



clio

AMONG THE MEDIA

Newsletter of the History Division of the Association for Education in Journalism and Mass Communication

Battle to beat 'Net plagiarism

By Ford Risley
Pennsylvania State University

A Rutgers professor assigns research papers that require students to use the university's special collections, and an American University professor makes his students use the Library of Congress.

Another faculty member forces students to turn in an outline, a preliminary list of sources, and a rough draft, while still another has a class presentation on what is and is not permissible when using another person's work.

Mass media historians who require research papers in their history classes are using a variety of ways to battle the problem of students who plagiarize using the Internet.

The problem is not just limited to media history classes, of course. Several panel sessions hosted by different divisions at the 2003 AEJMC convention were devoted to the topic.

Yet it is also clear that media historians are searching for ways to effectively deal with the issue. An AEJMC History Division panel in Kansas City, entitled "Plagiarism and the Internet: Prevention and

Consequences," attracted a large and receptive audience.

"I have found that much of this problem can be resolved by the kind of assignment one gives and the way one gives it," said Georgia NeSmith of Monroe Community College in Rochester, N.Y.

NeSmith requires her students to submit first draft of their papers, along with their research notes.

Another professor, Jim Leonhirth, insists that students to turn in an outline, a preliminary list of sources and a rough draft.

Both NeSmith and Leonhirth say that requiring students to turn in work throughout the semester keeps them from waiting until the last minute to do their projects. That is when most cases of plagiarism occur.

Media history professors also say that students also must be shown how to properly use the Internet for research

Too many students do not know what plagiarism is, said Jim McPherson of Whitworth College in Washington. He has an overhead presentation of what is and is not permissible when using another

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Inside:
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Division's
Annual Report
2002

notes
from the head

The fire to inspire

By Janice Hume
University of Georgia

The October issue of *Esquire* reprinted an article that is considered, by some, to be the best magazine article ever written. That is a pretty big claim to fame, particularly to those of us who would look all the way back to 1741 and Ben Franklin's *The General Magazine*, and *Historical Chronicle* for examples of a "best" or "worst." We historians know there have been many important articles (and a multitude of duds) written during the last two-and-a-half centuries of American magazine publishing. And that doesn't even take into account the rest of the world's journalistic endeavors.

Yet when a journalist friend of mine at the *Philadelphia Inquirer* called to

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CUNY's Brown accepts book award

History Division/AEJMC
Business Meeting
July 31, 2003
Kansas City, Missouri

The meeting was called to order at 6:50 p.m. Thursday, July 31 by David Abrahamson, head of the division. Eanest Perry made a motion, seconded by Paulette Kilmer, to approve the 2002 Miami meeting minutes, which were printed in the Fall 2002 *Clio*. The minutes were unanimously approved.

Abrahamson reported that the division had \$4,739.74 in the treasury, although \$624 of that will have to be repaid to the secretary for mailing postcards to members when *Clio* is printed on-line. Money taken in from membership dues is spent on postcards for *Clio*, the division newsletter, and on research awards. A question was raised as to whether it is necessary to mail a postcard to each member each time *Clio* goes on-line, but the discussion ended without a motion.

Pat Washburn presented the Book Award to Joshua Brown, executive director of the Center for Media and Learning/American Social History Project at the Graduate Center of the City University of New York. Brown's book is *Beyond the Lines: Pictorial Reporting, Everyday Life, and the Crisis of Gilded Age of America*. The 384-page book was published Aug. 5, 2002 by the University of California Press. Menahem Blondheim, senior lecturer in the departments of American studies and communication at the Hebrew University of Jerusalem, won the nineteenth annual Covert Award in Mass Communication History. The five-member Covert Award Committee selected his article, "Public Sentiment is Everything": The Union's Public Communications Strategy and the Bogus Proclamation of 1864," published in *The Journal of*

American History in December 2002, from among thirteen articles nominated.

The award, endowed by the late Catherine Covert, a professor of public communications at Syracuse University and former head of the AEJMC History Division, goes to the article or chapter in an edited collection that represents the year's best essay in mass communication history.

After explaining the need to raise dues, a motion was made by Paulette Kilmer and seconded by David Spencer to increase dues from \$7.50 to \$10 annually. Student dues would stay the same — \$3 annually. The motion passed unanimously.

Members shared their remembrances of the late Dick Schwarzlose, who passed away in June.

Abrahamson urged members to submit ideas to Janice Hume at jhume@uga.edu for the 2004 AEJMC convention, which will be held in Toronto, Canada. All panel and program ideas should be sent to Hume no later than Oct. 1.

Vice-Head Janice Hume presented the research awards. She said that 81 papers were submitted with a 49 percent acceptance rate. The top faculty paper award went to Jeff Smith, Wisconsin-Milwaukee, "Moral Guardians and the Origins of the Right of Privacy." Faculty paper honorable mentions went to: Takeya Mizuno, Bunkyo University (Japan), "Keep and Use It for the Nation's War Policy: The Office of Facts and Figures and Its Uses of the Japanese-Language Press From Pearl Harbor to Mass Internment;" and Ralph Engelman, Long Island University, "My Rhodes Scholarship: Fred Friendly as Information Officer in the Second World War."

The Warren Price Award for top student paper went to: Jane Marcellus,

Oregon, "Woman as Machine: Representation of Female Clerical Workers in Interwar Magazines." Student Paper Honorable Mentions were presented to Yong Zhang, Minnesota, "Going Public Through Writing: Women Journalists and Gendered Journalistic Space in Early 20th Century China;" and Brian Carroll, North Carolina, "The Black Press, The Black Metropolis and the Founding of the Negro Leagues."

Pat Washburn reported that the division had voted to give \$500 a year if needed for *Journalism History*. However, he reported that *Journalism History* is making a profit. Subscriptions are \$15 and \$12 for students for four issues.

David Mindich reported that Jhistory has 450 members. He encouraged mass communication historians to subscribe to the listserve, which is free. The Jhistory discussion group was founded in 1994 and now under the H-Net umbrella of lists, is the Internet's only online community devoted to journalism history. Mindich said some of the top scholars in the field participate in *Jhistory's* discussions and debates.

Dane Claussen was nominated secretary and editor of *Clio*. There were no nominations from the floor, and Claussen was unanimously elected. Janice Hume was elected head of the division, and Pat McNeely was elected vice head. In-coming Head Hume presented Abrahamson with a plaque in appreciation for his service as head of the division for 2002-2003.

At the end of the meeting, at the kind suggestion of David Mindich (St. Michael's), members shared their remembrances of the late Dick Schwarzlose (Northwestern), a former head of the division and beloved scholar who passed away in June.

Respectfully submitted,
Pat McNeely, South Carolina

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Keeping alive the fire to inspire

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tell me about a reprint of the “best magazine article ever written,” I knew exactly what she meant without asking. And I happily ran to Borders to buy a copy to share with students in my Magazine Article Writing class. To give a bit of credit to the editors of *Esquire*, they claim Gay Talese’s “Frank Sinatra has a Cold,” first published in 1966, is simply their favorite from the last 70 years of the venerable men’s magazine. It is a wonderful profile, meticulously reported, beautifully written. While engrossed in the story, for a moment I agree that it belongs on some kind of pedestal. I will certainly use it to inspire the writers in my class.

The whole episode made think me about the myriad ways we use history in our journalism classes. As a scholar of “public memory,” I know that our collective ideas about the past are very much grounded in our current needs.

For me, journalism history is no exception, and I can’t decide whether I’m comfortable with that.

No, I wouldn’t tell students that “Frank Sinatra Has a Cold” is history’s best magazine article. But I might wax poetic about the contributions of the Muckrakers when teaching reporting skills.

And I might rail about Hearst and “Remember the Maine!” when warning about the dangers of sensationalism. And, yes, I have been known to credit the

“And I might rail about Hearst and ‘Remember the Maine!’ when warning about the dangers of sensationalism. And, yes, I have been known to credit the power of visual journalism for influencing public opinion about the war in Vietnam.”

power of visual journalism for influencing public opinion about the war in Vietnam.

Yet in the back of my mind I know that some of these ideas have been, if not refuted, at least questioned, by serious scholars.

I believe history should inspire. And I believe strongly that our journalism students need inspiration. They must learn about their “storied past” to understand the importance of the path they have chosen. Still I’m uncomfortable that the history I refer to in a skills class is somehow more heroic than in my undergraduate Journalism History class, where I delve deeper, and vastly different than in my doctoral-level seminar.

Am I guilty of using (even misusing) history for my own purpose, albeit noble? Does anyone else feel the same way?

* * *

With that admission, allow me to introduce myself and to welcome you to a new volume of *Clio*, which is edited by Dane Claussen, division secretary.

This year, Pat McNeely, vice head and research chair, will be responsible for the paper competition for the conference in Toronto.

Earnest Perry and Ford Risley are Professional Freedom & Responsibility and Teaching Standards chairs respectively. These are all terrific officers, and I feel good about the coming year.

During my past two years as a History Division officer I have come to appreciate the dedication of many of the scholars in the division. You know who you are.

When I edited *Clio*, many of you volunteered to write articles. Last year, when the division was surprised by a huge volume of paper submissions, I called on you again to serve as judges. You read without complaint as many as six papers each, a difficult and sometimes tedious task.

You made thoughtful revision suggestions for authors, and then got them in on time.

Without your superb effort and prompt delivery, I’d still be trying to figure out what papers should be accepted for Kansas City!

My heartfelt thanks to you, and to David Abrahamson, our wonderful former head, who was (and still is) always cheerfully available. Best wishes for an enjoyable and productive fall semester.

CALL FOR ENTRIES

Best Journalism and Mass Communications History Book

The History Division of the Association for Education in Journalism and Mass Communication is soliciting entries for its award for the best journalism and mass communication history book of 2003.

The award is given annually, and the winning author will receive a plaque and a cash prize at the August 2004 AEJMC conference in Toronto.

The competition is open to any author of a relevant history book, regardless of whether he/she belongs to AEJMC or the history division.

Authorship is defined as the person or persons who wrote the book, not just edited it. Only those books with a 2003 publication date will be accepted.

Compilations, anthologies, articles and monographs will be excluded because they qualify for the Covert Award, another AEJMC History Division competition.

Entries must be mailed no later than Feb. 2, 2004. Three copies of each book should be submitted, along with the author's mailing address, telephone number and email address, to:

Patrick S. Washburn
AEJMC History Book Award Chair
E.W. Scripps School of Journalism
Ohio University
Athens, Ohio 45701

CALL FOR PAPERS

2004 AEJMC Southeast Colloquium

Hosted by the University of South Florida School of Mass Communications
March 4-6, 2004

Please send three blind copies, one original, and a 250-word abstract.

On the cover page of the original, state the division for which the paper is intended; the paper's title; and the name, title, affiliation, address, office phone, home phone, fax, and e-mail address of every author.

On the cover page of each of the three blind copies, state the division for which the paper is intended and the paper's title, but no information identifying any author. Authors may submit papers in any and all divisions, but a single paper may not be submitted to multiple divisions simultaneously.

Papers must be sent to the division chairperson and postmarked on or by November 28, 2003. Papers may not be faxed or e-mailed.

Authors who include a self-addressed, stamped postcard will be notified that their papers arrived.

On or before January 9, 2004, all authors will receive notice on whether their papers were accepted. Judges' scores or comments will be included

where possible.

Authors of accepted papers will be expected to attend the Southeast Colloquium and present their papers March 4-6, 2004, in Tampa, Florida.

All conference attendees, including authors, must pay the conference registration fee.

Detailed panel proposals also may be submitted to division chairpersons by the paper deadlines.

Directions:

1. Fill out application
2. Mail all of the materials to corresponding Division Chair to which you are applying
3. Deadline is November 28, 2003
4. Selected authors must still complete conference registration form and fees.

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Dept. of Communication Studies and Theater
Arts
Bridgewater State College
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Excerpts from the AEJMC History Division Annual Report, May 2003

Research

Please briefly analyze the strengths and weaknesses of your research activities this year, including the extent to which the Division/Interest Group's research as a whole made a contribution to the field. Please discuss the extent to which your programming was characterized by a range of methods, theories, [and] topics.

Research has long been an area of excellence for the History Division, and this tradition continued during 2002-2003. We featured a great deal of refereed research at our annual and midyear conferences, rewarding the finest with significant awards. Forty authors presented refereed research papers at the annual conference (a 49 percent acceptance rate), with three faculty presenters and three students receiving awards. As we do each year, we provided travel funding through the Edwin Emery Travel Fund, as well as complimentary conference registration, to the top three student-paper authors for the annual conference. Research was the primary focus of our sessions at two regional midyear conferences as well, the Southeast Colloquium in Little Rock, Arkansas, in March 2003, and the Northeast Regional Journalism History Conference (co-sponsored with the American Journalism Historians Association) in New York, N.Y.

Twenty-three scholars presented refereed research at these conferences, and five awards were given for research by the Division at the Southeast Colloquium. Finally, as in previous years, the Division made awards at the annual conference for the best new book on media history and the best scholarly article on media history (the Catherine Covert Award).

We continue to provide a forum for work done with a range of methodologies and informed by a broad variety of theoretical viewpoints. As in the past, we co-sponsored a research session with the Magazine Division in an effort to emphasize the examination of the history of long-form journalism, and we co-sponsored a research session with the Commission on the Status of Women as a way of spotlighting historical scholarship on gender issues. The topics of work presented in our research sessions (at annual and regional conferences) was far-ranging; examples include the historical power of public relations and propaganda, aspects of gender and media, both domestic and international, representations of death in magazines, policy and social issues in broadcasting, varied and fasci-

nating roles of the African-American press, historical legal issues, and examinations of the press at war. Thus the History Division continues in its mission to provide a multidisciplinary and intercultural forum for historical research in all types of mass communication, as well as themes that are relevant across different types of media. This breadth is the primary "contribution to the field" made by this year's Divisional body of research.

The Division continues its outreach to the other major organization of media historians, the American Journalism Historians Association. This year we co-sponsored a midyear conference with AJHA and co-funded Journalism History's publication of *The Directory of Journalism and Mass Communication Historians*, issued in Fall 2001.

The Division continues to foster discussion of research topics and practice through its quarterly newsletter, *Clio among the Media*, one of AEJMC's finest newsletters. *Clio* regularly lists calls for papers, articles, and chapters; announcements of research competitions and conferences; and articles assessing the state of media history.

Weaknesses

A large submission rate added both to our strengths and weaknesses this year. We were pleased with our overall acceptance rate for research papers presented at the annual conference. This year's rate was 49 percent, within the 50-percent-maximum standard we had held for many years (but that we exceeded in 2001-2002). Unfortunately, that 49 percent rate was possible only because we were able to obtain nine extra slots in scholar-to-scholar sessions. Our acceptance rate without those slots would have been 38 percent. Due to the unexpectedly high number of paper submissions (we had 81 papers submitted this year, up from 50 in 2001-2002), each judge was asked to read six papers. The Research Chair and Division Head made this decision in concert. We agreed that it was important for each paper to have three reviews, even if each reviewer had to read more papers.

High standards for excellence continue to be held by our reviewers. As the demographic figures indicate on the attached sheet, our group of paper reviewers was not as diverse as it has been in the recent past (the falloff in the past two years has been noted in the number of minority judges). We don't know why this happened, and it is hard to control, since reviewers are volunteers who respond to a call we issue to all division members through our newsletter and listserv; we also do not ask for racial information when soliciting reviewers.

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Excerpts, from page 5

Finally, many of the research-paper presenters at our annual conference this year were not members of the division. This may be good news, given that submitting and presenting research to the Division is generally how young scholars first become involved in our activities. On the other hand, it could be a sign of a slowing of active research participation by members in a Division with fewer young (or new) members than we have had in previous years. If the new presenters join the Division and become active, this phenomenon will become a strength.

Annual Conference

Number of faculty research paper submissions - 45
Number of [faculty research paper] acceptances -26
(58 percent)

Number of student research paper submissions - 36

Number of [student research paper] acceptances -
14 (39 percent)

[Note: We review papers blindly (with no “student” designation to the judges), so we cannot predict the student acceptance rate within the overall rate.]

Overview of Refereeing Process (annual conference)

The judging of submitted papers was accomplished as recommended in “Judging the Research Paper Competition Fairly.” The judging process was similar to that followed by the Division in previous years. Experts from across the U. S. and Canada were solicited to serve as reviewers for the Division’s annual paper competition. These solicitations were made via the Division’s newsletter, *Clio Among the Media*, the Division’s own e-mail listserv, and related listservs such as Jhistory on H-NET.

Judges were selected from the Division’s pool, using those known to evaluate research carefully and fairly. No graduate students were used as judges. Judges read six papers each, and each paper was read by three judges. In allotting papers to judges, care was taken to avoid potential conflicts of interest; for example, judges did not receive papers by authors with whom they shared a graduate school background. Additionally, all submitted papers were reviewed before being mailed to judges to insure that all authorial and institutional identification was removed or obscured.

The judges provided quantitative feedback using a Likert scale measuring a list of qualities, as well as qualitative feedback in extensive written comments. Judges also were asked to rank the six papers they read. The Research Chair tabulated the quantitative results for each paper, and then accepted or rejected papers based on those

numbers as well as on the acceptance recommendations and qualitative comments.

Raw rating scores from the evaluation forms were used to create standardized scores for all the submitted papers. Following the procedures outlined in the “Standardized Scoring” appendix to “Tips on Evaluating Papers from the AEJMC Standing Committee on Research,” z-scores were derived from the evaluation forms. Papers with an aggregate average score of 10.50 or higher were selected for presentation.

Given the both Division’s success in recent years in encouraging student research and the resulting high quality of student submissions, it was decided to continue the tradition of simply combining student papers with those submitted by faculty for the purposes of judging. The Research Chair did not submit a paper in this Division.

Judges:

Total number of judges - 42

Number of papers per judge - 6

What do you consider this year’s primary research-related accomplishment?

The History Division maintains a significant research presence at midyear conferences, and this practice is one way that we are increasingly serving our members by extending the Division’s outreach and fulfilling our mission of creating a broad community of media historians.

This year the quantity and quality of research presented at our regional midyear conferences approached that of the national conference, with the number of papers submitted to and accepted for these conferences being roughly the same as those for the annual conference. Also impressive was the fact that, despite the regional nature of these events, they attracted submissions from across the country, not only the two geographic areas where the conferences were held.

This development means that media historians see the Division as an ongoing, and not merely annual, forum for communication and support. It also suggests that scholarship in our field of media history is thriving. Therefore the Division is particularly grateful to the organizers of this year’s largest regional event; the Division’s sessions at the Southeast Colloquium were particularly successful.

A 500-word Bullet Point statement representing our goals:

Our goals, as outlined last year, were to:

- Increase the active involvement of Division members in producing and presenting research at our conferences.
- Increase the active involvement of graduate students

Excerpts, from page 6

- Increase the active involvement of graduate students in Division activities.

- Increase our activities in the area of teaching.

Our programming over the last year reflects the attainment of all three of these goals. Member involvement indeed increased in the past year, though we need to continue to work on increasing member involvement. Graduate student involvement improved markedly this year, not only at the national convention but at the regional meetings also. Last, our heightened activities in the area of teaching were reflected not just in our convention activities but also in the number of articles on the subject that appeared in *Clio*.

Our goals for the upcoming year are:

- Continue to increase the active involvement of Division members in producing and presenting research at our conferences. This is something we can always improve upon.

- Increase our efforts to stress the importance of history in the curriculum. Members have repeatedly expressed concerns at history's seeming loss of status in the nation's journalism and mass media programs. The Division will strive to undertake programs to help our members meet this challenge in their colleges and universities.

- Continue to increase our activities in the area of teaching, a goal which has historically received less attention in our Division than have research and PF&R.

The Standing Committee can help us to meet these goals by reassessing the number of topics, themes, and events we are expected to address within each area of activity.

**Respectfully Submitted,
David Abrahamson, Ph.D.
Head, AEJMC History Division
and Helen G. Brown Research
Professor of Journalism
Northwestern University**

LIST OF JUDGES AEJMC History Division Kansas City Conference, July 29-August 3, 2003

Pat Washburn, Ohio
Carolyn Kitch, Temple
Earnest Perry, Texas Christian
Chris Allen, Nebraska at Omaha
Joe Bernt, Ohio
Ann Colbert, Indiana at Perdue-Fort Wayne
Ford Risely, Pennsylvania State
Fred Blevens, Oklahoma
Aleen Ratzlaff, Tabor
Doug Daniel, Ohio
Jane McConnell, Minnesota State
Dane Claussen, Point Park
David Davies, Southern Mississippi
Janice Bukavic, Michigan State
Paul van der Veur, SUNY Cortland
Dick Schwarzlose, Northwestern
Ron Bishop, Drexel
Catherine Cassara, Bowling Green State
Tamara Baldwin, Southeast Missouri
Thorin Tritter, Princeton
David Abrahamson, Northwestern

Karen Russell, Georgia
Kathlen Endres, Akron
Louis Liebovich, Illinois
Naemah Clark, Kent State
Flora Caldwell, Mississippi
Margaret Blanchard, North Carolina-Chapel Hill
Steve Ponder, Oregon
David Spencer, Western Ontario
Fred Fedler, Central Florida
Lucy Shelton, Caswell Ohio State
Paulette Kilmer, Toledo
Mike Sweeney, Utah State
Christopher Vaughn, Rutgers
Wally Eberhard, Georgia
T. Harrell Allen, East Carolina
James Danky, Wisconsin Historical Society
Mary Ann Weston, Northwestern
Dale Zacher, North Dakota
Patrick Reakes, Florida
Carol Sue Humphrey, Oklahoma Baptist
Richard Junger, Western Michigan

Plagiarism, from page 1

person's work.

Once students know what plagiarism is, professors, they must understand there are dire penalties for engaging in it. These penalties should be carefully spelled out in the class syllabus or some other handout.

At Saint Michael's College in Vermont, students in the Department of Journalism and Mass Communication are given a handout explaining what plagiarism is and the penalties for improperly using another person's work. Students must sign the handout signifying they have read and understand the department's policies, said David Mindich, head of the department.

Faculty members also say it is important to tailor research paper assignments so that students will find it difficult, if not impossible, to plagiarize.

Some professors require students to use specific research collections, often at their university.

Barbara Reed of Rutgers said she "got fed up with Internet-plagiarized term papers" and now

makes students in her class write research papers using materials from the university's special collections.

At American University, Joe Campbell insists that his students use Library of Congress resources, including the 19th century newspapers on microfilm. He said the requirement makes it difficult to plagiarize and also acquaints students with an outstanding source of historical materials.

Other media history professors requires students to tackle historical subjects that are less well known—and less likely be found on term paper web sites.

Owen Johnson at Indiana University requires his students to write research papers on the state's small-town press using the university's microfilm collection of Indiana newspapers.

Finally, professors say that students need to know just how easy it is for teachers to catch cases of plagiarism.

Internet search engines, such as Google, can usually find the source of stolen material, often in just a few minutes.

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