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**NEWS BRIEF**

**California's Cienfuegos to hold lecture, workshop on anti-corporate activism**

Activist Paul Cienfuegos will be in Eugene today and Saturday to deliver a lecture on curbing corporate business ownership and to conduct a media workshop on how to democratically take control of corporately owned media outlets.

Today at 7 p.m. in Pacific 123,

Cienfuegos will deliver a lecture about his work with the city of Arcata Committee on Democracy and Corporations. Cienfuegos' actions helped lead to the creation of a government committee that, in 2002, passed a ban on any new corporate chain restaurants in that California city.

Saturday, from 2 p.m. - 5 p.m. in Columbia 44, Cienfuegos will conduct a media workshop discussing

tactics and strategies to take control of corporately owned news stations and newspapers.

The lecture and workshops are hosted by Money is Not Democracy and the Justice Not War Coalition. MIND is currently working to get a statewide initiative on the ballot that would prohibit corporate contributions to candidates in Oregon elections.

— Jared Paben

**BOOKS**

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books to accompany her own.

"If someone is only using a book that they've written, that could be perhaps problematic," Wasko said. "I don't know what other professors do, but I use a book that I've written. I always use a lot of other readings because I think that's an important point that there should be a lot of perspectives presented. I never just use my own book."

Philosophy Professor Mark Johnson, who has studied and taught ethics, explained that teachers constantly deal with the issue of presenting a full range of issues, which is difficult in a 10-week course. Professors who do issue their own materials have a responsibility to point out the work's objections or counterpoints, he added.

Assistant Professor of journalism Kim Sheehan said she wrote a book for her Advertising and Society class primarily because "a lot of books are very critical of advertising and don't present a very balanced look at why the advertisers do what they do."

"What I tried to do in my book was provide a lot of different angles," she said. "I agree that if I wrote a book about my opinion and lectured on it, it wouldn't be valuable for students. That's one of

the reasons I wrote the book, is because I think students need to hear other opinions."

Journalism Associate Professor Tom Wheeler wrote a textbook for a class on manipulating media photos because he said there was very little published on the subject.

He added that it is good for professors to let students know when information is his or her opinion and when their opinions are in agreement or disagreement with others in the field. Wheeler said professors can expose students to differing viewpoints by bringing in guest lecturers.

Despite the concerns about professors using their own texts, some instructors and students say there are advantages to this practice.

Davis said that when professors write books for their classes, it helps build their credibility in the student's eyes. Also, it means the text will perfectly suit the class.

Associate Professor in visual communications Julie Newton said by publishing her book she's able to ensure that students get the information she thinks is important.

"The other advantage is that many of us on the faculty are doing cutting edge work and the only option for getting that cutting edge thinking to students is to ... write our own book," she said.

Students had a variety of

perspectives on the issue.

Sophomore Dirk Von Schneidemesser said he's had his instructors write parts of the reading material for class.

"If you had a class where you studied nothing but the teacher's material that'd be kind of shady, if you ask me," he said. "If it's some theory that the teacher made up they're trying to get the students to understand, obviously the teacher's materials are going to be appropriate."

Sophomore psychology student Ryan Davis said it doesn't really matter whose text they assign because choosing the text is a product of the professor's opinion anyway.

"I think it might actually be good that they teach their own textbook," he said, explaining that they would thoroughly understand what's in it.

Claire Hugo, a senior studying psychology and business, said it's beneficial to have a textbook written by another author because it opens a student's mind to other perspectives. On the other hand, she's had classes with discrepancies between the lectures and reading, she said.

"The positive side to that is the text and the lectures would correlate perfectly," she said.


Contact the people/culture/faith reporter at [jaredpaben@dailyemerald.com](mailto:jaredpaben@dailyemerald.com).

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**DIRECTOR**

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office," she said, adding that her position is more administrative, and the associate position provides more of an advising role for students.

Gary said she understands why students are concerned that this position is not being filled, especially since the funding is available.

"The students are concerned, and understandably, that this appears to be contrary to the notion that we support diversity," she said.

The administration chose not to immediately fill the position and allow the new vice provost to aid in the construction of leadership roles for diversity issues.

Vice Provost for Undergraduate Studies Karen Sprague said the position of associate director was originally created to assist with the daily operations of the office. The director position is a part-time post that also includes part-time work as the University advocate.

Now that the associate director is gone, however, Sprague said the office's director will be able to work in

that position full time.

"It seems to me that the new vice provost would be able to pick up that advocacy work," she said.

Sprague added that this allows for the new vice provost to have some flexibility as he takes on his new role.

"To me, this is a very good situation for him to enter," she said, adding that once the new vice provost is established, he may decide the associate director position is necessary after all.

But Le said the administration isn't showing a commitment to adding positions that support diversity when "they cut one and hire another."

Padoongpatt said students of color want to feel included by being connected with others who understand their backgrounds and by being part of the decision-making process of diversity issues.

"We just need our support system as well as every other student needs their support system," he said.

Contact the higher education/student life/student affairs reporter at [chelseaduncan@dailyemerald.com](mailto:chelseaduncan@dailyemerald.com).

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