

VAN M. CAGLE, Ph.D.

Curriculum Vitae

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EDUCATION

Ph.D., Communication, Department of Communication, University of Illinois at Urbana.
Dissertation Director: Lawrence Grossberg. Core Competencies: Culture and Society,
Social Policy Studies, Audience Analysis.

Masters, Sociology, Department of Sociology, University of Illinois at Urbana. Master's
Thesis Director, Norman K. Denzin. Core Competencies: Social Problems, Social
Science Research Methods, Interaction Analysis, Audience Studies.

B.A., Sociology, Accreditation in Counseling, Department of Sociology, Mississippi
State University. Core Competencies: Symbolic Interaction, Counseling.

PROFESSIONAL EMPLOYMENT

CONSULTING/MOST RECENT JOBS

May 2004-present: *Global Project Manager/Research Consultant*

(Since May 2004, I have conducted research at Qualidata, The Michael Cohen Group,
and Portico Research, Inc. I also have authored numerous articles and book chapters (See
Publications.)

Qualidata Research, Inc., New York, New York

- Currently acting as Global Project Manager for an international ethnographic study for Givaudan; study spans 10 countries; involves managing all recruitment agencies, partnering firms, videographers, videos, international researchers, data analysis, and final reports
- Moderated and analyzed focus groups for Ferrero; evaluated pros/cons of proposed logos and potential advertising campaigns; developed highly lucrative strategies for the successful launching of 3 new sub-brands in the U.S.
- Conducted 24 in-depth interviews (IDIs) with medical doctors and 24 IDIs with patients; study focused on a new HIV progression product; findings were extremely valuable; \$20.00 device will permit doctors to determine HIV progression rates on a per patient basis and, in turn, provide appropriate individualized medication treatments
- Conducted home ownership study for housing firm in Austin Texas that wished to build affordable homes for working class individuals and families; goal was met and housing units have been constructed

- Managed large scale ethnographic study that provided prestigious online company with blueprints for developing a new, socially progressive social networking Website for 13-24 year-olds
- In charge of all aspects of internal QualiData FTP Website, which is used by QualiData employees, partnering agencies, and clients

The Michael Cohen Group (MCG), New York, New York.

- Produced projects for a wide variety of premier clients, including but not limited to PBS, Nickelodeon/Nick.com, Lifetime Television, NBC, ABC Daytime, Disney, The Youth Trust, The George Lucas Foundation, WorldLink, and The Leverage Group
- Conducted ethnographies/focus groups/in-depth interviews with adult, teen, and children's television markets; adult film-based markets; men's TV markets; women's media markets; children's TV and Website users; 13-17 year-old media markets, and 18-24 year-old media markets
- Served as primary resource for Disney; analyzed forthcoming television pilots and devised potential crisis management strategies
- Acquired strong expertise in cross-platform media analysis with special focus on the ways in which TV-based Website usage drives TV ratings/viewership
- Composed questionnaires and supervised research vendors
- Successfully organized and analyzed over 25 studies, including a brand tracking analysis for a major women's television network that led to a remarkable 54% increase in primetime ratings among 18-49 year-old viewers; a large-scale study that permitted a leading educational media company to successfully market products to 85% of the nation's public schools; and a study that assisted a top-rated children's television network in developing the number one rated educational Website for children

Portico Research, Inc., New York, New York

- Served as Project Lead for HIV/AIDS nonprofit
- Employed demographic, epidemiological, and social science data in order to identify methods whereby particular medications might best serve the needs of those populations of African children with HIV/AIDS
- Researched the types of medications (and lack thereof) that were being utilized in African countries that had the highest rates of HIV/AIDS among children
- Conducted 25 "day in the life" ethnographies for Keep A Child Alive (KCA), a national nonprofit that provides free medical treatment and housing for African children with HIV/AIDS.
- Conducted in-home Website usability tests to figure the most productive methods for presenting KCA's scientific research on the Web; made recommendations
- KCA acted on recommendations and developed dynamic, highly lucrative methods for increasing donor pool

Concurrently, May 2004 through October 2007, Per Project Position, Author and Editor, Hampton Press, Supervisor: Lawrence Frey

- Conducted intensive and incisive research for book on sociological research methods that best served media-oriented nonprofits
- Completed revisions for book
- Book is now widely read in the field of sociology/used in undergraduate classrooms throughout the U.S.
- Edited over 20 large scale sociological studies for publication
- Insured that studies were coherent, structurally sound, and contained appropriate grammar.
- All studies that I edited were published as books or chapters at Hampton Press or associated presses

August 2000-May 2004: Director of Research & Analysis, Center for the Study of Media & Society (CSMS), New York, New York.

- Responsible for managerial and operational aspects of foundation-based academic-oriented sociological research center that served college students and instructors, nonprofits, and professional researchers
- Led meetings with clients; determined attitude and persuasive studies that steered high profile media campaigns in top-tier newspaper and broadcast media outlets
- Established impressive roster of clients, including, but not limited to NBC, HBO, ABC Daytime, The WB, The First Amendment Center, Univision, *La Opinión*, and UPN
- Managed over 25 qualitative studies, which included ethnographies of specific consumer segments and in-depth interviews with potential target audiences
- Directed over 40 large-scale quantitative studies, including nationwide surveys of mainstream television viewers and film attendees, national surveys of college television viewers, and snapshot polls of niche consumer segments
- Supervised 10 Website studies that utilized innovative techniques for analyzing chat room data, discussion board data, and interactive online games
- Composed college and high school curricula, topline reports, in-depth reports, press releases, and book chapters that advocated CSMS findings to specific as well as broad readerships
- Produced over 30 first-of-their-kind studies, including the first study to compare regional and national press treatment of hate crimes; the first large-scale study to thoroughly examine college students' attitudes towards minority characters, as they are depicted in youth-oriented TV programs such as *Dawson's Creek* and *Real World*; and the first international study of the ways in which Spanish language media portray issues regarding race, gender, and sexual orientation

August 1995-July 2000: Policy Instructor, Developmental Services Center, Division of Policy Research, University of Illinois at Champaign-Urbana, affiliate

- Taught courses on a variety of social policy issues, including a course that evaluated the effectiveness of U.S. presidential campaign ads and a project that assessed college students' perceptions of youth-oriented (televised) health education campaigns

- Organized and analyzed focus groups, in-depth interviews, large-scale surveys, and convenience surveys
- Composed in-depth and topline reports for prominent media policy administrators
- Presented research findings at national and international peer-reviewed media conferences
- Taught seminars in Introduction to Sociology, Sociological Theory, Social Policy Analysis and The Sociology of Culture
- Consistently received the university's award for "excellent teaching" for each consecutive semester, 1995-2000

August 1988-August 1995: Assistant Professor, Department of Communication, Tulane University/University College (a community college under the Tulane banner), New Orleans, Louisiana

- Taught courses that included but were not limited to: Introduction to Sociology, Social Psychology, Social Problems, History of Youth Culture, Culture and Society, Introduction to Social Work, Social Work Counseling, Critical Analysis of Mass Media, Popular Culture and Society, Composition, and Speech. (See "Teaching" for descriptions of courses.)
- Conducted research in the history of youth culture/youth subcultures
- Research led to a book with Sage Publications and peer reviewed journal articles
- Presented peer-reviewed papers at national and international conferences
- Served as first Academic Advisor to WTUL radio station, 1990-1995, in charge of program development, staff supervision, format, and station management
- Acted as Faculty Advisor to over 35 students per year
- Served on the Tulane Honors Board, 1988-1995
- Acted as the Academic Advisor for the Tulane Advertising Club
- Consistently received university's Award for Academic Excellence (1988-1995), the highest teaching award presented to professors at Tulane

August 1987-August 1988: Visiting Instructor, Department of Popular Culture, Bowling Green State University (BGSU), Bowling Green, Ohio

- Taught courses in cultural studies, sociology, youth culture, and media studies
- Conducted research in the area of contemporary media studies/the sociology of audience behavior
- Published three articles in national refereed journals
- Received the Dean's Award for Instructional Excellence, the highest teaching award presented to instructors at BGSU

GRADUATE SCHOOL EMPLOYMENT:

Graduate Teaching Instructor, Department of Speech Communication, Department of English, University of Illinois at Urbana, Champaign-Urbana, Illinois,

- Taught courses in speech communication, group communication, interpersonal communication, basic composition, advanced composition, technical writing, rhetoric for Engineers, history of youth culture, history of popular music, and popular culture and society

- Consistently received the University's Excellent Teacher Award

Graduate Research Assistant, Unit for Criticism and Interpretive Theory, University of Illinois at Urbana, Champaign-Urbana, Illinois

- Assisted in organizing large-scale conferences in cultural studies
- Conducted research for cultural studies professors
- Supervised specialized university lectures and colloquiums in cultural studies
- Transcribed conference and colloquium notes; edited notes for a major anthology on cultural studies
- Composed newsletters/reports on the Unit's academic activities

Graduate Research Assistant, Department of Child Development, University of Illinois at Urbana, Champaign-Urbana, Illinois

- Assisted with the construction of research designs
- Collected data in controlled settings
- Conducted structured and unstructured interviews
- Analyzed qualitative and quantitative data
- Assisted with the preparation of refereed journal articles

Graduate Research Assistant, Department of Sociology, University of Illinois at Urbana, Champaign-Urbana, Illinois

- Composed questionnaires for cross sectional surveys on social and public policy issues in Illinois
- Analyzed statistical results, including cross tabs, regression, multiple regression, correlation, log linear analysis, and path analysis
- Assisted sociology professors in writing in-depth reports for grant-based agencies
- Presented findings at national sociology conferences

CONFERENCE PAPERS:

- “CSMS Research in New Media Technologies: Chat Rooms, Online Video Games, Cell Phones, and Interactive Television,” National Communication Association, Miami, November 2003.
- “Cross-platform Media: How Television-Based Websites are Informing the Contemporary Television Landscape,” National Communication Association, Miami, November 2003.
- “Media Depictions of Mardi Gras: How Mass Media Interpret Local Subcultures,” National Communication Association Conference, New Orleans, November 2002.
- “Developing Media Sound Bites: Methods for Working with Media Advocacy Organizations,” National Communication Association Conference, New Orleans

November 2002.

- “Defining the Future of Nonprofit Research: The Academic/Activist Dichotomy,” National Communication Association Conference, Atlanta, November 2001.
- “The Center for the Study of Media & Society’s Research Initiatives on Minority Representations in Contemporary Situation Comedies: Critical Approaches and the Issue of Applicability,” National Communication Association Conference, Atlanta, November 2001.
- “The Center for the Study of Media & Society’s Survey of Audience Attitudes Toward *Will & Grace*: Methods for Incorporating Cultural Studies Theories with Industry-Based Quantitative Data.” National Communication Association Conference, Atlanta, November 2001.
- “Contemporary Media Research: An Analysis of Media Scholarship that Yields Widespread Coverage in National Mainstream Media,” International Communication Association Conference, Washington D.C., May 2001.
- “Pedagogy, Popular Practices, and Cultural Studies,” International Communication Association Conference, Washington D.C., May 2001.
- “A Matter of Interpretation: Media Messages Targeted at High Risk Youth,” State Conference on Developmental Issues, University of Illinois at Urbana, Urbana, Illinois, May 2000.
- “Presidential Campaign Advertising: Audience Attitudes Towards Public Service Announcements,” National Communication Association Conference, Seattle, Washington, November 2000.
- "Marginal Youth/Marginal Identities: Popular Media and Youth Subcultures," STEIRISCHER HERBST 99, Graz, Austria, September 26, 1999. Panel included Douglas Crimp, Jerry Tartigula, and Kate Davy.
- “The Mass-Mediated ‘Production’ of Subcultural Fandom: An Ethnography of Self-Identified Working Class British Elvis Fans,” Center for Southern Culture Studies Conference on Elvis Presley, University of Mississippi, August 1996.
- "Reconstituting Cultural Studies: Why We Need a Clearer Theory of Production," International Communication Association Conference, San Francisco, May 1989.
- "Pop Practices/Subcultural Articulations: The Mass-Mediated Incorporation of Subcultural Style,” Mellon Colloquium on Culture and Society, Tulane University, Fall 1989. The Fall Colloquium was organized by Alfred Mellers, Distinguished Professor, Cambridge University.

- "Structural Filmmaking In The 1960's" International Communication Association Conference, New Orleans, May 1988.
- "The Potent Limits of British Subculture Theory," Society for the Study of Symbolic Interaction-Stone Symposium, University of Illinois at Urbana, April 30-May 2, 1987.
- "The Importance of Mass Media in Studies of Group Formation," Unit for Criticism and Interpretative Theory, Spring Colloquium, University of Illinois at Urbana, January 1987.
- "Defining the Field of Popular Music: Some Perspectives on an Interdisciplinary Approach," International Communication Association Conference, Honolulu, May 1985.

PUBLIC LECTURES

- "The Future of Digital Media Downloading," Microsoft Headquarters; invited presentation that was given to Microsoft's entire Production Team. This interactive, 2-hour lecture focused on key methods Microsoft might adopt in promoting music, television programs, and films that can be downloaded through hardware devices such as the Zune (Microsoft's answer to the IPOD). November 7, 2007.
- "Marketing Style, Marketing Attitude: The New Aestheticism in Music Videos," CB's Gallery, Lecture given in conjunction with gallery opening that featured twenty-five years of popular music/youth culture photography. New York, NY June 4, 2004.
- "Twenty-Something: Perceptions of an Indifferent Generation," *Direction*, Tulane University, New Orleans, LA, Panelists included Carl Bernstein and Katie Curic. April 20, 1995.
- "Camera As Director: Social Problems and Documentary Filmmaking" Media Colloquium, The University of New Orleans, June 1, 1994.
- "Teaching Popular Culture," *Up With Tulane*, a program designed to interest prospective students and their parents, New Orleans, LA, May 23, 1995.
- "Youth and Mass Media in the 1950's," *Direction*, Tulane University, New Orleans, LA. April 1, 1989.

TEACHING:

Introduction to Sociology

- Introduces students to the field of sociology through a thorough examination of the work of early and contemporary contributors, essential sociological concepts, and basic (introductory) research methods, theories, and applications.
- Provides an understanding of essential sociological terminology and the key assumptions that are central to sociology.
- Focuses on methods for understanding how culture, socialization, and social structures impact human behavior.
- Applies sociological perspectives to several main areas of sociological inquiry, including social class, gender, race, and ethnicity.
- Also provides students with theoretical/research-oriented tools for understanding how sociologists examine primary societal institutions, including religion, economy, political structures, family, and the workforce.
- Encourages students to consider the ways in which they shape society and the ways in which society shapes them.
- Promotes methods whereby students may apply sociological perspectives to their own areas of study.

Social Problems

- Examines a wide variety of issues, situations, behaviors and ideas that are perceived and labeled as problematic, and for which a solution is seen as possible and necessary.
- Thoroughly analyzes questions such as: Who defines what a social problem is? Why are certain phenomena --and not others-- labeled as problematic? What kinds of solutions --often at the exclusion of others-- are implemented to deal with such condition?
- Analysis focuses on some of the phenomena that have come to be defined as social problems, as well as the ways in which groups of people (from small interest groups, to social classes, to large heterogeneous segments of the population) have both helped to create such definitions and come to perceive such phenomena as matters of public concern.
- By the end of the semester, goal is to insure that students develop a clearer and more sophisticated way of viewing social problems, and, in the process, learn to enjoy sociology.

Socio-Cultural Theory

- Introduces students to a variety of theoretical orientations, past and present, with an emphasis on the strengths and weaknesses of each approach.

- Characteristics and origins of major sociological schools are explored including the study of the works and ideas of seminal theoreticians and researchers, including but not limited to Emile Durkheim, Max Weber, George Herbert Mead, and Erving Goffman.
- Provides a thorough understanding of the ways sociological theory affects research, and explains the purpose of conducting "theory-driven" research.
- Examines the similarities and differences between various theories, such as symbolic interaction and pragmatism.
- Primary focus is on theories of socialization, culture, social stratification, and social institutions.

Introduction to Social Work

- Course provides an overview of the history, mission, values, and current challenges of the social work profession.
- Offers students a generalist approach to social work, which is supported by concepts drawn from social systems theory and an ecosystems perspective.
- Students become familiar with the variety of settings that exist within social work practice.
- Course examines the knowledge base of the profession; the values that guide social work; and the skills demanded in practice.
- Students are exposed to the guiding principles and ethical standards of the National Association of Social Workers (NASW).
- Course identifies personal values and examines them in relation to societal and professional values.
- Exposes students to the profession's purpose to influence social as well as individual change.
- Trains students how to act as advocates on behalf of those who face discrimination.
- Particular attention is given to methods for working with diverse populations through employing social justice perspectives.

Social Work Counseling

- Students learn the about the history of /current trends in counseling.
- Provides an overview and a specific examination of how one develops counseling skills.
- Offers an examination of the qualities that are needed in order to be a social work counselor.
- Provides a context in which students engage in role-playing and produce audio/video tools.
- Examines didactic, experimental, and skills-based approaches to counseling
- Focuses on confidentiality and professional ethics.
- Allows students to see the primary differences and similarities among individual counseling, group counseling, and couples counseling.

Permits students explore a wide variety of job opportunities in social work counseling.

Introduction to Social Psychology

- Course serves as an introduction to the field of social psychology, with an emphasis on experimental approaches and hypothesis testing.
- Examines how we become who we are—how our personalities (or our selves) are shaped by others, the groups we belong to, the social structures around us, and our interactions as social beings.
- Provides insight regarding a variety of theoretical perspectives, as related to social psychology.
- Trains students in the scientific method and allows them to analyze the ways in which it applies to social psychology.
- Deals with primary research and theory in specific content areas of social psychology; e. g., self-concept, perception of individual behavior, perception of groups, attitudes, aggression, relationships, group processes, etc.
- Applies principles of social psychology to everyday life experiences.
- Permits an understanding of the effects of culture on the behavior of individuals and groups in society.

Culture and Society

- Course focuses on and understanding of central theoretical concepts, including analysis of norms, values, beliefs, and expressive symbols.
- Focuses on multiculturalism by demonstrating how norms, values, etc. may vary per cultural group that is unified by shared social/cultural heritages and identities.
- Examines various key socio-culture definitions of culture, including “culture as a whole way of life,” “culture as everyday life,” “culture as a system of beliefs,” high culture, low-brow culture, and popular culture.
- Examines both micro and macro definitions of culture and applies them to local (regional) cultures, organizational business cultures, and contemporary political institutions.
- Provides an analysis of cultures that are defined as “mainstream” as well as cultures that are self-defined as “anti-mainstream,” such as youth subcultures.
- As a way of providing students with an understanding of how cultural terms are consistently used to define large populations, the course also includes an analysis of concepts that are used in news media, such as “the American people,” “the people of the U.S.,” “women of today,” “today’s men,” etc.
- Focuses on ethnocentrism and cultural relativism in order to permit students to examine their own beliefs regarding cultural differences.

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Cultural Studies Theories

- Demonstrates the ways in which cultural studies combines sociology, social psychology, and cultural anthropology to study cultural phenomena
- Focuses on the origin and development of the British cultural studies tradition as related to recent international trends in culture studies.
- Introduces students to differences between U.S. versions of cultural studies and British origins of cultural studies.
- Examines the methodological paradigms that have informed the cultural studies tradition.
- Examines the foundational literature that emerged from working groups at the Centre for Contemporary Cultural Studies as well as contemporary case studies and current seminal scholarship in the field.

The Sociology of Mass Media

- Encourages critical evaluation of mass media through an understanding of contemporary social/cultural/political debates in the area of media studies.
- Focuses primarily on critical analysis of popular media (films, television, popular music, magazines, commercial and noncommercial Websites, videos).
- Examines contemporary news debate programming (MSNBC, CNN, FOX) as well as similarities and differences among all major 24-hour news channels.
- Relates topics in entertainment and news media to contemporary social/political issues (market ratings, censorship, violence in media, culture wars, identity politics).
- Provides core training in media literacy by enabling students to recognize the structure and design of mass media.

- Offers specialized focus on the symbolic function of language and visual images in media.

Social Science Research Methods

- Trains students in research methods for conducting focus groups, online and telephone surveys, in-depth interviews, semi-structured interviews, discussions with friendship pairs, and ethnographic research.
- Exposes students to the types of qualitative and quantitative finding that are most frequently used in analyzing industry data (cross-tabulations, correlation, regression, multiple regression, segmentation, ethnography, focus groups).
- Provides key insights into the types of research and subsequent reports (in-depth, topline) that are utilized most frequently in numerous types of business contexts.
- Demonstrates methods for conducting cross-platform research.
- Exposes students to a variety of syndicated research techniques; includes hands-on understanding of Nielsen Media Ratings, WorldCat, Gallop, and Lexus Nexus.
- Employs both syndicated and primary market research methods for determining population statistics, advertising rates, program placement, drop-off rates, and market shares.

Mass Media & Society

- Encourages critical evaluation of mass media through an understanding of contemporary cultural studies debates in the area of media analysis.
- Focuses primarily on critical analysis of popular media (music, television, films, magazines, videos).
- Examines contemporary news debate programming as well as similarities and differences among all major 24-hour news channels.
- Relates topics in entertainment and news media to contemporary social/political issues (market ratings, censorship, violence in media, culture wars, identity politics and media).
- Enables students to recognize the structure and design of mass media.
- Examines the symbolic function of language and visual images in media.
- Includes analysis of media theories through applied examinations of television dramas and sit-coms, TV news broadcasts, current and “classic” films, commercial and noncommercial Websites, current popular music, music videos (as presented on both MTV2 and MTV’s new “Live Online” TV channel), best-selling video games, and national print newspapers as well as online newspaper articles/editorials/photos.

The History of Youth Culture

- Emphasis is on cultural milieu of popular media that appeals to youth.
- Course seeks to understand the relationship between youth cultures and adult cultures, and the way each shapes and is shaped by the other.
- Beyond the dynamic between youth and society, the course explores the intersections of youth culture and relations based on gender, race, ethnicity, class, and geography.

- Included are readings from contemporary scholarly journals, critical/theoretical books, popular sources, and novels such as *On the Road*, *Catcher in the Rye*, and *Less Than Zero*.
- Film and television screenings held on a weekly basis as part of course content.

Popular Culture and Contemporary Society

- Provides an analysis of critical issues and approaches, as they relate to the study of contemporary popular culture.
- Includes analyses from a number of different fields, including, Sociology, Media Studies, Sociology, Anthropology, History, Cultural Studies, English, Women's Studies, Ethnic Studies, and American Studies.
- Looks primarily at television, film, advertising, popular music, magazines, and computer cyberculture, with occasional forays into other types of popular culture.
- Focuses on critical factors such as ethnicity, race, gender, class, age, region, and sexuality and the ways in which these factors are shaped by and reshaped in popular culture.
- Approaches center on four interrelated dimensions of pop culture: 1) Production Analysis; 2) Socio-Cultural Analysis; 3) Audience Analysis; 4) Historical Analysis.

Speech Communication I

- Deals with the development of basic speaking skills.
- Focuses on methods for overcoming anxiety when giving public speeches.
- Allows students the opportunity to examine persuasive and informative communication as it occurs in newspapers and broadcast media.
- Trains students in the art of giving both informative and persuasive speeches.
- Stress is placed on appropriate speech preparation and delivery: outlines, methods of speaking, the development of speech guidelines, thesis statements, note cards, gestures, pauses, appropriate introductions, bodies of speeches, effective conclusions.
- As part of the course, students learn how to actively participate in classroom discussions; group discussion projects are a part of course content.
- The final section of the course focuses on research-based speeches and the presentation of research-oriented group projects.

Speech Communication II: Advanced Speech Communication

- Focuses on the development of job-related communication skills: how to participate in business interviews (both as interviewee and interviewer), business-related public speaking, general business communication (productive interaction with employers and fellow workers; email correspondence and verbal follow-up, etc.), internal and external presentation of business reports.
- Teaches students about additional career skills that are needed to succeed in the workplace, such as using ethical tools, business etiquette, resolving workplace conflicts, participation in large group meetings, and techniques to use in conducting conference discussions via telephone.

- In-class work includes, but is not limited to mock interviews, mock employer/employee interactions, assistance with e-online communication correspondence and verbal follow-up, and the development of verbal “sound bites” when describing one’s work and/or business-related research.
- As part of course content, students form business-oriented teams, arrive at answers to business-related problems, and give presentations to the class.

Fundamentals of Composition

- Course is designed to teach compositional skills to those students who have lower than average writing scores on SAT tests.
- Students learn the basic rules of grammar, punctuation, and appropriate writing.
- During the first half of the semester, the course stresses the development of fundamental writing skills through the assignment of short reports and impromptu essay assignments.
- During the second half of the semester, students compose 3-4 page essays that are reaction pieces to assigned readings; they also write about personal experiences; and they conduct research and compose research-based reports.
- Class meets 3 times per week; students must also attend one hour long tutorial with instructor two times per week.
- Prior to each class meeting students are expected to read selections from literary textbook as well as grammar textbook.
- Course includes impromptu, expository, persuasive, and reaction essays.

Basic Composition

- Provides writing experiences in the areas of informative and argumentative composition.
- Offers methods for improving grammatical skills through frequent written exercises.
- Instructor provides incisive feedback and methods for improvement (per assignment).
- Allows students the opportunity to practice grammatical skills through revising essays (based on instructor’s comments).
- Intensive concentration is placed on the development of main ideas for introductory, body, and concluding paragraphs as they pertain to 4-5 page essay assignments.
- Students are permitted to form small groups throughout the semester and discuss forthcoming essays with their peers (a helpful device since papers are not graded on a curve).
- As part of the writing process, students also practice prewriting, free writing, brainstorming, listing, outlining, mapping, drafting, revising, proofreading, and copyediting.
- Class includes 8 impromptu writing assignments, four 4-5-page papers, and one 8-10-page research paper.

Advanced Composition

- During the course of the semester students learn how to write essays that reflect knowledge of expression, reflection, description, persuasion, analysis, synthesis, argumentation, classification, direction, and narration.
- Students are taught how to produce effective revisions.
- In addition, students develop a number of highly valuable compositional skills that will help them achieve full potential as researchers, writers, editors, and designers.
- Specifically, students must become familiar with specialized knowledge that will advance skills in conducting research, writing drafts, and learning ways to polish writing so that it is more engaging and professional.
- Students are judged on content, grammar, clarity, style, and integrity.
- Through the use of in-class workshops, multiple drafting, intensive reading, critical discussion, and library and Web research, the course prepares students for the types of writing most often encountered in their careers upon graduation from college.

Business Writing

- Course provides students with the opportunity to compose essays on a wide range of subjects that are taken directly from business environments.
- Students learn the form, content, and design of a variety of business documents, including resumes, letters of application, long and short reports, proposals, top line/executive summaries, PowerPoint reports, and in-depth reports.
- In addition, students gain experience in writing business letters, memos, e-mail correspondence, press releases, and departmental newsletters.
- Students also learn how to apply strategies for successful collaboration, such as working and communicating on-line with colleagues, setting and achieving project goals, and responding constructively to peers' work.
- Students develop various strategies for planning, researching, drafting, revising, and editing documents that respond effectively and ethically to professional situations and audiences.
- Through learning how to write in business contexts, students deepen their understanding of the rules of grammar, usage, punctuation, and style.
- Throughout the course students develop strategies for using and adapting various composition-based technologies that assist in managing projects and producing informative and usable professional documents.

PUBLICATIONS

Book

- *Reconstructing Pop/Subculture* (London: Sage Publications, 1995).

“By creating an account of the deep structures at the nexus that formed around Warhol, Cagle's book does for the United States what Dick Hebdige's *Subculture* did for the United Kingdom. His use of cultural studies to interrogate notions of production and reception makes for a sterling history, analysis, and critique of the

intertwining of subversion and popular culture." Steve Jones, Chair, Department of Communication, University of Illinois at Chicago

"The book is brilliant. It stands alone as the best book ever written about the relationship between mass media and youth style." Richard Smith, *The Advocate*, April 1996.

"The book and its premise are eye-opening. The text is so seamlessly written that it will be appealing to media researchers, fans of popular music, and scholars of popular culture alike." Eliene Dundy, *Academic Library Review*, vol. 5, 1996, 21.

Book Chapters

- "Academia Meets Media Activism: The Challenges Incurred in Utilizing Multimethodological Research," *Communication Activism*, Larry Frey and Kevin M. Carragee (eds.), Hampton Press, June 2007.
- "Contextualism and Identity Politics," published in *Golden Years*, Christine Frisinghelli (ed.) *Camera Austria*, publisher, October 2006.
- "Style, Identity, and the Social Construction of Elvis Fandom," published in *Afterlife As Afterimage: Understanding Posthumous Fame*, Steve Jones and Joli Jensen (eds.), Peter Lang Publishing, July 2005.
- "Trudging Through the Glitter Trenches: The Case of the New York Dolls," *The Seventies: The Age of Glitter in Popular Culture*, Shelton Waldrep (ed), New York: Routledge Press, 2000.

Articles

- "The Language of Cultural Studies: An Analysis of British Subculture Theory," in *Studies in Symbolic Interaction*, Norman Denzin, ed., JAI Press Inc., vol. 10, 1989, 301-313.
- "Auteur Ground Zero: The Films of Andy Warhol," in *Flicker: Film Journal*, vol. 3, 1989, 4-11.
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- "Subcultural Style: What Is It and How Do You Use It?" in *Civilization*, I, April 1986, 9-23.

SERVICE TO THE PROFESSION

- Advisory Board, United States Cultural Studies Association, May 2003-present
- Manuscript Referee, Cultural Studies—Critical Methodologies, Fall 2000-present
- Editorial Advising Board, American Journal of Sociology, Fall 1992-Fall 1996
- Manuscript Referee, American Journal of Sociology, Spring 1992-present
- Manuscript Referee, The Social Science Journal, Fall 1989-present
- Chair, Division of Popular Culture, American Sociological Association, 1988
- Panel Organizer, National Communication Association, 1995-present
- Member, National Communication Association
- Member, International Communication Association
- Member, United States Cultural Studies Association

HONORS AND AWARDS

- Award for Outstanding Service to the Profession, National Communication Association, November 2004.
- Recipient of the prestigious Steirischer Herbst 1999 International Award for "Outstanding Research in Media Studies, 1990s." The award was presented in Graz, Austria at a yearly media/art/communication conference. (Of special note is the fact that my book was in competition with all international cultural studies books, articles, and book chapters, from 1990-1999.)
- University of Illinois, List of Excellent Teachers, Fall 1995-Spring 2000; top 5% of all instructors at University of Illinois, 1996-2000.
- Consistently received Award for Academic Excellence, Tulane University, New Orleans, 1988-1995.
- Dean's Award for Instructional Excellence, Bowling Green State University, May 1988.

- University of Illinois, List of Excellent Teachers, Spring 1982-Spring 1987.
- University Fellowship, Department of Speech Communication, University of Illinois at Urbana, Summers 1983, 1984, 1985.
- Grant, Graduate College Research Board, University of Illinois at Urbana, for dissertation research conducted at the Jonas Mekas Film Archive, the Whitney Museum, and the Museum of Modern Art, New York, Summer 1983.

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