

# Schedule is packed at AEJMC convention in Toronto in August

The Civic Journalism Interest Group's panels begin first thing Wednesday morning with a research panel and then move through the week, touching on topics including media objectivity, teaching diversity in the journalism classroom, fixing Reporting 101, the effects of Weblogs on journalism, teaching civic journalism worldwide, avoiding stereotypes in a multicultural world and getting the full range of opinions heard in this year's election season.

One other feature is the min-plenary on Friday: "Will Weblogs Change Journalism and Are They Doing So Already?" The panelists are three of the nation's best known—and perhaps most thoughtful bloggers when it comes to journalism—Jay Rosen, Rebecca McKinnon and Jeff Jarvis.



See details on panels, paper presentations on Pages 2, 3, 4, 12

Here are all the sessions that involve the CJIG:

**Wednesday, Aug. 4  
8:15 to 9:45 a.m.**

**"Traditional and Modern Communities: Civic Journalism in a Changing Society": Refereed Paper Research Session**

*Sponsor: Civic Journalism Interest Group*

- Moderating/presiding: Tony DeMars, Sam Houston State
- Chike Anyaegbunam and Rajesh Gaur, Kentucky

**"Exploring Polyphony in Community Radio Stations: A Case Study of an Appalachian Community Media Arts Center"**

- Sandra L. Nichols, Carmichael
- "Public Journalism: Using New Institutionalism as a Theoretical Tool to Explore the Rise and Spread of the Movement"

- Ronald R. Rodgers, Ohio
- "Double-Crossing Democracy? The Civic Vision vs. Vertical Integration in the Debate Over the Cross-Ownership Ban"

- Lori Cooke Scott, York and Ryerson, Toronto

**"Deliberative Communities Online: Toward a Model of Civic Journalism Based on the Blog"**

Discussant: Cheryl Gibbs, Miami

## PRESIDENT'S LETTER

### Important meeting for CJIG members

In the past, our Civic Journalism Interest Group members' meetings at the AEJMC convention have been fairly laid-back affairs. But not this year. Too many things are happening in the world of news media, and we can't ignore them.

The State of the News Media Report 2004, produced by the well-respected



**Leonard Witt**

Project for Excellence in Journalism, says: "Journalism is in the middle of an epochal transformation, as momentous probably as the invention of the telegraph or television."

Much of that change results from technological advances that allow citizens to become worldwide publishers. Literally hundreds of thousands, for example, have tried their hands at Weblogs and some with stunning success.

Of course, it is up to academics to help make sense of what is happening. Is it really a revolution or is it just a passing fad? What research opportunities have become available, and what theory grows out of the base already built upon public journalism? And which division within the AEJMC will focus on the transformational citizens' publishing movement? Should it be the CJIG?

Chike Anyaegbunam of the University of Kentucky and Charlyne Berens of the University of Nebraska-

# CJIG PANELS IN TORONTO

**Panel title:** "Loathing of the Body Politic: Perceptions of Media Bias and Implications for Participation."

**Time:** 10 to 11:30 a.m. Wednesday, Aug. 4, co-sponsored by MC&S and RTVJ.

**Moderator:** Michael McDevitt, University of Colorado.

**Panelists:** Robert McChesney, critic of corporate media and professor of communications at the University of Illinois at Urbana-Champaign; Lewis Friedland, University of Wisconsin-Madison; and Peter Iglinski, news director, WXXI-AM, Rochester, N.Y.

A description of the panel: O'Reilly vs. Franken vs. Fox vs. Moore. In the echo chamber of ideologically crude discourse, claims about media bias are predictable to the point that they seem scripted before a debate takes place. And charges of politically



**Robert McChesney**

skewed reporting are hardly novel, as aficionados of Agnew alliteration will readily recall those "nattering nabobs of negativism."

However, a confluence of trends—in journalism and in the larger political culture—suggest that perceived media bias has emerged as a phenomenon that resonates strongly with a large, and perhaps expanding, sector of the citizenry. This panel will explore perceived media bias from the following perspectives, along with academic and professional approaches that bridge these perspectives:

- News content—How are charges of news bias affecting the structure of story frames and news agendas?
- Journalism sociology—How do these charges, coupled with press reaction to them, influence the production of news? How will news organizations react to—or eventually subsume—grassroots Internet sites that promote ideological niche views?
- Political science—How might belief about media bias—and press reaction to it—influence campaign strategy and governance? How might this belief fuel civic participation in



terms of conventional and online involvement? Is polarization of the electorate into rigid and non-reflective camps an inevitable outcome? What are the implications for democratic participation and for theory of democracy?

• Psychology—How does perceived bias structure (or distort) cognitive processing of news, and what are the implications for participatory democracy and deliberation in the public sphere?

—Mike McDevitt, University of Colorado

**Panel title:** "Is News Reporting and Writing 101 Dead? If So, What's Next? Would New Approaches Inspire Undecided Students to Consider Print Journalism?"

**Time:** 8:15 to 9:45 a.m. Friday, Aug. 6, co-sponsored by the Small Programs Interest Group.

**Moderator:** John Lofflin, Park.

**Panelists:** Ted Glasser, Stanford University; Rachele Kanigel, San Francisco State University; John Miller, Ryerson University; Michele Weldon, Northwestern University.

The idea for this panel emerged from a discussion among journalism teachers in small programs who were in the midst of teaching the course and quite dissatisfied with what they were doing. The concept for the panel evolved as I worked on gathering the members.

I am the only member of the group who would answer "Is Reporting and Newswriting 101 dead?" with "Yes." The rest of the panel members are either rewriting it currently, have successfully rewritten it or are reasonably

satisfied with what they are teaching.

I organized the panel for frankly selfish reasons. I intend a thorough overhaul of the introductory reporting course in the small program at Park University, and I have only one other colleague with which to share ideas. My desire is to lead the panel to talk about where the course at their universities has energy now and how to add new energy to it. My assumption is that adding energy to the course will help bring new, undecided students into the profession.

Teaching a variety of students with a variety of interests in the introductory course is a typical small-program problem. I've come to see, in my own case, one of the biggest problems is marrying a practical course—I have been a reporter and freelance writer since 1970—with a course exhibiting intellectual rigor.

Let me put it this way: I've grown bored with my own reporting tales. I think fact gathering and newswriting is intellectually interesting—not just attitudinally interesting—and building "the intellectual skills of journalism" into the course would certainly turn up the heat for me.

"The intellectual skills of journalism" is Betty Medsger's phrase from *Winds of Change*, and it captures exactly what I want to do, and hope the panel members will be able to articulate in practical terms, in other words, terms useful in building a syllabus.

I also think the course is an opening wedge to the rest of the program and might gain significant energy from reflecting the philosophical point of view of the program. I want to rewrite the whole curriculum at Park to reflect some of the current philosophical thinking about the profession.

When I'm confronted with a difficult philosophical issue, I like to break it down to a smaller, very practical, component, as a way to think through it. In my case, I intend to build civic journalism into the program, starting with the introductory course, which I think will energize what I teach.

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# CJIG PANELS IN TORONTO

*Continued from Page 2*

For example, my fear is the emphasis I currently place on "objectivity" and "neutrality" in the introductory course turns off students who are activists. In my own experience nearly four decades ago, this was precisely the case. I sublimated activism to objectivity, and I think my career would have been different if I hadn't.

Here's another example of what I've been thinking: As an intellectual exercise, I'd like to see somebody design an introductory journalism course that would meet all the criteria a university curriculum committee could impose for a general education/liberal arts offering.

I think it could be done. I plan to work up a mock syllabus along those lines as a talking point for the panel. The trick would be to write such a course without sacrificing the practical experience and material necessary for practicing journalism.

—John Lofflin, Park University

**Panel title:** "Communicating with Multicultural and Global Audiences without Creating Stereotypes."

**Time:** 10 to 11:30 a.m. Saturday, Aug. 7.

**Panel organizers:** Frauke Hachtmann and Sloane Signal, University of Nebraska-Lincoln.

•**Moderator:** Les Anderson, Wichita State University.

**Panelists:**

•**Dr. Osei Appiah**, The Ohio State University—"Current state of advertising and multiculturalism in the United States."

•**Frauke Hachtmann**, University of Nebraska-Lincoln—"Students' current perceptions of non-American audiences."

•**Dr. John Schweitzer**, Bradley University—"Current state of advertising globalization."

•**Sloane Signal**, University of Nebraska-Lincoln—"Students' current perceptions of multicultural audiences in the U.S."

•**Dr. Daniel A. Stout**, Brigham Young University—"How comparative religion



helps us understand diverse groups in civic journalism and advertising."

Journalism students as well as practitioners are still having difficulties communicating effectively with and to unfamiliar audiences. While most scholarship in this field focuses on either multicultural or international audiences, this panel will discuss how global messages should really be seen as an extension of multicultural messages, which includes racial and religious diversity.

The panel will address how practitioners could move from targeting a multicultural audience in the United States to communicating effectively with other cultures abroad. Once we become better at communicating within the United States and all its diverse audiences, we can consider communicating on a global scale, where the common denominator—living in the United States—no longer exists.

Panelists will discuss the current state of multiculturalism and globalization in advertising and civic journalism. In addition, we will showcase different domestic and global ad campaigns (including student work), pointing out blunt stereotypes, as well as messages that were well communicated.

Finally, we would like to examine ways to avoid stereotypes in future campaigns and how to become more sensitive, while communicating effectively and efficiently.

**Panel title:** "Covering the 2004 Elections: Reporting the full spectrum of opinion."

**Time:** 1:30 to 3 p.m. Saturday, Aug. 7, cosponsored by the Status of Women Panel

**Moderator:** Brenda Wrigley, Michigan State University.

**Panelists:** Bill Schiller, foreign editor, *The Toronto Star*, Toronto, Canada; Bruce Pinkleton, Washington State University; Sharon Iorio, Wichita State University; Roland Schatz, Media Tenor, Bonn, Germany.

Roland Schatz, founder of Media Tenor, a research group based in Bonn, Germany, and Bill Schiller of *The Toronto Star* will offer comments on the current U.S. presidential election.

Launched in 1994, Schatz's Media Tenor first monitored German media but today has more than 200 coders and operates offices in New York; London; Bonn/Berlin; Pretoria, South Africa; Monaco and Ostrava, Czech Republic. The coders tally positive, negative and neutral statements in CNN, NBC, ABC, CBS and Fox News coverage. They also code the *Wall Street Journal*, *The New York Times*, *USA Today*, *Time* and *Newsweek*. The results are summarized and displayed in line and bar graphs that show trends in coverage in weekly reports. Schatz will give the history of the group and tell how American academics can become involved.

Bill Schiller will provide the Saturday panel with an overview of the U.S. presidential election coverage from a Canadian newsroom perspective. Schiller, an accomplished journalist with a distinguished career, has worked as a foreign correspondent in London and Johannesburg. He currently is foreign editor of the *Toronto Star*.

Bruce Pinkleton, Washington State, has considerable experience in polling research and that will shape his comments on the panel. Sharon Iorio, Wichita State, will discuss her in-progress research on coverage of citizen input in states that held presidential primaries.

—Sharon Iorio, Wichita State University



# Register for groundbreaking Public Journalism Conference

By Leonard Witt  
Kennesaw State University

The groundbreaking Exploring the Fusion Power of Public and Participatory Journalism conference on Aug. 3 in Toronto will help academics, journalists and citizens build

strategies to further examine the impact that citizen publishing is having on mass media.

This highly interactive conference will enable attendees to walk away knowing:

- What journalists can put to use now.
- What questions researchers should be asking.
- What journalism professors should be teaching.

Join us from  
12:30 to 10  
p.m. Tuesday,  
Aug. 3.

Conference  
will include  
dinner with a  
cocktail hour  
following.



- How citizens around the world can practice participatory journalism.

Watch the Weblog and conference pages at [www.pjnet.org](http://www.pjnet.org) for an updated list of presenters and participants, including Jay Rosen, Sharon

Iorio, Jan Schaffer, Lew Friedland, and a host of other top academics and journalists.

## Journalism headliners at pre-convention conference

**Dan Gillmor**—This internationally known Silicon Valley technology columnist and blogger supreme is author of the soon to be released *We*



Dan Gillmor

*the Media: Grassroots Journalism by the People, for the People.* It's built on the premise that "Grassroots journalists are dismantling Big Media's monopoly on the news, transforming it from a lecture to a conversation."

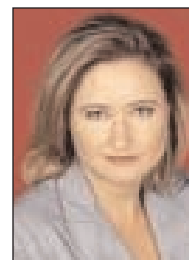
**Jeff Jarvis**—The former TV critic for *TV Guide* and *People*, creator of *Entertainment Weekly*, Sunday editor of the *NY Daily News* and a columnist on the *San Francisco Examiner*, Jarvis is now president and creative director of Advance.net. Jarvis writes often at [BuzzMachine.com](http://BuzzMachine.com) about hyper-local



Jeff Jarvis

journalism and is working with the Medill School of Journalism to create a Citizens Media Center.

**Rebecca MacKinnon**—She recently left her post as CNN Tokyo bureau



R. MacKinnon

chief to develop and experiment with NKZone.org, a Weblog to better tell the story of North Korea. She is a fellow at the Harvard Law School's

Berkman Center for Internet and Society. She will lead a discussion on the international impact of public and participatory journalism.

**Shayne Bowman and Chris Willis**—Authors of the cutting-edge We Media white paper produced for the Media Center at the American Press



Shayne Bowman



Chris Willis

Institute come out of magazine and newspaper backgrounds at papers like the *Detroit News* and *Dallas Morning News*. They understand what's needed to build information communities.

## Campbell looks to challenges at Nevada-Reno

By Cole C. Campbell  
University of Nevada-Reno

What if we thought of journalism as democratic inquiry and journalism's end product not simply as news or information but as public judgment?

How would that change journalistic practice? How might it change journalism education?

I've wrestled with versions of these questions in newsrooms in Norfolk and St. Louis, and thought about them in the more contemplative environs of the Poynter Institute in Florida and the Charles F. Kettering Foundation in Ohio.

Now, I'm going to wrestle with them in the classrooms of the Donald

W. Reynolds School of Journalism at the University of Nevada, Reno. I begin working there as dean July 1.

I first encountered Nevada's journalism school when Jimmy Gentry was dean and traveling the country studying newsroom change initiatives. The

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# Toward greater diversity

## Even in teaching, moving past cultural barriers proves difficult

**By Venise Wagner**  
**San Francisco State University**

On its face, the call for improving diversity in news coverage seems easy. All a reporter or writer need do is expand her source list and stretch into unknown cultural territory.

Civic journalism is one path to that end. Steeped in principles of civic engagement, civic journalism offers a unique opportunity to extend one's view of the world as it encourages more dialogue with community members. Yet, even in the practice of civic journalism, improved diversity coverage has its obstacles, namely cultural barriers.



**Venise Wagner**

Teaching civic journalism at San Francisco State University has shown me how difficult these barriers are to overcome. Though San Francisco State heralds itself as one of the most diverse campuses in the country, and though half of the 350 students in the journalism department are people of color, it is not unusual for students to express reticence—in some cases, fear—to talk to community members when sent to cover issues in disenfranchised communities.

Some Caucasian students enter the program having had little substantive interaction with people of color, particularly African Americans and Latinos. Some students of color come to us having had little exposure to poverty. Yet these are the people and areas I'm asking them to write about. Unless students are given some cultural immersion or preparation in cultural communication and dialogue, their interaction with the community will be disastrous and, in some cases, dangerous.

The first semester I taught civic journalism, I sent students to cover issues of environmental justice in one of San Francisco's most environmentally toxic neighborhoods. The Bayview

Hunters Point district is home to the city's main sewage plant, a smoke-stack power plant, an enclave of industrial businesses that pulls in convoys of trucks, and a defunct Naval shipyard that the government admits is full of hazardous waste. When community members expressed their frustration with city and federal governments and blamed racism for the community's neglect, students resisted incorporating issues of race into their stories.

When challenged, students said they didn't feel comfortable writing about race. "I'm a white person," said one student. "I don't know anything about racism."

Wow! It became clear to me that before I could send students out into a culturally different neighborhood, I had to help prepare them internally for what they would encounter.

Since that semester, I have begun using cultural autobiographies to heighten students' awareness of their own cultural backgrounds in relation to those they may be covering. For this assignment, they are to write a three-page essay exploring their cultural background considering race, ethnicity, political orientation, class, religion and sexual orientation, and how this background influences their journalism.

Students tend to focus on race and ethnicity, since that's the most obvious. More than half of students have difficulty with the assignment, either putting too much emphasis on theoretical notions of diversity or too little emphasis on analysis. Sometimes Caucasian students find themselves in a bind as they try to describe the "American cul-

ture" in which they were raised. Students of color sometimes focus solely on race, forgetting that class also tints the social lens.

In each of these cases, students have to rewrite the paper. They don't get a grade until they get it right.

This semester, I conducted a survey to find out what students thought of the assignment. One student said the assignment made his/her feelings about race more apparent. Another said it helped him/her realize the difficulty of breaking through stereotypes because tension between writing an accurate portrayal of a community and getting the story that the editor wanted or expected can get in the way. Still another said the assignment helped him/her look at diversity in news coverage more critically.

When challenged, students said they didn't feel comfortable writing about race. "I'm a white person," said one student. "I don't know anything about racism."

Understandably, there were those who disliked the assignment. One student said it made him feel like a bad guy for growing up where he did and thought it was impossible to capture one's cultural background on paper. Those criticisms are OK. The fact that he's thinking about diversity and

will be forced to think about it in his next assignment is progress.

I once had a student who had to rewrite his assignment come talk to me in my office. The paper had opened his eyes to something. He had written that he sees people as people and believed that if you worked hard, you should get what you want. To which I replied: What about all those people who work hard and get little?

That really got him thinking about privilege and who has it. That's a pretty good place to start for any reporter assigned to cover a community in all its hues and layers.

# Training graduates for convergence

## Panel says schools should add teamwork experiences to classic curriculum

**By Janet Hill Keefer  
Dubai, United Arab Emirates**

Professionals and educators agree that media convergence requires journalists to be team players rather than “super-hero backpack journalists” who are equally at home writing and reporting on the air, on-line or on paper.

In a Feb. 21 weekend workshop sponsored by the Association of Schools of Journalism and Mass Communication (ASJMC), trailblazers of media convergence said schools and departments that train tomorrow’s media professionals should add courses or experiences designed to emphasize team building to the classic curricular basics of writing, reporting, production and presentation.

Above all, said Gil Thelen, publisher and president of the *Tampa Tribune* and the architect of Media General’s approach to convergence, news and media operations of tomorrow will need people who “understand change and who show a willingness to learn and to grow.”

Media General’s *Tampa Tribune*, WFLA television and the on-line TVO.com are the

components of one of the nation’s pioneering efforts in convergence. The newsrooms of the *Tribune* and WFLA have physically merged in order to utilize the combined talents and experience of broadcast and print journalists.

Forrest Carr, news director of WFLA-TV, appeared on the panel with Thelen. He emphasized that print, on-line and television journalism required different strengths and talents, even in a converged environment. While all employees should be familiar with each of the three methods of distribution, he said, each medium has its own requirements.

“We won’t hire people to be on television who are not good on the air,” Carr said.

Thelen emphasized that the Tampa model of media convergence is not an economic boon. “According to Thelen, organizations that opt to combine in ways similar to the route taken by the *Tampa Tribune* and WFLA will not save significant amounts of money, but they are likely to improve the quality of their products and their position in the marketplace.

He noted that advertisers are beginning to see distinct advantages in doing business in the converged environment because it provides one-stop shopping that allows ease of movement between and among media. A major, national advertiser who buys newspapers, TV and Web, Thelen said, recently changed its market designation of Tampa from B to A, primarily because of Media General’s converged operation.

“They find that the organization adds value to the buy and that it’s easy to shift ads from newspapers to TV to Web,” he said.

Nevertheless, both Thelen and Carr acknowledged that the intersection between marketing and news has been what they called the most troubling

aspect of convergence.

“Marketing types don’t understand print, and print types don’t understand marketing,” Carr said.

So what should journalism schools do to train graduates to function effectively in a converged environment? Thelen and Carr offered several suggestions:

- Create courses that include teamwork as a major element.
- Be sure courses are framed to be “outside in” rather than “inside out”; that is, that they focus on the needs of readers or audiences.
- Expose all majors to all three platforms, but do not sacrifice specialized courses and concentrations in each of

the three.

- Continue to emphasize good writing and reporting.

- Evaluate all adjuncts in terms of their views on and experience in converged environments.

Educators offered their own voices of experience in making suggestions about specific tactics schools could use to deal with convergence immediately as well as strategies for handling the issue over the long term. Several schools are developing curricula that introduce the concept of media convergence early on, usually in the introductory course in the major, but then carry on with specialized skills courses in print, broadcasting, Web publishing and production, public relations, advertising, etc. Toward the end of the student’s career as an undergraduate, a course, seminar, experience or workshop returns to the topic, relating convergence to the student’s previous coursework and experience.

Practical suggestions included developing capstone courses that cut across majors, so print and broadcast journalism students would work together with advertising and public relations students to create work products, along with marketing and promotion plans for those products. Professionals and educators alike recommended that elements of Web production and design be incorporated into all skills courses.

There was also a suggestion to reduce the number of individual story assignments in writing and reporting courses, and expect more packages that would involve different distribution systems.

Another suggestion was an immersion experience (much like ZML) for upper-division students that would combine four or five courses taught by teams of instructors in multiple platforms so students would function as working professionals in a converged environment.

Creating a convergence experience in student media carries its own set of challenges, according to the educators. Student newspapers, which typically

Media professionals acknowledge that the intersection between marketing and news has been what they called the most troubling aspect of convergence.



# Citizens talking back with digital technologies

## A dream come true for public journalism?

**By Chike Anyaegbunam**  
**University of Kentucky**

Using pamphlets, letters to the editor, pirate radio broadcasting and demonstrations, citizens have through the ages sought to have their voices heard and thus contribute in the cre-



**Chike Anyaegbunam**

ation and representation of their reality and participate in their own governance. This practice, until recently, had relied largely on the traditional media to achieve objectives.

With increasing consolidation, globalization and homogenization of the media industry and the marketplace of ideas, this practice was also becoming rapidly smothered. As a result, in the late '80s, the civic or public journalism movement began a scholarly and professional crusade to bring these voices back into the public sphere, albeit within the framework of the traditional and often commercial media systems. Eminent scholars of the movement such as Ed Fouhy and Jan Schaffer defined it as a set of initiatives, which call on the media to make a deliberate attempt to reach out to citizens, to listen to them, and to have citizens listen and talk to each other.

What these scholars didn't realize then was the potential of rapid advances in digital communications technology and the proliferation of cheap low/medium-power FM radio to amplify voices seldom heard and, hence, begin to gradually but radically change the media environment.

Apart from a few post-modern digital media technology determinists (if I may call them that), civic or public journalism scholars and practitioners were some of the first to anticipate, articulate and call for a new journalism. Operating from a participatory communication (now dubbed participatory journalism) perspective, civic journalism claims its rationale from the notion that people become engaged in public life when an issue

they care about is at stake.

Studies indicate that people are not apathetic about their communities, but they often feel left out of the decision-making process by elected officials, other community leaders or the media. They do not want to be mere followers, but instead want to be involved in defining community issues and problems, and in determining the possible solutions and courses of action.

Indeed, civic journalism was trying to move the profession toward a communicative, two-way, dialogic mode that casts doubts on the continued efficacy of the conceptualization of journalism

based on a linear transmission model of communication.

Operating in the one-way transmission mode, journalists have historically defined individuals in a community as receivers, readers and audiences, and placed them at the "passive" end of the scale. As passive recipients, individuals are not supposed to know enough to make the correct decisions about the world in which they live. Hence, the duty—nay, the mission of the journalist—is to merely disseminate information and instruct the individuals.

Civic journalism recognizes the limitations of journalism operating in the one-way transmission mode.

According to its proponents, the new journalism does not discountenance the information dissemination role of the journalist but argues for the expansion of this role to include more active and interactive forms of mutual learning.

Thus, according to Jan Schaffer, civic journalism seeks to bridge the dangerous detachment of community that has become the norm in too many news media. It encourages journalists to discover how their work can be improved by first acknowledging the detachment, then reaching out to citi-

zens as sources and resources, thus once more, bringing citizen voices, ideas, problems, concerns and suggestions to the foreground of American and global public sphere.

New digital technologies—ranging from small, low-cost computer equipment to video systems, camera phones and other wireless devices—have made it possible for ordinary citizens

to delve into the sacred arena of professional journalism, thus creating the public's journalism.

This emerging phenomenon currently defined as participatory journalism makes it

**Studies indicate people are not apathetic about their communities, but they often feel left out of the decision-making process by elected officials, other community leaders or the media.**

crucial for people interested in public journalism to begin thinking about new research, which does not only capture, describe and explain the new journalism, but also anticipates and predicts its impact on the traditional media and political systems of the world. This duty is so big and important that a sub-committee of public journalism scholars and researchers needs to be formed in Toronto to map out a strategy for our involvement as leaders in this new program of research.

### Send us your news!

If you have a civic journalism event to publicize, teaching tips to share, or a short essay about civic journalism you'd like to see published, this is a good place to do it.

Articles should be 500 words or less, written in journalistic (not academic) style.

Send to Leonard Witt, Kennesaw State University, via e-mail: [Lwitt@kennesaw.edu](mailto:Lwitt@kennesaw.edu), or Les Anderson, Wichita State University, [les.anderson@wichita.edu](mailto:les.anderson@wichita.edu). If you have questions, phone Witt at 770-423-6925.

# 'Taking it to the Streets'

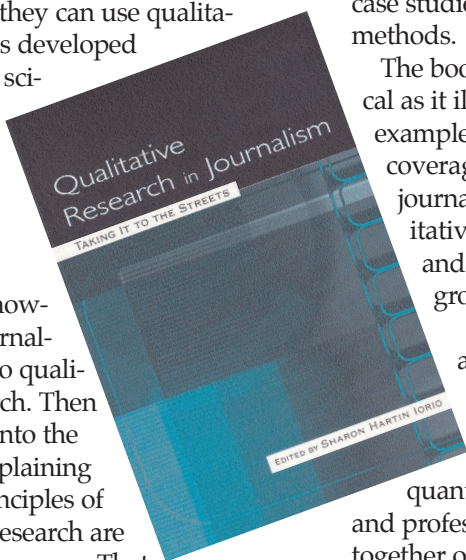
Book shows how news coverage can be expanded through using qualitative methods

**By Charlyne Berens**  
**University of Nebraska, Lincoln**

Most any reporter who takes a social science course experiences a sort of "aha" moment: "What this professor is asking me to do is just what I do all the time."

The new book, *Qualitative Research in Journalism: Taking it to the Streets*, edited by Sharon Hartin Iorio, takes that "aha" moment and turns the tables a bit. The book is designed to show aspiring journalists how they can use qualitative methods developed in the social sciences to expand and improve news coverage.

The book begins by showing how journalism relates to qualitative research. Then it launches into the practical, explaining how the principles of qualitative research are used in newsrooms. That includes using focused interviewing,



## REVIEW

### Qualitative Research in Journalism: Taking it to the Streets

—edited by Sharon Hartin Iorio

focus groups, oral and life histories, case studies, civic mapping and other methods.

The book becomes even more practical as it illustrates each method with examples from contemporary news coverage, including interviews with journalists. It emphasizes how qualitative research can engage readers and expand reporting on diverse groups.

In its final chapters, the authors take on two topics many journalists may shy away from: how to combine qualitative methods with quantitative, and how academics and professional journalists can work together on newsroom research and reporting.

The book's foreword is by Jay Rosen. Contributing authors include Lewis Friedland, Kathryn Campbell, Clifford Christians, Tanni Haas, Susan Willey, Renita Coleman, Janet Cramer, Michael McDevitt, John Morris, Susan Schultz Huxman, Mike Allen and Jan Schaffer.

Iorio is an associate dean and associate professor in the Elliott School of Communication at Wichita State University. It is published by Erlbaum.

## CONVERGENCE

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cherish their independence from curriculum and courses, have little history of working closely with other campus media, such as student radio, television or magazines. Each of these media is now likely to have developed its own Web presence so that at least some experience with media convergence is now possible in most programs.

To foster more convergence experience in student media, educators offered several ideas:

- Feed stories and packages from classes to student media.
- Use professional advisory boards to talk up the importance of including several different kinds of media products in student portfolios.
- Help students see that tailoring their work for three different platforms enhances the visibility of their work and develops their own versatility.
- Help students remove any structural barriers that would prevent the creation of converged student media.

Educators and professionals came back time and again to the notion that convergence does not mean that journalists need to be equally facile in all aspects of news gathering, production, editing, writing or presentation. While the journalists of tomorrow will need to be familiar with all the above, they will still need to be especially good at only one or two.

## PRESIDENT'S LETTER

*Continued from Page 1*

Lincoln have volunteered to lead a discussion focusing on research possibilities and to form a sub-committee to report to the CJIG.

Andrea Frantz of Wilkes University has agreed to chair a similar teaching subcommittee to help us develop classroom possibilities as we face this "epochal transformation."

Given the transformation, I will be requesting a name change for the interest group. Here are a couple of possibilities: The Public and Participatory Journalism Interest Group or the Civic

and Citizens Journalism Interest Group.

Here is the procedure. If the members at the meeting, including the executive board, agrees, we will send out a ballot by Aug. 15 to our approximately 110 CJIG members. They have 30 days to respond. We can give them just one name to accept or reject, or two or three to choose from.

By getting the vote back by Sept. 15, we can meet the Sept. 27 deadline to submit the new name to the AEJMC, which will make it official for next year.

Please plan to attend the members' meeting at 6:45 p.m. Thursday, Aug. 5.



# Building early investment in social capital:

## The role of education in the Civic Journalism movement

By **Andrea Frantz**  
**Wilkes University**

According to the comprehensive study conducted by the Project for Excellence in Journalism titled “The State of the News Media 2004: An Annual Report on American Journalism,” practitioners are currently facing substantial credibility issues with their audiences. Notably,



**Andrea Frantz**

“...questions about journalists’ morality, caring about people, professionalism, accuracy, honesty about errors—distill into something larger.

“The problem is a disconnection between the public and the news media over motive”

([http://www.stateofthenewsmedia.org/narrative\\_overview\\_publicattitudes.asp?media=1](http://www.stateofthenewsmedia.org/narrative_overview_publicattitudes.asp?media=1))

Additionally, researchers for the project posit that most traditional print news outlets face declining audiences, especially among young people ([http://www.stateofthenewsmedia.org/narrative\\_newspapers/](http://www.stateofthenewsmedia.org/narrative_newspapers/)), despite growing comfort levels with issues of media convergence.

While such issues are certainly of clear concern to media practitioners, they are at least of equal concern to those of us who teach journalism at the undergraduate and graduate levels. At the undergraduate level, students are caught between identifying themselves as journalists (though many serve as stringers for local papers, their campus broadcast and print media outlets, and/or freelance) and consumers. The transitional nature of the personal/professional identity can, in fact, breed an “us vs. them” attitude—and disconnect from news media.

Today’s students also are ambivalent about their community identity. Many traditional students see their residency status as transient. They plan to “go where the jobs are” post-graduation, and often the jobs aren’t

located in the communities in which they study. In addition, even those who major in some form of public communication acknowledge a lack of confidence in the future of the industry.

As such, journalism educators face an uphill battle when it comes to training students as both critical and active consumers of the news, as well as future journalists. Clearly, the disconnect that the project identifies happens early. Our challenge as educators is not only to train future professionals, but also to inspire and underscore all of the qualities that encourage young people to become active, responsible, ethical members of our society.

To that end, we have a few rays of hope upon which we may capitalize. First, this generation of undergraduates is more technology savvy than any generation before it. In addition, several recent studies indicate that this generation of traditional-aged undergraduate students is the most civic-minded and passionate about volunteerism in four decades. The key is getting them to see themselves as community members to begin with.

The future appears to be the marriage of these ideas with current training in academic settings: public journalism in the undergraduate classroom.

Now, perhaps more than ever before, it behooves industry and the academy to come together and identify shared goals as they aim to train future professionals to shift public attitude and serve audiences differently.

As one step in that direction, the Civic Journalism Interest Group (CJIG) has launched a new sub-committee on Public Journalism Education to discuss the challenges and possible solutions to training future professionals in an era where, as CJIG Chair Len Witt notes “face-to-face journalism techniques are meeting the digital world head on.”

Some of this committee’s chief goals will be to explore:

- what journalism educators need to ensure students can navigate murky waters of professionalism;
- how both journalism educators and students may be kept abreast of the latest research and hands-on techniques;
- what technology training do educators need to meet the industry’s changing expectations and a participatory journalism focus;
- what role public journalism may play in the modern journalism curriculum;

- and the ethical challenges facing journalism educators as they encourage student journalist activism and public engagement.

Prior to the August meeting in Toronto, I will be working with those who are interested in guiding this committee’s questions and answers to these issues.

I encourage all who are interested in joining the sub-committee to contact me via e-mail at [frantza@wilkes.edu](mailto:frantza@wilkes.edu). We will begin preliminary talks via an informal list-serve discussion and continue the conversation face-to-face with a meeting in Toronto. While the challenges are daunting, our hope is to come up with more solutions than we can use.

**Journalism educators face an uphill battle when it comes to training students as both critical and active consumers of the news, as well as future journalists.**

# J-Lab research: hyper-local news

**By Jan Schaffer**  
**J-Lab executive director**

At Northwestern, grad students in Professor Rich Gordon's New Media class this spring created GoSkokie (<http://mesh.medill.northwestern.edu/goskokie/>), an online site for and by residents of Skokie, Ill.



**Jan Schaffer**

Downtown Chicago-Columbia College Professor Barb Iverson has launched In-the-Loop ([www.In-the-Loop.colum.edu](http://www.In-the-Loop.colum.edu)) with content provided by students in the education corridor of Chicago's Loop.

In Ohio, Kent State and the local PBS stations are working to involve students in grades 6 through 9 in reporting on local issues through NewsOhio (<http://wneo.org/newsOhio/>.)

These are just a few of the hyper-local news initiatives that are starting to emerge around the country. While these are affiliated with universities, others, like [www.GothamGazette.com](http://www.GothamGazette.com), are part of civic or non-profit groups.

Still others, such as [www.VillageSoup.com](http://www.VillageSoup.com) or [www.NewsZap.com](http://www.NewsZap.com), are part of for-profit enterprises.

Over the next few months, J-Lab will be mapping existing hyper-local initiatives and collecting ideas for future micro-news projects as part of a research project for the

Knight Foundation.

We are particularly interested in projects or ideas that are not advocacy or PR. They should have promise of sustainability but could be citizen- or student-produced. The research is a precursor to a possible initiative that could involve competitive funding for demonstration projects.

Just as we've seen how the rise of blogging over the past couple of years has whetted individual appetites for contributing newsworthy content, so, too, have hyper-local news efforts generated opportunities for individuals to participate in making the news.

It's a new and exciting form of civic engagement that allows people to participate in civic life by participating in sharing ideas, information and stories.

And it parallels new kinds of political participation that we have seen so far in the presidential primaries—engagement online, via e-mail and blogs.

It's not clear how long the early efforts will be around. GoSkokie, for instance, will need more contributors to be sustainable, says Gordon.

But he's excited about the initiative. "It's not journalism with a capital 'J,' but there's a seed of something really real there," Gordon says. "... I think it could play an important role in democracy."

If you have examples to suggest or an idea for an initiative, e-mail Jan Schaffer at [jans@j-lab.org](mailto:jans@j-lab.org).

## Mid-winter conference at Rutgers a success

**By Leonard Witt**  
**Kennesaw State University**

More than 100 registered students and scholars attended the AEJMC Mid-Winter Conference at Rutgers University Feb. 27 through 29. It was sponsored in part by the Civic Journalism Interest Group.

Highlights included two presentations by Chike Anyaegbunam, professor at the University of Kentucky and a longtime member of the CJIG. They were:

- "Exploring Polyphony in Community Radio Stations: A Case Study of an Appalachian Community Media Production Center," by Chike Anyaegbunam and Rajesh Gaur, University of Kentucky.

- "Bringing a Gubernatorial Race into the Classroom: An Experiment in Fostering Civic and Political Engagement among Journalism Students," by Buck Ryan and Chike Anyaegbunam, University of

Kentucky.

Barbara S. Reed of Rutgers University helped organize and then moderate the CJIG panel: "The Reappearing Public: Questions, Quandaries and Possibilities for a Maturing Civic Journalism."

Panelists and topics included:

- "Public Journalism, Citizen Activism and the Reach of Journalistic Involvement," Tanni Haas, Brooklyn College.

- "Where Do Solutions Come From?: A Critical Look at Civic Journalism," Peter Parisi, Hunter College.

- "All the News that Fits the Narrative: Public Journalism and the Drawbacks of Newsprint Inspiration," Jeff Pooley, Muhlenberg College.

- "Is Public Journalism Morphing into the Public's Journalism?," Leonard Witt, Kennesaw State University.

Andrea Frantz of Wilkes University in Wilkes-Barre, Pa., brought her undergraduate journalism class focus-

ing on public journalism to the conference. It meant an approximately 280-mile roundtrip drive.

It was an extremely successful conference, which in addition to the CJIG, included sponsorship by Communication Technology & Policy, Media Management & Economics, Visual Communication, Science, Entertainment, and Graduate Education.

CJIG looks forward to being a part of a similar mid-winter conference next year. So if you have some ideas for a research paper or a panel, let us know soon.

### Important links

**CJIG newsletter:**

<http://www.has.vcu.edu/civic-journalism/>

**Public Journalism Network (PJNet)**

[www.pjnet.org](http://www.pjnet.org)

# CJIG SCHEDULE IN TORONTO

*Continued from Page 1*

**10 to 11:30 a.m.**

**“Loathing of the Body Politic: Perceptions of Media Bias and Implications for Participation”**

*Sponsors: Civic Journalism Interest Group, and Mass Communication and Society and Radio-Television, Journalism Divisions*

•Moderating/presiding: Mike McDevitt, University of Colorado

Panelists:

•Robert McChesney, critic of corporate media and professor of communications at the University of Illinois at Urbana-Champaign

•Lewis Friedland, University of Wisconsin-Madison

•Peter Iglinski, news director, WXXI-AM, Rochester, N.Y.

**1:30 to 3 p.m.**

**“Making Diversity Come Alive in the Journalism Classroom”: Teaching Panel Session**

*Sponsors: Civic Journalism Interest Group and Minorities and Communication Division*

•Moderating/presiding: John Sanchez, Pennsylvania State

•Panelists:

•Venise Wagner, former journalist, San Francisco State

•Leonard Witt, Kennesaw State

•William "Buzz" Hoon, Western Illinois

**Thursday, Aug. 5**

**6:45 to 8:15 p.m.**

**Members' meeting: business session**

*Sponsor: Civic Journalism Interest Group*

Moderating/presiding: Tony DeMars, Sam Houston State

**Friday, Aug. 6**

**8:15 to 9:45 a.m.**

**“Is News Reporting and Writing 101 Dead? Would New Approaches Help Inspire Undecided Students to Consider Print Journalism?": Teaching Panel**

*Sponsors: Small Programs and Civic Journalism Interest Group*

•Moderating/presiding: John Lofflin, Park



Panelists:

•Theodore Glasser, Stanford

•Rachele Kanigel, San Francisco State

•John Miller, Ryerson

•Michele Weldon, Northwestern

•Lee Ann Peck, Northern Colorado

**11:45 a.m. to 1:15 p.m.**

**Scholar-to-Scholar: Refereed Paper Research Session**

*Sponsor: Civic Journalism Interest Group*

**1:30 p.m. to 3 p.m.**

**“Will Weblogs Change Journalism and Are They Doing So Already?": Mini-plenary PF&R Panel:**

*Sponsors: Civic Journalism Interest Group, Communication Technology and Policy Division, and AEJMC Council of Affiliates*

•Moderating/presiding: Leonard Witt, Kennesaw State

Panelists:

•Jay Rosen, New York

•Jeff Jarvis, creator, *Entertainment Weekly*; president/creative director, Advance.net

•Rebecca MacKinnon, CNN Tokyo bureau chief

**5 to 6:30 p.m.**

**“Civic Journalism and International Journalism Education”: PF&R Panel**

*Sponsors: Civic Journalism Interest Group and International Communication Division*

•Moderating/presiding: Serajul I. Bhuiyan, Texas A&M-Texarkana

Panelists:

•Shelton Gunaratne, Minnesota State, Moorhead

•Melinda Robins, Emerson

•Leonard Teel, Georgia State

•Lee Becker, Georgia

•Tony DeMars, Sam Houston State

•Robyn Goodman, Alfred

**6:45 p.m. to 8:15 p.m.**

Business session: executive committee meeting

*Sponsor: Civic Journalism Interest Group*

•Moderating/presiding: Leonard Witt, Kennesaw State

**Saturday, Aug. 7**

**10 to 11:30 a.m.**

**“From Multiculturalism to Globalization Without Stereotypes”: PF&R Panel**

*Sponsors: Advertising Division and Civic Journalism Interest Group*

•Moderating/presiding: Les Anderson, Wichita State University

Panelists:

•Dr. Daniel A. Stout, Brigham Young University

“How comparative religion helps us understand diverse groups in civic journalism and advertising.”

•Dr. John Schweitzer, Bradley University

“Current State of Advertising Globalization”

•Osei Appiah, Ohio State University

“Current State of Advertising and Multiculturalism in the United States”

•Sloane Signal, Nebraska-Lincoln

“Students' Current Perceptions of Multicultural Audiences in the U.S.”

•Frauke Hachtmann, Nebraska-Lincoln

“Students' Current Perceptions of Non-American Audiences”

**1:30 to 3 p.m.**

**“Covering the 2004 Elections: Reporting the Full Spectrum of Opinion”: PF&R Panel**

*Sponsors: Commission on the Status of Women and Civic Journalism Interest Group*

•Moderating/presiding: Brenda Wrigley, Michigan State

Panelists:

•Bill Schiller, foreign editor, *The Toronto Star*, Toronto, Canada

•Bruce Pinkleton, Washington State

•Sharon Hartin Iorio, Wichita State

•Roland Schatz, Media Tenor, Bonn, Germany



# PEOPLE IN THE NEWS

**Les Anderson**, Wichita State University and CJIG newsletter editor, received WSU's Excellence in Teaching Award for 2004.

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**Kathy Campbell** will drop the "visiting" designation from her position as an assistant professor of journalism at the University of Oregon, beginning next fall. She recently accepted an offer to join the UO faculty in a tenure-track position, which will allow her to pursue her research on the historical role of newspapers in producing civic culture.

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**Cole Campbell** is the newly named dean of the journalism school at the University of Nevada, Reno. Campbell most recently has been a fellow at the Kettering Foundation, and prior to that was editor of the *St. Louis Post-Dispatch* and the *Virginian-Pilot* in Norfolk, Va.

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**Cliff Christians**, University of Illinois, will receive the Paul J. Dutchman Award for Excellence in Research at the AEJMC convention this summer in Toronto. Christians was selected for the prestigious award from nominations coordinated by the AEJMC Standing Committee on Research.

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**Retina Coleman** and **Ben Waseca**, both at Louisiana State University, have an article coming out in *Journal of Communication* in September 2004. Its title is "Visual elements in public journalism newspapers in an election: A content analysis of the photographs and graphics in Campaign 2000."

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**Cheryl Gibbs**, past president of the Civic Journalism Interest Group, will become a faculty member at Miami University in Oxford, Ohio, in the fall. She will be leaving Earlham College. During the summer, she will work in the newsroom at WBNS-TV in Columbus, Ohio, as an Educator in the Newsroom Fellow sponsored by the Radio and Television News Directors Foundation.

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**Sharon Hartin Iorio**, Wichita

State University, was selected by Harvard University's Management Development Program to attend a 2004 summer course held on the Cambridge, Mass., campus. She was



**Cheryl Gibbs**

promoted to professor in the spring of 2004.

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**David Loomis** accepted a position as a tenure-track assistant professor in the Journalism

Department at Indiana University of Pennsylvania. He inaugurated a civic journalism partnership between his reporting students and the local daily newspaper. The partnership will resume in the fall election season.

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**Rick Thames**, editor of *The Wichita Eagle*, has been named the new editor of the *Charlotte Observer* in North Carolina.

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**Susan Willey** is teaching an online Web research course for journalists at Florida Atlantic University.

## Convention papers aplenty at research sessions in Toronto

Both the topics and the presenters will be from all over the map at the CJIG research session in Toronto.

Four papers will be presented from 8:15 to 9:45 a.m. Wednesday, Aug. 4, at the CJIG's research session. Topics include cross-ownership of media, the significance of blogs to civic journalism, community radio stations' role in civic journalism and the use of a social science model to analyze civic journalism.

The presenters come from California, Kentucky, Ohio and Ontario, and the discussant, Sharon Hartin Iorio, is from Wichita State University.

In addition, CJIG will have one slot at the Scholar-to-Scholar session. That will be filled by Robert C. Moore and Tamara Gillis of Elizabethtown College, Elizabethtown, Pa. Their paper is titled "Community Journalism Can Transform African Communities."

## CAMPBELL

*Continued from Page 4*

school is still interested in preparing its graduates to adapt and thrive in ever-evolving professional circumstances. It has built its curriculum around critical thinking, writing, ethics and media technology.

It has all the assets one would want in a journalism school: bright, motivated students; an accomplished faculty drawn from practitioner and scholarly ranks; strong ties to alumni and professional communities; great support from university administrators and benefactors; up-to-date facilities, and a tradition of service to Nevada and the West.

John Lilley, the university's president, has called upon the university to promote and celebrate a culture of discovery. I think that is a wonderful touchstone for a journalism school.

Journalism as a practice is about helping people discover what's happening in the world and what might be done about it. Journalism education is about helping students, practitioners and researchers discover new ways of strengthening journalism.

Discovery describes the intersection of practice and scholarship. Discovery informs and inspires teaching, research and service.

I hope we can contribute a lot of interesting discoveries about the relationship between journalism and democracy.

### Don't miss it!

**Join us from 12:30 to 10 p.m. Tuesday, Aug. 3, in Toronto at the Exploring the Fusion Power of Public and Participatory Journalism conference.**

*Details on Page 4*