaigns (sometimes there have been more than one) that have attempted to push a broad agenda for the debate formats.

However, those interests can also conflict. In the summer and fall of 2007, Sen. McCain had few resources. As his director of messaging, my strategy was to maximize the number of debates so the senator would be able to advance his campaign through free media exposure. Candidates that are at the top of polling and resources tend to want to debate less while candidates at the bottom want to debate more. Without the extensive number of primary debates, cash-poor candidates with little resources would be forced to drop out of the race much earlier. Newt Gingrich's campaign would have ended in the early summer of 2011 had he not had access to voters through the debates. And his performance in the debates resurrected his campaign—twice—and then ended it in Florida.

For the presidential debates in the general election, the negotiation process is even more intense, with the two campaigns negotiating with the Commission for Presidential Debates and the network representative for the pooled debate television coverage. Attention is paid to every detail, including who will enter and exit the stage first, where green rooms are located, the specific formats, whether the debates will be topic-limited, and whether or not the candidates will stand or sit during the debates. In fact the "debate about the debates" has been an increasing part of the campaign narrative. In 2004, the Bush campaign pushed for strict time limits because John Kerry had a reputation for frequently running over time in the primary debates; the campaign knew Kerry would look bad every time the moderator had to cut him off.

In 2008, Sen. Lindsey Graham and I negotiated for the McCain team and pushed to have the first debate limited to foreign policy and the third debate limited to domestic policy. Our strategy was that Sen. McCain could score a victory in the first debate because of his extensive experience in foreign policy and set the media narrative for the final two debates. To our surprise, the Obama campaign agreed to those terms. However, the collapse of Lehman Brothers and the subsequent financial crisis led the moderator Jim Lehrer to insist that the first 30 minutes of the debate focus on the economy. While Sen. McCain handily won the foreign policy portion of the debate, his performance in the economic portion set the tone for the media's coverage of the debate.

In 2008, we also negotiated strict rules for the town hall debates, covering who would be in the audience and how the debate would be conducted to ensure that the audience, not the moderator, asked the questions. In fact, the McCain campaign believed so strongly in the notion of the town

hall debate/meeting that earlier in the summer we had proposed that Obama and McCain travel around the country and do a series of joint town hall meetings as Sen. Barry Goldwater and President John F. Kennedy had planned to do before President Kennedy was assassinated. The Obama campaign refused. Two days before the 2008 town hall, the moderator, Tom Brokaw, announced on the *Today Show* that he would have "his questions" for the debate. Both campaigns convened a call with commission members to remind them of the rules upon which they had agreed. Brokaw violated the rules anyway and ended up asking more questions than the audience did during a debate that was supposed to belong to the people.

Political debates have undeniably taken on increased significance with each cycle. Michele Bachmann's candidacy was launched at a debate in New Hampshire, and her performance in the first two debates carried her to victory in the Iowa Straw Poll. Gov. Tim Pawlenty's reluctance to attack Mitt Romney by repeating the term "Obamneycare" during one debate and his unsuccessful attack against Bachmann during another ended his candidacy. Rick Perry's candidacy collapsed after a series of poor debate performances in September and October culminating in the infamous "oops" moment. Newt Gingrich's candidacy rose and fell based on his debate performance, and Mitt Romney turned his campaign around based on his two debate performances in Florida. To say debates have mattered this cycle is an understatement.

Debates are important for voters because they allow candidates to be compared in an apparently neutral context. Voters can judge who is more presidential, competent, and likable. And debates are important for campaigns and candidates because they represent an opportunity to drive their message outside of controlled events and have that message relayed by a supposedly impartial press.

The press has played up debates as well. When the primary campaign reached its peak this cycle, CNN ran Super Bowl-like introductions to each of its debates, and moderators joined the spectacle by attempting to carve out their niche as proficient adjudicators of the candidates.

> Without the extensive number of primary debates, cash-poor candidates with little resources would be forced to drop out of the race much earlier.

In an August Iowa debate, Byron York from the *Washington Examiner* asked Michele Bachmann if wives should be submissive to their husbands. In a January debate in South Carolina, John King of CNN asked Newt Gingrich about having an open marriage with his second wife. Both scenarios ended up creating positive moments for the candidates and backfired on the moderators, but they have not deterred moderators from continuing to use "gotcha" questions throughout the debates.

While this cycle seems to have increased the importance of a candidate's performance in the debates, prior cycles have mattered as well. When John McCain described himself as "all tied up" during Woodstock to mock Hillary Clinton's earmark for the New York town, he propelled himself back onto the national stage after his campaign had earlier faltered. And prior presidential debates have numerous examples of moments either spontaneous or scripted that have changed the campaign narrative and had an impact on polling data—and perhaps the election.

The premium on performance may be even greater during this general election given the projected narrow margin. Most strategists on both sides agree that the debates could have the most significant impact on voters of any cycle. Both Obama and Romney are formidable debaters and have proven they can deliver commanding performances in debates. It will be interesting to see how the health care issue plays out in the debates, how much both candidates attack each other given that the debates are later in the election cycle this time around, and how well each is able to use the debates to connect with voters.

I applaud the NCA's efforts to study the debates through the Presidential Debates Advisory Council. There is little doubt that political debates would improve from the input of experts in the communication discipline. The challenge that remains is getting campaigns and the networks to listen and take the long view of what is best for voter education rather than what is best for ad rates and the comfort of the candidates. ■

Brett O'Donnell is president of O'Donnell and Associates, Ltd. He most recently served as the chief strategist for the Bachmann for President Campaign. He was the director of messaging for the McCain Presidential Campaign from 2007 to 2008 and advised the Bush-Cheney 2004 Presidential Campaign. He also has consulted for numerous gubernatorial and U.S. Senate and House campaigns. He was the director of debate and an assistant professor of communications at Liberty University for 18 years.

AP PHOTO/CHARLIE NEIBERGALL, POOL

Former Massachusetts Gov. Mitt Romney listens to Rep. Michele Bachmann during the Iowa GOP/Fox News Debate at the CY Stephens Auditorium in Ames, Iowa, on Aug. 11, 2011.

POLITENESS IN THE 2012 PRESIDENTIAL DEBATES

Some preliminary findings from the Iowa Debates

By Edward A. Hinck, Shelly S. Hinck, and William O. Dailey

The 2012 primary debates shaped the campaign for the Republican nomination in important, but not always easily anticipated, ways. Last November, Michael Shear of the *New York Times*' Politics and Government Blog wrote that "the Republican presidential debates have proven critical for just about every candidate in the race—disastrous for some and essential for others." These events were significant for the public as well. Compared with a Republican debate in 2007 drawing 1.02 million viewers, the Republican presidential primary debate on November 10, 2011, drew 3.33 million viewers, making it the most watched program on cable during the time it was aired, according to the *New York Times*. The public's interest in the primary debates continued throughout January, with 5.4 million viewers watching the debate on January 26, which was almost eight times the average audience for debate host CNN, according to the *Washington Times*.

Given the renewed interest in debates, communication scholars should find many interesting messages to study in the course of the upcoming campaign, including how the presidential debates (and the debates about debates)

unfold, which candidates stumble (and how pundit commentary shapes perceptions of messages), and how the candidates construct and defend their reasons for electing them to high office.

Our interest in debates has focused on the intensity of the attacks the candidates use. In previous research, we have found that the candidates' advocacy skills influence how the public formulates judgments of them after the debates, but politeness skills— the way that candidates treat each other in these exchanges—also play a role in assessing candidates for office. Although politeness has been studied in the interpersonal context, Penelope Brown and Stephen C. Levinson have noted in *Politeness: Some Universals in Language Usage* that politeness scholars might expand the study of face management to other contexts, such as political and religious systems, and consider how the presence of an audience affects speakers' politeness strategies.

We treat debates as ideal sites for the study of argumentation and politeness since such events place the candidates in complex situations where one's positive face—the degree to which a person desires to be respected by others—is vulnerable to attack by an opposing candidate. Negative face—the degree to which a person desires to be free from the impositions of others—can also be important during a debate, although those kinds of exchanges occur less often than threats to positive face. Studying politeness in political systems is important to understanding how audiences develop an image of a candidate since how a candidate attacks an opponent and responds to attacks reveals a candidate's character as a potential leader.

We have found that in presidential and vice-presidential debates, candidates differ in the range and competence of politeness strategies selected, and audiences to some degree use these perceptions of politeness in evaluating candidates. Highly aggressive strategies are not correlated with electoral success in general campaign debates. Given the intensity of the 2012 Republican primary debates, we were interested in how argument and politeness might account for campaign outcomes in the race for the Republican nomination. Although much work needs to be done to get a more complete picture of the role of politeness in the 2012 primary debates, we present some preliminary findings concerning the debates prior to the Iowa primary and identify some of the research interests for the general campaign.

When debaters in Iowa were critical, they were far more divisive than appears to be the norm for presidential debates.

Preliminary analysis of the Iowa primary debates suggests that they appeared to contain more direct face-threatening strategies on character and leadership than used in the presidential debates. The most egregious forms of attacks, in our estimation, tend to focus on the character and leadership competence of the opponent, often framed as a direct personal attack. A more suitable form of face threat would be attacks on policy expressed in less directly face-threatening ways since indirect attacks reveal not only the candidate's ability to defend ideas, policies, and programs as serving national needs, values, and priorities, but also the ability to manage one's relationship with an opponent in the presence of an audience.

Across the presidential debates from 1960 to 2004, about 12 percent of threatening comments are of the most damaging kind—as attacks on character and leadership. In the Iowa primary debates, about 35 percent of the attacks focused on character and leadership competence. That ratio only reached 26 percent during the 2004 debates, which were the harshest presidential debates. When debaters in Iowa were critical, they were far more divisive than appears to be the norm for presidential debates.

The primary debates also present opportunities to explore who is using face threat and who is being attacked or threatened. In Iowa, going on the attack was roughly proportional to how much floor time one had. About 25 percent of what candidates did was attack, although Bachmann was on the attack about 40 percent of the time and Gingrich, Paul, and Santorum were below that average.

In terms of type of attacks, only Romney (and only in the first debate) used indirect face threats to any extent; these threats focused on ideas, decisions, and outcomes, not on opponents directly. Perhaps this reflects a deliberate strategy for Romney, which was to refrain from attacking the other candidates: By letting them attack each other, he would show how unacceptable they were as presidential nominees. The other candidates, when they used face threat, used direct threats toward the character of their opponents. The exception was Gingrich, who did not use much direct attack on character and leadership competence in Iowa. His approach would change later in the primaries when he took on Romney's business record, chiding Romney for "vulture capitalism."

Romney's strategy of using indirect face threats to attack others and defending himself against the attacks of others with direct face threats partly explains his close finish in Iowa and possibly serves as an explanation for

his success in subsequent primary contests. To illustrate the role of politeness, we offer an example of how Romney used a direct attack on Perry in the first debate in Iowa to defend himself against Rick Perry's criticism that he would be unable to win the argument against Obama on individual mandates in health care. We coded this exchange as a direct face threat over the truthfulness of one's claims since Romney stated that Perry was "simply wrong" on the issue. In this instance, both Romney and Perry have their positive face at stake since to be shown wrong on an issue reveals one's inability to command facts.

The analysis of who candidates targeted for attacks tells us something of the character of the Iowa primary debates.

First, Perry reasserted that Romney was for individual mandates: "I'm just saying, you were for individual mandates, my friend." Romney responded, "You know what, you've raised that before, Rick. And you're simply wrong." So this sets up a direct attack on Perry's positive face. Perry repeated his claim: "It was true then…" with Romney interrupting, "No, no...." Perry continued: "And it's true now" and Romney interrupted again: "Rick, I'll tell you what...10,000 bucks? $10,000 bet?" Perry countered: "I'm not in the betting business...." Romney responded: "Oh, okay" with Perry interrupting with "... but I'll show you the...." Romney interrupted asserting expertise in his reference to his book: "I wrote the..." then Perry stating, "I'll show you the book." Romney responded: "I've got the book and, and I wrote the book. And I have it. And Chapter 7 is a section called 'The Massachusetts Model.' And I say as close as I can quote, I say, in my view, each state should be able to fashion their own program for the specific needs of their distinct citizens."

We present this example because it received a great deal of attention from the media for Romney's willingness to bet on the veracity of his facts. Some might view Romney's willingness to bet $10,000 as a sign of his exceeding wealth and inability to identify with those less well off financially. Setting aside the bet, however, from an argumentative standpoint Romney's use of the facts seems more satisfactory than Perry's. Perry is left repeating his claim while Romney closes on more specific evidence paraphrased from his book. Had Perry sustained his line of attack, Romney's positive face would have been called into question since he would have been seen as unable to defend his record. Instead, Romney recognized this as an important issue for his campaign and selected a direct face threat in response to Perry. On the issue of individual mandates, Romney's direct face threat, despite its intensity regarding Perry's use of facts, might have seemed appropriate for the audience.

The analysis of who candidates targeted for attacks also tells us something of the character of the Iowa primary debates. Huntsman, Paul, Perry, and Santorum did not appear to be anyone's target, and we infer that they weren't seen at the time as a threat to the others. As one might expect, President Obama was the target of a great amount of attack, and two thirds of that was a direct attack on his character and leadership competence. Indeed, in the second Iowa debate, President Obama was attacked as much as all the other candidates combined, so the second debate was clearly directed at differentiating the Republican candidates from the Democratic president. Gingrich was the second most likely target in Iowa, receiving as much criticism and attack in the first Iowa debate as the President.

Gingrich's lead in the polls after the first debate made him the target for criticism in the second. Michele Bachmann criticized Gingrich for his lobbying activities on behalf of Freddie Mac and Fannie Mae. We coded excerpts from this exchange as direct face threats over the truthfulness of how candidates used data to support their claims. The second part of this exchange illustrated a direct threat on Gingrich's positive face when he denied the truth of Bachmann's claim. When the moderator gave Gingrich the opportunity to refute her evidence, Gingrich said, "Well, the easiest answer is, that's just not true. What she just said is factually not true. I never lobbied under any circumstance. I never went in and suggested in any way that we do this."

Bachmann responded with direct refutation of Gingrich's absolute denial: "Well, after the debates that we had last week, *PolitiFact* came out and said that everything that I said was true. And the evidence is that Speaker Gingrich took $1.6 million. You don't need to be within the technical definition of being a lobbyist to still be influence-peddling with senior Republicans in Washington, D.C., to get them to do your bidding."

This was a particularly telling moment for Gingrich since it called into question his ability to use facts in an objective manner and may explain in part why he did not win in Iowa. Yet sustaining a substantive line of attack on Gingrich's record did very little to elevate Bachmann's standing in the polls.

In these two early primary debates we found that the number of direct face threats were limited but, when advanced by the candidates, quite rough. Other debates in the

GOP campaign might contain a larger number of direct face threats. Knowing the early debate tactics of the candidates, it is possible to chart their behaviors against changes in polling results. For example, does doing well or doing poorly result in more or less attack behavior? We have found in the presidential debates that more indirect forms of face threat are correlated with greater success in the elections. Could this also be the case in the Republican primary debates, even though they appear, at the outset, to come down to attacks on one's conservative character?

Given the large and shifting field of candidates over the course of the 2012 primary campaign, understanding the face threat strategies of the candidates might shed light on the process by which candidates gain or lose standing with their party members. Does doing well in the polls predict that one will become more of a target? Do the results of preceding elections affect the strategies used by the candidates in the next round of debates? When candidates enter the campaign late, or drop out, does that affect the strategies used by the candidates?

Studying the 2012 Republican primary debates lays the groundwork for answering questions about the upcoming presidential debates. It might be the case that the Republican primary debates set the tone for an aggressive set of general campaign debates. Collecting data to compare how aggressive Barack Obama is in response to Mitt Romney should allow us to assess the degree to which Romney adapts his primary debate messages to the larger national audience in the general campaign.

We can compare Obama's strategies in his 2008 debates with John McCain to the strategies he adopts to defend his record against Romney. We have found that challengers have less success using increasingly aggressive messages than do incumbents. Whether Obama will defend his administration in more or less aggressive terms remains to be seen. With all of the challenges facing our nation, we hope that members of the communication discipline will find ways to bring citizens of their communities together to watch the debates, discuss the issues before voting in November, and study these important campaign events to increase our understanding of the role of debates in our democratic system of government. ■

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The Hincks and Dailey co-wrote *Politeness in Presidential Debates: Shaping Political Face in Campaign Debates from 1960 to 2004.*

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The Bates College Department of Rhetoric invites applications for a full time tenure-track assistant professor specializing in critical, theoretical, and/or historical approaches to Narrative American Film/Screen Studies beginning in August 2013. Degree in Rhetoric/Communication or Film Studies preferred. Ph.D. in hand required at time of the appointment. The full time teaching load is five courses per year.

Rhetoric is a newly independent and growing department at Bates College with an interdisciplinary approach to a liberal arts education. The successful candidate will build upon our current curricular offerings highlighting the intersectional consequences of race, gender, and sexuality for the historical, social, and political contexts of discourse. This individual will contribute curricula attentive to the importance of social class and/or ethnic identities, as well as courses in narrative film theory and criticism. Other areas of teaching and research of interest to the department include, but are not limited to: narrative aspects of new screen technologies; film genres; and political communication. Applications are welcome from scholars specializing in any subfield of American film/television. Exceptional candidates with degrees outside of these areas, but with relevant competence demonstrated through teaching, research, or coursework in Rhetoric/Communication will be considered.

The college and the Rhetoric Department are committed to enhancing the diversity of the campus community and curriculum. Candidates who can contribute to this goal are encouraged to apply and to identify their strengths and experiences in this area. Bates is an Equal Opportunity/Affirmative Action employer. Bates College welcomes applications for shared positions. For more information about the college, please visit the Bates website: www.bates.edu.

Applications received by October 15 will receive priority for interviews at the American Studies Association and National Communication Association meetings in November. Additional interviews will be conducted at the annual meeting of the Modern Language Association in Boston. Review of applications will continue until the position is filled.

Applicants should submit electronically, in PDF format, to Nancy LePage, Project Specialist, 207-786-6480, at academicservices@bates.edu, a letter of application, curriculum vitae, a 1-2 page statement of research interests as they relate to the intersectional categories of race, class, gender, sexuality, and/or ethnicity, graduate school transcripts, and names and contact information for at least three references, one of whom can speak to the candidate's teaching experience/expertise. Send only the documents listed; we may request additional materials (writing sample, syllabi, etc.) after initial reviews. Please include your last name and Rhetoric R2067 in the subject line of all submissions. Direct questions to Stephanie Kelley-Romano, Chair, Department of Rhetoric, at: skelley@bates.edu or 207-786-6191.

California State Polytechnic University, Pomona

Assistant Professor, Communication Department

We invite applications and nominations for the position of Assistant Professor of Communication in Public Relations. Duties and Responsibilities: Teach undergraduate courses in Public Relations/Strategic Communication that cover some combination of the following areas: public relations theory, writing, management, and campaigns; social media for public relations; crisis communication; special events planning; organizational communication theory and advanced organizational communication theory; communication research and advanced communication research; and additional courses in the applicant's area of expertise. Position requires excellence in teaching and advising, research and publication, and service to the department, the university, and the community. Required Qualifications: Ph.D. in Public Relations/Strategic Communication by Sept. 1, 2013. Demonstrated potential for continued scholarly research and publication. Demonstrated ability to be responsive to the educational equity goals of the university and its increasing ethnic

diversity and international character. Date of Appointment: Fall 2013. Consideration of completed applications will begin on November 5, 2012, and continue until the position is filled. AA/EOE. For expanded position description and application, call (909) 869-3520, or e-mail vmkey@csupomona.edu.

California State University, East Bay

Assistant Professor

California State University, Eastbay, Communication Department invites applications for a tenure-track, assistant professor position in Advertising and Public Relations. Successful candidate will have: Ph.D. in Communication, Mass Communication or related field emphasizing Advertising/PR as well as extensive professional experience in an interactive AD/PR Agency that encompassed traditional and digital media platforms; scholarly achievements beyond dissertation; primary responsibility for Department's Advertising/PR curriculum, The Pioneer Advertising Agency, and advising the Public Relations Student Society of America; ability to collaborate with faculty and staff in The Pioneer Newspaper, Pioneer Web TV, Pioneer Web Radio and Internet Portal. Requirements include: ability to teach Advertising/PR across print, graphical and electronic/digital media, as well as other Communication courses; demonstrated ability to teach, advise and mentor students from diverse educational and cultural backgrounds and conduct research on issues pertaining to women, gender, populations of color, and/or other disenfranchised groups. Review of applications begins October 1, 2012. Submit: letter of application; current vita; copies of major publications; and three letters of recommendation to: Dr. Gale Young, Chair, Communication Department, California State University, East Bay, 25800 Carlos Bee Blvd., Hayward, CA 94542. Phone: (510) 885-3292, Fax: (510) 885-4099. For more information, visit www.csueastbay.edu. CSUEB is an EOE.

Clarion University of Pennsylvania

Assistant Professor of Communication with Specialization in Broadcasting

The Department of Communication at Clarion University invites applications for a tenure-track Assistant Professor of Communication with Specialization in Broadcasting to begin in August 2013 contingent upon final approval of funding. Minimum qualifications include a terminal degree in Communication/Mass Communication with an emphasis in broadcasting or related-field. ABD considered. Candidates must demonstrate a record of, and continued commitment to, a scholarly focus in mass media through teaching, research, and scholarship. Completion of a successful on-campus interview and classroom presentation are required. Applicants are required to submit a resume, cover letter, and letters of reference and complete an on-line application. Applicants will be required to provide an official transcript of the highest degree earned if selected for an on-campus interview. Review of applications will begin on January 13, 2013, and continue until the position is filled. AA/EOE For further details and to apply online, please visit the following website: https://jobs.clarion.edu.

Indiana University Department of Telecommunications

Assistant Professor

Indiana University's Department of Telecommunications seeks a tenure-track Assistant Professor with expertise in either the area of media economics, law & policy or media industries & management. In accordance with the makeup of the current departmental faculty, potential applicants may define media industries broadly, including the internet, broadcast, cable, broadband, games, advertising, or social media. The successful applicant should hold a terminal degree and present a promising program of scholarly research using social scientific, economic, legal, or historical methods. Candidates must also be able to teach effectively in the department's undergraduate and graduate programs.

For more about the position and the department, see www.indiana.edu/~telecom. Applicants should submit (1) a cover letter summarizing their qualifications for the position and explaining how they will add to, supplement or complement existing department strengths, (2) a current vita, (3) selected research publications, and (4) evidence of effective teaching. Three letters of recommendation should be submitted directly by recommenders.

Direct questions and applications to Michael McGregor, Professor, Department of Telecommunications, Radio-TV Center, 1229 E. 7th Street, Bloomington, IN 47405-5501. He can be reached by phone (812) 855-6295, via e-mail at mcgregom@indiana.edu, or by fax (812) 855-7955.

Start date is August 1, 2013. Review of applications will begin October 26, 2012, and will continue until the position is filled.

Indiana University is an Equal Opportunity / Affirmative Action Employer. We strongly encourage applications from women and minority candidates as well as from two-career couples.

IPFW Department of Communication

Continuing Lecturer Applied Communication

The Department of Communication at Indiana University - Purdue University Fort Wayne (IPFW) seeks a Continuing Lecturer to begin August 2013.

We seek a broadly trained Continuing Lecturer to teach undergraduate courses such as Business and Professional Communication, Interviewing, Interpersonal Communication, Intercultural Communication, Small Group Communication, Persuasion and other courses within the candidate's area of expertise. The position also entails normal service responsibilities (advising, department committees).

The Department of Communication has thriving undergraduate and master's programs and a collegial and professionally active faculty. The Department affirms diversity. The Department and University are committed to providing inclusive educational experiences for our urban and regional constituents. Additional information about the Department and University is available at www.ipfw.edu/comm/.

IPFW is a Master's Comprehensive I

institution with 14,000 students from the city of Fort Wayne and the surrounding region. Fort Wayne is the second largest city in Indiana with about 250,000 residents. Fort Wayne offers affordable housing, multiple school systems, a diverse arts community, and excellent health care systems.

A successful candidate will have at least a Masters Degree in Communication. Experience and demonstrated effectiveness teaching communication courses at the post-secondary level is required. An interest and/or experience teaching online is also required.

La Salle University

Assistant Professor

The Communication Department is accepting qualified applicants for a tenure-track position at the assistant professor level beginning August 2013, pending final budgetary approval. We seek an outstanding teacher with established scholarly or professional activity who will complement our dedicated and collaborative faculty.

The successful applicant will have a commitment to bridging theory with practice, and will have expertise in one or more of the following areas: media convergence and new technologies; media law; media history; media writing/journalism; and/or public relations. Opportunities may also be available to teach in our master's degree program in Professional and Business Communication, or in one of our graduate programs offered internationally. For a complete overview of the university and department, visit: www.lasalle.edu/academ/commun/home.htm.

The successful applicant must have a Ph.D. or near and a record of effective university teaching. Applications should include a letter of application describing the candidate's qualifications for the position, current vitae, transcripts, and three letters of recommendation, at least one of which should address the candidate's effectiveness in teaching.

Review of applications begins November 30, 2012. Please send applications to: Lynne A. Texter, Ph.D., Chair, Communication Department, La Salle University, 1900 W. Olney Ave., Philadelphia, PA, 19141, texter@lasalle.edu

La Salle University is a Roman Catholic university in the tradition of the De La Salle Christian Brothers and welcomes applicants from all backgrounds who can contribute to our unique mission. AA/EOE

Lehigh University

Assistant Professor

The Department of Journalism & Communication invites applications for a tenure-track assistant professor position dedicated to research and teaching on how digital and mobile media are transforming community and social life, in arenas such as politics, culture, migration, health, environment, or others. An ability to teach visual aspects of journalism, such as videography, photography, and/or design, is preferred. The candidate should also have relevant professional experience. A Ph.D. is required by appointment start date.

The candidate will be expected to teach two courses per semester, advise students, participate in departmental and college service, and conduct an active research program. Salary and benefits are highly competitive. The department has served a small undergraduate program of superior quality since 1927. It has six full-time and five part-time faculty. With major programs in journalism and journalism/science and environmental writing, it enrolls about 150 majors and minors. (www.lehigh.edu/journalism) The department is also active in numerous interdisciplinary initiatives in global studies, environment, health, American Studies, and more.

Lehigh University ranks 38 among national universities in the 2012 U.S. News & World Report ratings and is in the most competitive category in both Peterson's Guide and Barron's Profile of American Colleges. Lehigh is located on a scenic, 1,600-acre campus in historic Bethlehem in eastern Pennsylvania, adjacent to Allentown and Easton, and about one and one-half hours from New York and Philadelphia. The Lehigh Valley is an attractive place to live and work with reasonable cost of living, easy commuting, good schools, and abundant cultural activities.

Applicants should apply at Academic Jobs Online: https://academicjobsonline.org/ajo/jobs/1608. The site will have instructions for the easy upload of all materials by candidates and references. Required materials are cover letter, vita, statements on research and teaching, and three letters of reference. Review of applications will begin September 1 and continue until the position is filled. Deadline for applications is November 1. The chair and faculty will be available to discuss the position at the August AEJMC conference in Chicago. Inquiries can be addressed to Professor Jack Lule, Department Chair and Search Committee Chair, Department of Journalism & Communication: jack.lule@lehigh.edu.

The College of Arts and Sciences at Lehigh University is committed to increasing the diversity of the college community and curriculum. Candidates who can contribute to that goal are encouraged to apply and to identify their strengths or experiences in this area. Lehigh University is an equal opportunity/affirmative action employer and Lehigh offers excellent benefits including domestic partner benefits. Please also see Lehigh Work/Life Balance for Faculty: www.lehigh.edu/~inprv/work_life_balance.html

Ohio University

Assistant Professor of Communication Studies, Health Communication, Tenure-Track

The School of Communication Studies at Ohio University invites applications for a tenure-track Assistant Professor position to commence August 2013. The School seeks a Health Communication teacher-scholar who will complement the interests of our faculty. We seek a colleague whose scholarly interests focus on interpersonal and/or family communication in health contexts. We are particularly interested in applicants with expertise in quantitative research methods.

The School values excellence in both teaching and research. An active program of research is expected with the potential for securing external funding a plus. The person hired will teach undergraduate and graduate courses in her/his area of specialization and some combination of the

following courses: health communication, interpersonal communication, relational issues in health communication, health and family communication, and quantitative research methods. Additionally, the person will advise undergraduate and graduate students in the School as well as fulfill other service obligations.

Minimum Qualifications: Applicants should hold the Ph.D. (or provide evidence that they will have met requirements for the degree by August 2013), have strong records of teaching and scholarship, demonstrate a commitment to engaged student learning, and exhibit appreciation for diverse theoretical and methodological approaches to communication.

Position will remain open until filled; for full consideration, please apply by 10/1/12.

Ohio University

Assistant Professor of Communication Studies, Social Media, Tenure-Track

The School of Communication Studies at Ohio University invites applications for a tenure-track Assistant Professor position to commence August 2013. The School seeks a Social Media teacher-scholar with expertise in quantitative research methods and possible associated interest in interpersonal communication.

The School values excellence in both teaching and research. An active program of research is expected with the potential for securing external funding a plus. The person hired will teach undergraduate and graduate courses in her/his area of specialization and some combination of information diffusion and quantitative research methods with the opportunity to develop introductory and advanced courses in social media and/or computer mediated communication. Additionally, the person will advise undergraduate and graduate students in the School as well as fulfill other service activities.

Applicants should hold the Ph.D. (or provide evidence that they will have met the requirements for the degree by August 2013), have strong records of teaching and scholarship, demonstrate a commitment to engaged student learning, and exhibit appreciation for diverse theoretical and methodological approaches to communication.

Position will remain open until filled; for full consideration, please apply by 10/1/12.

Contact: Dr. Brittany L. Peterson, petersob@ohio.edu, 740-593-4968
School of Communication Studies
Ohio University

Online App. Form: http://www.ohiouniversityjobs.com/postings/3195

Texas State University-San Marcos

Tenure Track Assistant Professor

Tenure-Track Assistant Professor - Interpersonal Communication/Quantitative Methods to teach graduate and undergraduate courses in Interpersonal Communication and Quantitative Research Methods and additional courses such as Gender Communication, Family Communication and/or Relational Communication. Texas State tenure-track faculty members are expected to maintain a record of scholarly publications, teach at the undergraduate and graduate level, and supervise graduate research projects.

Qualifications

Required: Ph.D. in Communication Studies with an emphasis in interpersonal communication and quantitative research methods. University-level teaching experience of interpersonal communication courses is required. Evidence of interpersonal communication research ability as demonstrated by published articles and the presentation of research papers at professional conferences is required. Since the department has a strong M.A. program, the candidate must be able to demonstrate a program of empirical interpersonal communication research.

Preferred: Graduate coursework expertise in related areas (such as gender communication, health communication, family communication, and/or relational communication) is preferred.

Application Procedure: Please send a hard copy of your vita, letter describing your qualifications, your unofficial transcript, names of three references, and evidence of teaching and research expertise to:

Dr. Maureen Keeley, Interpersonal Search Committee Chair
Department of Communication Studies
Texas State University-San Marcos
601 University Drive
San Marcos, TX 78666

A completed file should be submitted to Dr. Maureen Keeley, Interpersonal Search Committee Chair, by October 8, 2012.

Texas State University-San Marcos: Texas State University-San Marcos is a doctoral-granting Emerging Research University located in the burgeoning Austin-San Antonio corridor, the largest campus in The Texas State University System, and among the largest in the state.

Personnel Policies: Faculty are eligible for life, disability, health, and dental insurance programs. A variety of retirement plans are available depending on eligibility. Participation in a retirement plan is mandatory. The State contributes toward the health insurance programs and all retirement plans. www.humanresources.txstate.edu/benefits.htm

The Community: San Marcos, a city of about 50,000 residents, is situated in the beautiful Central Texas Hill Country, 30 miles south of Austin and 48 miles north of San Antonio.

The Ohio State University School of Communication

Assistant Professor, Health Communication

Description of the Position: The School of Communication at The Ohio State University invites applicants for an assistant professor position in the area of health communication with an emphasis on mass communication, interpersonal communication, communication technology, or some combination of the three.

The School is committed to empirical, social-scientific research on communication processes, either basic or applied, making original and substantively important contributions, and is regularly ranked among the top communication research programs in the country. Many of our faculty engage in interdisciplinary, grant-funded research collaborations addressing questions with both substantive theoretical and pragmatic implications. We seek colleagues who will

help us continue this tradition and can envision research projects and courses that will be attractive to graduate and undergraduate students from within the major, and speak to the interests and needs of non-majors. We have recently renovated a number of research labs and teaching facilities to support quality research and teaching (see www.comm.ohio-state.edu/graduate/research/research-space.html). All of our positions involve research, teaching, and a service component.

OSU offers health communication scholars a number of excellent opportunities for collaboration, all within a short walk from the School of Communication. The Ohio State University Comprehensive Cancer Center–Arthur G. James Cancer Hospital and Solove Research Institute ("OSUCCC–James") is one of only 41 NCI-designated Comprehensive Cancer Centers in the United States and recently received an 'exceptional' rating, the highest given by the NCI. The NIH-funded OSU Center for Clinical and Translational Research offers researchers in the health sciences financial, organizational, and educational support for innovative research on disease prevention and treatment. OSU is also home to one of ten NIH-funded Centers for Population Health and Health Disparities and the Center for Global Health. OSU also has highly respected Colleges of Public Health and Medicine.

Qualifications: Candidates must have a Ph.D. degree in communication or related social science field or be ABD and earn the Ph.D. prior to August 2013. Applicants should have a demonstrated record or strong likelihood of publication in top-tier journals as well as evidence of effective teaching.

About Columbus: The OSU campus is located in Columbus, the capital city of Ohio. Columbus is the center of a rapidly growing and diverse metropolitan area with a population of over 1.5 million. The area offers a wide range of affordable housing, many cultural and recreational opportunities, excellent schools, and a strong economy based on government as well as service, transportation, and technology industries (see http://liveworkplaycolumbus.com/). Columbus has consistently been rated as one of the Top U.S. cities for quality of life, and was selected as one of the Top 10 cities for African Americans to live, work, and play by Black Enterprise magazine. Additional information about the Columbus area is available at www.columbus.org.

Application Instructions: Deadline for full consideration for this position is September 14, 2012, but applications will be considered until the position has been filled. Interested candidates should submit a cover letter, curriculum vita, at least one research manuscript, evidence of teaching effectiveness, and three letters of reference to the relevant OSU School of Communication posting at https://academicjobsonline.org/ajo/jobs/1638. Please be aware that we are conducting four separate searches in 2012-2013, so please select the specific position(s) in which you are interested. Informal queries may be made to the chair of the search committee, William Eveland, at eveland.6@osu.edu, but all applications must be made through www.academicjobsonline.org. Additional information about the School and the University is available at www.comm.ohio-state.edu.

To build a diverse workforce Ohio State encourages applications from individuals with disabilities, minorities, veterans, and women. EEO/AA employer.

The Ohio State University School of Communication

Assistant Professor, Environmental, Science, or Risk Communication

The School of Communication at The Ohio State University invites applicants for an assistant professor position in the area of environmental, science, or risk communication. The successful candidate will focus on understanding the impacts of environmental, science or risk communication on a range of audiences and stakeholders about environmental and science issues. This faculty member will be expected to develop undergraduate and graduate courses on environmental, science, and/or risk communication and to contribute to the Environment, Energy and Sustainability strategic initiative within the College of Arts and Sciences. This faculty member will have the opportunity to collaborate with faculty in the School of Environment & Natural Resources and to participate in the Human Dimensions of the Environment (http://hde.osu.edu) initiative at OSU.

The School is committed to empirical, social-scientific research on communication processes, either basic or applied, making original and substantively important contributions, and is regularly ranked among the top communication research programs in the country. We seek colleagues who will help us continue this tradition and can envision research projects and courses that will be attractive to graduate and undergraduate students from within the major, and speak to the interests and needs of non-majors. We have recently renovated a number of research labs and teaching facilities to support quality research and teaching (see www.comm.ohio-state.edu/graduate/research/research-space.html). All of our positions involve research, teaching, and a service component.

About Columbus: The OSU campus is located in Columbus, the capital city of Ohio. Columbus is the center of a rapidly growing and diverse metropolitan area with a population of over 1.5 million. The area offers a wide range of affordable housing, many cultural and recreational opportunities, excellent schools, and a strong economy based on government as well as service, transportation, and technology industries (see http://liveworkplaycolumbus.com/). Columbus has consistently been rated as one of the Top U.S. cities for quality of life, and was selected as one of the Top 10 cities for African Americans to live, work, and play by Black Enterprise magazine. Additional information about the Columbus area is available at www.columbus.org

Candidates must have a Ph.D. degree in communication or related social science field or be ABD and earn the Ph.D. prior to August 2013. Applicants should have a demonstrated record or strong likelihood of publication in top-tier journals as well as evidence of effective teaching. Candidates with graduate work or professional experience in the area of environmental, science, or risk communication and/or public policy, and demonstrated familiarity with environmental and natural resource topics are preferred. Complementary

interests in mass communication, public opinion, social influence, health communication, or communication technology are attractive but not essential.

Application Instructions: Deadline for full consideration for this position is September 28, 2012, but applications will be considered until the position has been filled. Interested candidates should submit a cover letter, curriculum vita, at least one research manuscript, evidence of teaching effectiveness, and three letters of reference to the relevant OSU School of Communication posting at https://academicjobsonline.org/ajo/jobs/1665. Please be aware that we are conducting four separate searches in 2012-2013, so please select the specific position(s) in which you are interested. Informal queries may be made to the chair of the search committee, William Eveland, at eveland.6@osu.edu, but all applications must be made through www.academicjobsonline.org. Additional information about the School and the University is available at www.comm.ohio-state.edu.

The Ohio State University School of Communication

Assistant Professor, Social Network Analysis

The School of Communication at The Ohio State University invites applicants for an assistant professor position in the area of social network analysis. Applicants conducting social network research with a population or in a context that complements the School's strengths (e.g., health, politics, technology, or media) are particularly desirable. This position is one of several openings in the College of Arts and Sciences in the area of social network analysis, including an open rank position in our top-ranked Department of Sociology. Successful candidates will be expected to contribute to interdisciplinary initiatives that span the College and University.

The School is committed to empirical, social-scientific research on communication processes, either basic or applied, making original and substantively important contributions, and is regularly ranked among the top communication research programs in the country. We seek colleagues who will help us continue this tradition and can envision research projects and courses that will be attractive to graduate and undergraduate students from within the major, and speak to the interests and needs of non-majors. We have recently renovated a number of research labs and teaching facilities to support quality research and teaching (see www.comm.ohio-state.edu/graduate/research/research-space.html). All of our positions involve research, teaching, and a service component.

About Columbus: The OSU campus is located in Columbus, the capital city of Ohio. Columbus is the center of a rapidly growing and diverse metropolitan area with a population of over 1.5 million. The area offers a wide range of affordable housing, many cultural and recreational opportunities, excellent schools, and a strong economy based on government as well as service, transportation, and technology industries (see http://liveworkplaycolumbus.com/). Columbus has consistently been rated as one of the Top U.S. cities for quality of life, and was selected as one of the Top 10 cities for African Americans to live, work, and play by Black Enterprise magazine. Additional information about the Columbus area is available at www.columbus.org.

To build a diverse workforce Ohio State encourages applications from individuals with disabilities, minorities, veterans, and women. EEO/AA employer.

Candidates must have a Ph.D. degree in communication or related social science field or be ABD and earn the Ph.D. prior to August 2013. Applicants should have a demonstrated record or strong likelihood of publication in top-tier journals as well as evidence of effective teaching.

Application Instructions: Deadline for full consideration for this position is November 9, 2012, but applications will be considered until the position has been filled. Interested candidates should submit a cover letter, curriculum vita, at least one research manuscript, evidence of teaching effectiveness, and three letters of reference to the relevant OSU School of Communication posting at https://academicjobsonline.org/ajo/jobs/1666. Please be aware that we are conducting four separate searches in 2012-2013, so please select the specific position(s) in which you are interested. Informal queries may be made to the chair of the search committee, William Eveland, at eveland.6@osu.edu, but all applications must be made through www.academicjobsonline.org. Additional information about the School and the University is available at www.comm.ohio-state.edu.

The Ohio State University School of Communication

Open Rank, Political Communication

The School of Communication at The Ohio State University invites applicants for an open rank position in the area of political communication with an emphasis on mass communication, interpersonal communication, communication technology, or some combination of the three.

The School is committed to empirical, social-scientific research on communication processes, either basic or applied, making original and substantively important contributions, and is regularly ranked among the top communication research programs in the country. We seek colleagues who will help us continue this tradition and can envision research projects and courses that will be attractive to graduate and undergraduate students from within the major, and speak to the interests and needs of non-majors. We have recently renovated a number of research labs and teaching facilities to support quality research and teaching (see www.comm.ohio-state.edu/graduate/research/research-space.html). All of our positions involve research, teaching, and a service component.

About Columbus: The OSU campus is located in Columbus, the capital city of Ohio. Columbus is the center of a rapidly growing and diverse metropolitan area with a population of over 1.5 million. The area offers a wide range of affordable housing, many cultural and recreational opportunities, excellent schools, and a strong economy based on government as well as service, transportation, and technology industries (see http://liveworkplaycolumbus.com/). Columbus has consistently been rated as one of the Top U.S. cities for quality of life, and was selected as one of the Top 10 cities for

African Americans to live, work, and play by Black Enterprise magazine. Additional information about the Columbus area is available at www.columbus.org.

To build a diverse workforce Ohio State encourages applications from individuals with disabilities, minorities, veterans, and women. EEO/AA employer.

Candidates must have a Ph.D. degree in communication or related social science field or be ABD and earn the Ph.D. prior to August 2013. Applicants should have a demonstrated record or strong likelihood of publication in top-tier journals as well as evidence of effective teaching. Applicants for tenured positions must have both a strong publication record reflecting theoretically driven interests and an international reputation for high-quality research. A record of external funding is also highly desirable for applicants for tenured positions. Interests in international communication or urban studies are attractive but not essential.

Application Instructions: Deadline for full consideration for this position is November 16, 2012, but applications will be considered until the position has been filled. Interested candidates should submit a cover letter, curriculum vita, and evidence of teaching effectiveness to the relevant OSU School of Communication posting at https://academicjobsonline.org/ajo/jobs/1667. Untenured applicants should also upload at least one research manuscript and three letters of reference. Please be aware that we are conducting four separate searches in 2012-2013, so please select the specific position(s) in which you are interested. Informal queries may be made to the chair of the search committee, William Eveland, at eveland.6@osu.edu, but all applications must be made through www.academicjobsonline.org. Additional information about the School and the University is available at www.comm.ohio-state.edu.

University of California, Santa Barbara
Assistant Professor

The Department of Communication invites applications for a tenure-track faculty position in the area of interpersonal communication. The search is at the level of Assistant Professor, with an anticipated effective date of July 1, 2013. Candidates should be ABD (with a degree expected by June 2013) or have a Ph.D. in Communication or a related field, have a strong social science background, and a record of publishing innovative and theoretically driven research, along with a strong teaching record and evidence of professional activities in the area of interpersonal communication.

Research and teaching expertise in the traditional or new areas of interpersonal communication research are encouraged to apply. Research at the intersection of interpersonal communication and health or biological systems, broadly defined, is desirable (although not required).

Applications with a letter highlighting qualifications, curriculum vitae, evidence of teaching effectiveness, any relevant grant activity, and up to three representative writing samples should be mailed to: Dr. Walid Afifi, Search Committee Chair, Department of Communication, 4005 Social Sciences and Media Studies Bldg, University of California, Santa Barbara, CA 93106-4020. Applicants also should request that three letters of recommendation be mailed to the address above. Dr. Walid Afifi may be reached for questions at w-afifi@comm.ucsb.edu or by phone at 805-364-2501. Department review of materials will begin on October 15, 2012.

The department is especially interested in candidates who can contribute to the diversity and excellence of the academic community through research, teaching and service. UCSB is an Equal Opportunity/Affirmative Action employer.

University of Iowa
Professor and Chair- Department of Communication Studies

The Department of Communication Studies in the College of Liberal Arts and Sciences at The University of Iowa invites applications for a Departmental Executive Officer (Chair). Successful candidates are expected to have a strong record of leadership, scholarship, and teaching; the appointment will be made at the rank of Professor and will begin in August 2013.

The position is part of a college initiative focused on the continued growth of the Department. During the previous academic year, three tenure track and one non tenure track faculty appointments were made. Departmental faculty members conduct theory-based research drawing on both humanistic and social-scientific methods in Interpersonal Communication and Relationships, Media Studies, and Rhetoric and Discourse. The department offers a nationally recognized doctoral program and delivers a diverse liberal arts curriculum that provides large numbers of undergraduates with the theoretical and practical knowledge they need to succeed in a rapidly-changing world. For more information about the department, please visit our web site at: www.uiowa.edu/commstud/.

To view the job description and apply, visit the UI electronic submission website at http://jobs.uiowa.edu/faculty and refer to requisition #61301. Materials to be uploaded include a letter of application, statements of leadership and teaching philosophy, curriculum vitae, and examples of scholarship. Please provide contact information for three referees. Questions about the search can be directed to the co-chairs: Marc Armstrong (marc-armstrong@uiowa.edu), Interim Chair, Professor and CLAS Collegiate Fellow, and Leslie Baxter (leslie-baxter@uiowa.edu), Professor and CLAS Collegiate Fellow.

Screening will begin 15 October 2012, with applications considered until the position is filled. The University of Iowa is a large public university located in a cosmopolitan college town with a rich set of cultural and physical amenities. Follow these links for additional information about the community: www.iowacityareadevelopment.com/livinghere/ www.uiowa.edu/~geog/IowaCity/iowacity.shtml

The Department and the College of Liberal Arts and Sciences are strongly committed to intellectual, gender, and ethnic diversity; the strategic plans of the University and College reflect this commitment. Women and minorities are encouraged to apply. The University of Iowa is an affirmative action/equal opportunity employer.

University of Wisconsin-Green Bay
Assistant Professor in Communication

The University of Wisconsin - Green Bay seeks candidates for two Assistant Professor openings in the Communication department. One of these positions will be focused on Media and Public Relations, and requires expertise in electronic media. The other position will be for a generalist interested in any combination of the following areas: Social Media, Data Mining, Organizational Communication, Persuasion and Small Group Communication.

Required: Ph.D. in media, public relations, communication or related field. Will consider ABD candidates with the expectation that the degree is completed by the end of the first-year contract period. Demonstrated potential for excellence in teaching and scholarship, commitment to undergraduate education, and communication and interpersonal skills sufficient to work effectively with a diverse array of students and colleagues.

For further information: www.uwgb.edu/hr/jobs/position760.html

UMASS AMHERST

Tenure-Track Assistant Professor

Political Communication and News Media

The Department of Communication and the Commonwealth Honors College at the University of Massachusetts Amherst seek to jointly appoint a tenure-track Honors Assistant Professor with an active research program in political communication and news media as social and cultural force. An emphasis on race, ethnicity, and democratic news processes (in national or international contexts) is desirable, as is an interest in multidisciplinary research collaboration.

The appointment is expected to begin September 1, 2013; a completed PhD in Communication (or closely allied field) is required by that date. The scholar appointed will teach and mentor Communication majors, Communication graduate students, and Honors undergraduates across the curriculum, and will have demonstrated success with diverse teaching methods and student populations. The appointee will teach one Honors course per semester, will join the rotation in teaching graduate quantitative research methods, and will be expected to participate in service on campus and in the field.

To Apply: Please submit a letter of interest, a curriculum vitae, an article-length writing sample, evidence of teaching effectiveness (including, wherever possible, in diverse classrooms), and the names and contact information of three referees through the Academic Jobs Online website at https://academicjobsonline.org/ajo. Online applications are strongly preferred, but paper applications may be sent to Debra Madigan, Office Manager, Department of Communication, 403 Machmer Hall, University of Massachusetts, Amherst, MA 01003. (Please do not submit online and on paper.) Review of applications will begin on October 15, 2012 and continue until the position is filled. For more information, please visit www.umass.edu/communication.

The University of Massachusetts Amherst is an Affirmative Action/Equal Opportunity Employer, and the Department of Communication and the Commonwealth Honors College value diversity as a factor in academic excellence. Women and members of minority groups are encouraged to apply.

National Communication Association
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NCA 98th Annual Convention

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Special Professional Development Workshops to be Held in Orlando at the NCA 98th Annual Convention

NCA is delighted to offer three new interactive workshops to all convention attendees. Please include these dates and times in your convention planning schedule:

Getting Quoted In the News
Friday, November 16, 2012
2 p.m. - 3:15 p.m.

Communication scholars' research is often of broad public interest, yet connecting with the media can be challenging. This special workshop, facilitated by Arlyn G. Riskind, NCA's Director of Public Affairs and Public Information, is designed to help you build relationships with reporters and employ other strategies that can result in media coverage of your work.

How to Integrate Relevant, Engaging Digital Media into Classrooms with NBC Learn
Saturday, November 17, 2012
11 a.m. – 12:15 p.m.

NBC LEARN Higher Ed

NCA has partnered with NBC Learn to offer members access to its vast electronic resources via NCA's Virtual Faculty Lounge. Engaging students by providing contemporary and/or historical context to their learning has always been critical, and using various media tools to that end is increasingly important. This workshop, facilitated by Eric Zack of NBC Learn, will demonstrate how to enliven classes and stimulate critical thinking and debate with nearly 14,000 multimedia resources generated during 80 years of NBC News.

Teaching with Wikipedia: Building an On-line COMMunity of Scholars
Saturday, November 17, 2012
2 p.m. – 3:15 p.m.

Wikipedia can be an important resource for students and teachers, yet navigating the site may seem cumbersome or confusing. This workshop, with special guest LiAnna Davis from the Wikimedia Foundation, will help alleviate the mystery of Wikipedia by demonstrating how to use wiki research projects to engage students through NCA's Wikipedia Initiative. This initiative will provide an additional pedagogical tool for NCA members to improve students' research and technology skills while improving wiki content about various communication topics.