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**From:** Jonathan Peters <jonathan.w.peters@gmail.com>  
**Reply-To:** "jonathan.w.peters@gmail.com" <jonathan.w.peters@gmail.com>  
**Date:** Tuesday, November 10, 2020 at 3:43 PM  
**To:**  
**Subject:** Media Law Notes: Fall 2020 (AEJMC Law & Policy Division)

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# ***MEDIA LAW NOTES***

Fall 2020

Volume 49, Issue 1

AEJMC Law & Policy Division





# Head Notes

**By Nina Brown**

Assistant Professor

Syracuse University

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It is hard to believe that it has been just three months since we virtually gathered at the 2020 AEJMC Conference. Most of us have returned to classrooms, both virtual and remote, and are navigating the challenges of teaching in the era of COVID-19. And much has transpired in the world of First Amendment and media law.

The passing of Justice Ruth Bader Ginsburg and the confirmation of Justice Amy Coney Barrett may shift the Court in ways that have profound implications not just for the courses we teach but for larger issues that shape our society.

In addition, recent months have brought high-profile defamation lawsuits, constraints on freedom of information, efforts to amend Section 230, and continuous attacks on the press. Given the frenetic news cycle, teaching, researching, and writing about media law and the First Amendment can be overwhelming. At the same time, these emerging issues provide fodder for our courses and opportunities for students to engage with media law in action. And they underscore the importance of the work we do as scholars and educators in this space.

This was apparent at the 2020 AEJMC Conference, as our division members participated in panels and discussions on all manner of relevant, timely topics. And although the format was virtual, the engagement was very real. We had phenomenal attendance at our research and panel presentations, with close to 50 participants at a number of sessions—more than we’ve had in person at the last few conferences.

Looking ahead, I’m excited to plan the next year of programming and research with the new board members. Caitlin Carlson, vice head, is already organizing panels on interesting topics and partnerships with new divisions. In only a few months (and certainly before most of us are ready for it!), Jared Schroeder, research chair, will send out the paper call for the 2021 conference. This very publication was designed and edited by Jon Peters, clerk/newsletter editor, who just joined the leadership ladder but is no stranger to the division after serving as PF&R and teaching chair. And thanks to Jon, the newsletter is no longer delivered as a PDF. (Perhaps by 2040 we’ll make our division site interactive, but I don’t want to get too far ahead of ourselves.)

We welcome Amanda Reid as PF&R chair, and we offer our gratitude to Mike Martinez, who is again the Southeast Colloquium chair. (You’ll find the call for papers in this issue.) We have several other division members graciously reprising their roles for another year: Genelle Belmas returns as webmaster, Kriste Patrow as social media coordinator, and

Harrison Rosenthal as graduate student liaison.

I want to recognize Rodney A. Smolla and Robert L. Kerr, who received the prestigious Harry W. Stonecipher Award for Distinguished Research on Media Law and Policy during our business meeting. The division has the honor of selecting the recipient(s) of the award, and Dean Smith has agreed to continue his duties as chair of the selection committee.

I look forward to working with this group to make 2020-2021 a productive year for our division. I'm also grateful for the leadership of my colleague Roy Gutterman and of Kearston Wesner and Jason Martin, who have all been generous with their support of the division and its members.

If 2021 brings us half the surprises we saw in 2020, it will be a busy year. Whatever happens, there can be little doubt that the work we do as media law scholars and educators is critically important. I am committed to making this a great year for the Law and Policy Division, and I'm excited to work with you all!

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## Teaching in the era of COVID-19

By Harrison Rosenthal

Ph.D. Student

University of Kansas



Several weeks ago, a professor in my department gave a flag-law guest lecture to a Journalism 101 class over Zoom. In the first 90 seconds, a student challenged the professor, asserting, without evidence, that flag desecration is illegal and unconstitutional. The student asked whether the professor agreed, and the professor responded that flag

digitization is a noncoincidence. Zoombombing, for example, has become common practice among cyber-provocateurs, and while passwords and event registrations may deter *outside* agitators, what are we to do about *enrolled* students engaging in hostile, unproductive (yet un-obstreperous) speech?

Instructors must help students

burning, while unsavory, is protected under Millian and Meiklejohnian theories of speech-market capitalism. But before the professor could further explain, the student went into a screed:

“America gave you a job—and a place to live, a chair to sit! You should hate flag burning! When you burn the flag, you disrespect America and the soldiers who died for it!”

Other students quickly disagreed, saying that regardless of the symbolism, the act itself should be protected. A Black student said flag burning is not offensive because the flag’s representation of American values includes their toleration of police brutality.

As heated as the conversation had become, things took a turn for the worse when the original student turned on his webcam, picked up his computer, and panned over a “Trump 2020” banner hanging from his living room wall. That sent the class into a frenzy. One student yelled, “You’re supporting a racist!” while another announced, “I’m outta here.”

This anecdote reveals a larger problem with online learning. Computer-mediated interactions can encourage students to use rhetoric otherwise unacceptable in face-to-

develop analytical reasoning through critical analysis, argument building, and civil discourse. We pursue these aims by facilitating safe expressive climates, where students in the ideological minority and majority alike feel empowered to craft and test their ideas. Instructors make good-faith efforts to facilitate these exchanges. But this can be difficult when students engage in an unproductive manner with one another and with their instructors.

Professors and GTAs have institutional and philosophical duties to inculcate normative standards of civil and democratic discourse. These duties must transcend partisan ideology. A student’s seemingly repugnant viewpoint can’t influence these duties: students must be given equal opportunities to develop their intellect. By acquiring such higher-order reasoning skills, students will be more likely to adopt academic and professional standards of civility and be more likely to contemplate and analyze contrary perspectives.

In sum, instructors should not avoid difficult discussions on the basis of viewpoint or foul language. Students, especially those early in their academic careers, are still developing. So long as their intent is expressive and not obstreperous,

face settings. Even without anonymity or pseudonymity, networked communication eases social constraints and reduces the risks of engaging in behavioral nonconformity.

In the social science literature, this is known as psychological disinhibition/deindividuation. In popular culture, it is known as the Greater Internet Fuckwad Theory (i.e., normal person + relative anonymity + audience = Internet fuckwad).

The relationship between inflammatory rhetoric and social

students should be able to depend on professors to facilitate these discussions in controlled environments—enforcing mutual promises of civility.

The professors should referee them and set aside their own politics, helping students to cultivate their intellect and giving them the space they need to develop their socio-political identities. And ultimately—hopefully and ideally—students will grow empowered to debate controversial issues with common notions of decency and respect.



## Back to basics on unpublishing

By Deborah Dwyer and Chip Stewart

Dwyer is a fellow at the Donald W. Reynolds Journalism Institute  
Stewart is a professor of journalism at Texas Christian University

Requests to take down content from news sites—called unpublishing—are on the rise as people look for ways to scrub their past from the internet. At the same time, newsrooms are trying to identify workable solutions that protect the first draft of history and that minimize the harm that a decades-old arrest, for example, can inflict on a person.

Legally, unpublishing is relatively straightforward: With few exceptions, the First Amendment protects news organizations from being forced to remove what they have published. Items that are accurate yet unflattering will not produce court orders to unpublish. This is not to say that people won't try—just that they will probably be unsuccessful.

Ethically, answers to unpublishing requests are not as straightforward. A 2017 survey of 107 editors in U.S. newsrooms found that unpublishing is perceived as a threat to several long-held professional values, including commitment to accuracy, maintaining editorial independence, and preserving the historical record.

We suggest that four issues underlying the unpublishing phenomenon must be considered before American newsrooms can identify workable solutions.

### **Tangled terminology**

Unpublishing is a shorthand for describing requests that originate from outside the newsroom to alter digital content, but taken literally it is only one possible remedy. In other words, although a request *may* result in unpublishing, alternatives could be more appropriate: anonymizing a person's identity, correcting outdated information, or de-listing a URL from search engines. Unpublishing is also used in libel and copyright cases and in descriptions of content-management functionalities.

It is difficult to rebrand a concept after its initial formulations have taken root, but more fully explicating the essence of the issue—third-party requests to alter content to prevent undue harm—would better serve the industry and offer needed clarity.

### **Inadequate transparency**

It is virtually impossible to account for the millions of URLs that disappear from the web each day, and news organizations, even those that claim not to unpublish, can remove or alter content without making it clear to the public that they have done so.

More concerning, a newsroom may not even be able to tell what has been unpublished. A 2017 survey of 109 news editors found that only 4 percent of their organizations had a tracking system for unpublishing requests. This is a major problem because it deprives us of the data needed to analyze what requests are being made and how newsrooms respond.

Finally, only a few news organizations have engaged their audiences with unpublishing issues. For example, Cleveland.com invited individuals who wanted content about them removed to make a request, and others have polled their audiences or asked their readers to play editor for any requests received.

### **Questions of equity and power**

Editors who offer to help a person clean up his or her digital past likely have good intentions, but a critical analysis can reveal questions of systemic equity and power in simply responding to a request. We must ask: Who has the knowledge, connections, and persuasive power to contact a news organization and get something unpublished? Often the

answer depends on characteristics like race and class. Language barriers or lack of technological understanding, as well as access to resources, can exacerbate this reality.

### **Pre-publication practices**

The term unpublishing focuses on the tail end of the journalistic process, but we propose that much of the problem here could be addressed with better consideration of what is published in the first place. Newsrooms are exploring relevant strategies for their crime and court reporting (e.g., covering cases fully from start to finish and/or limiting the use of mugshots). This is not a universally supported strategy but could reduce the number of requests to update stories about, say, arrests.

Last, newsrooms must confront the hypocrisy of defending their status as author of the first draft of history while failing to invest resources in archiving their digital news content. The industry trends are shockingly poor: The overwhelming number of news orgs have made no such substantial investments.

*Editor's note: Dwyer is working to address many of these issues with industry experts and newsroom partners through her fellowship at the Reynolds Journalism Institute. Read about the project [here](#), or follow [@unpubthenews](#) for updates.*

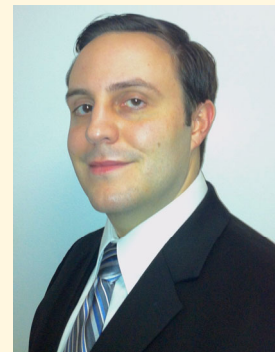
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## **Annotated bibliography**

**By Jeffrey Duncan**

Ph.D. Student

University of Georgia



*Commenting on:* Thomas Kadri, Networks of Empathy, 2020 Utah L. Rev. 1075 (2020).

Technology has enabled a broad range of abusive conduct, and in the article *Networks of Empathy*, Thomas Kadri, an assistant professor of law at the University of Georgia who holds an affiliate appointment in the Department of

In addition to empathetic coding, “socio-technological interventions” are required to curb digital abuse. Such interventions help to develop empathetic norms and require awareness and education, which can help foster compassionate

Journalism, argues that extralegal responses, such as computer code and norms, should be grounded in empathy toward victims of digital abuse.

Sympathy for victims allows regulators to maintain distance from such abuse, while empathy requires that they “conceive of that suffering as part of their own experience.” Kadri focuses on code and norm regulators, the creators of digital code, law enforcement, educators, and employers, stressing their role in incorporating empathetic design principles into technology.

Empathy requires imagination to place oneself in another’s shoes and dissolve the divide between observer and observed. It is a conscious act to feel as the victim feels, freeing one of his or her self-interest to better understand and respond to the suffering of another.

Kadri identifies multiple ways to encourage empathetic design. Financial awards could be given, for example, by states, international organizations, and private foundations—to recognize and incentivize such design. The “coercive force of bad press” could also nudge companies to show empathy toward victims of abuse enabled by their technologies.

Kadri, however, warns against a

perspectives and create supportive networks for victims. Organizations like the Cyber Civil Rights Initiative, EndTAB, and the Anti-Defamation League are already “working to shift norms surrounding digital abuse.”

Storytelling is an effective method of raising awareness and empathy for victims by engaging the imagination. Using a personal narrative, victims can share their own stories and “dispel the myths” of abuse. Policymakers who engage with the lived experiences of victims gain a particularly powerful and vivid perspective on how abuse occurs and thus can respond with empathetic regulatory approaches.

Acknowledging the overwhelming evidence that women experience the bulk of digital and gender-based abuse, Kadri writes that it is also important to “embrace[e] the reality of male victimization” and to avoid “viewing abuse as a ‘women-only’ issue.” Male victims should be encouraged to speak out and to challenge the gender essentialism underlying current perceptions of sexual victimization.

Most policymakers and coders are male, too, so highlighting male victimization might encourage them to address abuse across the gender spectrum. Kadri invokes the idea of interest convergence, wherein



one-size-fits-all approach. Users should have choices and control, and coders and tech policymakers should make use of code-based counter-speech (e.g., clear notices on emails which contain tracking software). A strong ethics code should be reflected in a company's computer code, ensuring empathy in all digital practices while guarding against technological determinism.

That said, empathetic coding is inadequate alone, as some technologies are unlikely to change because of their value or because producers will refuse to redesign them. Examples might include spoofing services, deep fakes, and stalkerware applications.

social-change movements are more successful when privileged groups are persuaded that their welfare is entwined with that of marginalized groups.

Extralegal regulation lacks the coercive power of the state, but legal regulation of digital abuse is complicated by the technological and socially complex relationship between victim and abuser. It is imperative, then, to animate digital code and norms with empathy using the blueprint of storytelling “to blur the boundaries between those who've suffered abuse and those who haven't.” All of which means that building networks of empathy is critical to address digital abuse.



## Teaching threats to threatened students

**By Brooks Fuller**

Assistant Professor

Elon University

On September 19, 2020, a convoy of more than 200 vehicles organized by a North Carolina neo-Confederate group arrived in the tiny town of Elon. It set the whole Elon University community on edge. Pickup trucks accessorized with throaty exhausts, lift kits, and Confederate iconography rolled through the public street bisecting the main campus. At least two different times occupants of the trucks yelled “white power” at students and at counter-demonstrators.

Two days later, in my media law and ethics classes, students reported even more vitriol targeted at Black and Jewish women on campus, including threats of sexual assault against students (or the advocacy of it). The university’s official response was typical and unremarkable.

President Connie L. Book condemned the convoy and pledged to work with campus and law enforcement to issue trespass orders against identifiable members of the group. University administration promised to create opportunities for campus dialogue and long-overdue initiatives to build diversity, equity, and inclusion into Elon’s academic structure and curriculum.

However, in the immediate aftermath, during Rosh Hashanah and right after the death of Justice Ruth Bader Ginsburg, the weight of that campus conversation fell primarily on faculty. Coincidentally, my syllabus for that week included discussions of true threats, incitement, and fighting words. It seemed to align perfectly. But it wasn’t easy.

Supreme Court decisions address the importance of context to distinguish violent and racist political hyperbole -- often called hate speech by casual commentators -- from unprotected true threats and incitement. But our

Sixty percent of Elon students identify as female, and 12 percent of students who report a religious identification are Jewish. What comfort are the true threats and incitement doctrines to students facing violent racism, misogyny, and hate on their own campus? In his seminal work *Between the World and Me*, Ta-Nehisi Coates makes this issue plain:

*But all our phrasing—race relations, racial chasm, racial justice, racial profiling, white privilege, even white supremacy—serves to obscure that racism is a visceral experience, that it dislodges brains, blocks airways, rips muscle, extracts organs, cracks bones, breaks teeth. You must never look away from this. You must always remember that the sociology, the history, the economics, the graphs, the charts, the regressions all land, with great violence, upon the body.* One way for us to respond is to embrace two-way pedagogy, which is grounded in the belief that students learn well when they assume the role of teacher.<sup>[1]</sup>

For instructors, this means assuming the role of learner and active listener. During an AEJMC 2020 panel on teaching difficult subjects, Caitlin Ring Carlson, of Seattle University, said professors should “[set] up this understanding of the law as not something that is objective but that is influenced by social, political, economic factors, and that it doesn’t apply equally to everybody.” When viewed through the lens of two-way pedagogy, I read Carlson’s words as a challenge to give students opportunities to consider and explain how legal doctrines might produce different consequences for different people based on social realities. It is an invitation to set aside First Amendment questions momentarily and for students to conduct a

students *were* the context in the example of the neo-Confederate convoy.

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[1] Alison Barton, Mike van Duuren & Paul Haslam, *Perceived Social Benefits of Voluntary Student Collaboration*, 6 Psych. Learning & Teaching 26 (2007).

full accounting of the context around incidents like the Elon convoy.

We can't lose sight of the implications of doctrine for the lives of our students and our communities. We must be mindful that the doctrines have blind spots. And we must construct our pedagogies accordingly.

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## **Call for editor: *Communication Law and Policy***

The Publications Policy Committee of the AEJMC Law and Policy Division is seeking applications for the position of editor of *Communication Law and Policy*, the quarterly, peer-reviewed law journal published by the division. The position is for a three-year term beginning January 1, 2022, with the potential for reappointment.

The editor is responsible for the prompt processing of all manuscripts submitted to the journal, coordinating four issues per year, handling all correspondence relative to the publication, preparing an annual report, and presenting the report to the Law and Policy Division and Publications Policy Commission each year at the AEJMC annual conference.

The editor should be able to write and edit clearly, to communicate effectively with authors, and to have an understanding of, and appreciation for, a broad range of research methods used in legal scholarship. The editor must be comfortable using an online peer-review system (training for the specific system will be provided). The editor must be a member of the AEJMC Law and Policy Division.

The editor receives an annual honorarium of \$10,000 but must demonstrate that the academic unit where the journal will be housed will support the journal with such consideration as postage, photocopying and technical support, as well as provisions for some of the expenses for an editorial assistant.

### **Submitting your application**

To apply, a candidate should send electronically to Nina Brown, nmibrown@syr.edu, a letter of interest that addresses his or her fit for the role, a

complete vita, a letter of support from a unit head, and a list of five references with contact information.

In the alternative, applications may be mailed to Prof. Brown at Room 440, Newhouse 3, 215 University Place, Syracuse, NY 13244. Applications must be received by January 29, 2021. The current editor of the journal is not applying for re-appointment.

### **About the journal**

The societal, cultural, economic, and political dimensions of communication, including the freedoms of speech and press, are undergoing dramatic global changes. The convergence of the mass media, telecommunications, and computers has raised



important questions reflected in analyses of modern communication law, policy, and regulation. Serving as a forum for discussion of these continuing and emerging questions, *Communication Law and Policy* considers traditional and contemporary problems of freedom of expression and dissemination, including theoretical, conceptual, and methodological issues inherent in the special conditions presented by new media and information technologies. Manuscripts are sought from those in the fields of journalism, mass communication, communication, telecommunications, law, sociology, and political science, among others.

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## **Call for reviewers: 46<sup>th</sup> AEJMC Southeast Colloquium**

The Law and Policy Division has a proud tradition of hosting an engaging research paper competition at the AEJMC Southeast Colloquium each year, and we anticipate that 2021 will be no different. With our growing number of papers comes a need for an equally vigorous team of reviewers. For us to limit reviewers to three papers each, we'll need approximately 25 reviewers. If you are not submitting a paper to the colloquium, the division invites you to help with the competition. Reviewers will receive a package of papers in mid-December, with a mid-January deadline for returning reviews. For more info, please contact Dr. Michael T. Martínez at (865) 314-5256 or at [mtmartinez@utk.edu](mailto:mtmartinez@utk.edu).



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- Established the NC Local News Workshop, a statewide initiative supporting local news and media outlets

 [elon.edu/communications](http://elon.edu/communications)

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# Media law teaching survey

Kara Jolliff Gould, an assistant professor in the School of Journalism and Strategic Media at the University of Arkansas, is working on a research project and asking our help. She is exploring how media law, free expression, and the First Amendment are being taught to US undergraduate students. She is surveying media law professors about their teaching, student engagement, and instructional strategies. If you are willing to participate, please [click here](#) to take the survey. In addition to contributing your expertise, you will be eligible to win one of five \$30 Amazon gift cards, which will be given away by random draw.

## Join us: Women in the Law Division

The Women in the Law Division will meet December 10, 2020, at 7 p.m. ET for a Holiday Hour to catch up and debrief from the fall semester.

Please join via Zoom:

<https://syracuseuniversity.zoom.us/j/97823023230>

## 2020 Business Meeting Minutes

**Attendance:** 31 people

### Old business

- Roy Gutterman opened by seeking approval of the 2019 business meeting minutes, which were published in *Media Law Notes*.
- Brooks Fuller moved to approve the minutes. Caitlin Carlson seconded.
- Minutes were approved by acclamation.

### News and updates

- Council of Divisions report. Gutterman reported AEJMC membership is down. The organization had 2,993 members this year, down from 3,417 the previous year.
  - L&P division also lost membership. Division has 159 members this year. Had 202 last year.
  - Conference attendance was about 1,600 this year. It was 2,057 in Toronto in 2019. The high was in 2013, when 3,829 attended.
  - AEJMC is planning an in-person conference in New Orleans for 2021.

- Amy Kristen Sanders asked if AEJMC had taken out pandemic insurance. Gutterman reported insurance was not discussed during the Council meeting.
- Gutterman said division has \$10,855 in its account and is financially healthy.

### **Stonecipher Award**

- Jared Schroeder requested the Stonecipher Award presentation be moved to accommodate the dean and associate dean of the University of Oklahoma's Gaylord College, who were in attendance to see a Gaylord faculty member receive the award.
- Dean Smith, chair of the Stonecipher Award committee, presented (virtually) the award to Rodney Smolla and Robert Kerr. Smith congratulated the winners and lauded the other finalists.
- Smith encouraged all to read the winning articles and the story about the awards in *Media Law Notes*, Issue 4.

### ***Communication Law & Policy***

- Wat Hopkins, journal editor, provided a report about the journal.
- Hopkins said this was a unique year, with three special issues.
- Issue 2 was international and organized by Sanders and Kyu Ho Youm.
  - The issue received 17 submissions. Four were selected.
- Two other issues looked at the state of research in the field.
  - Clay Calvert examined research in law journals, while Derigan Silver and Dan Kozlowski examined research in peer-reviewed journals.
  - Sanders examined the future of the field, calling for it to be more diverse and inclusive.
- Hopkins discussed the “articles that matter” essays, which have started to appear in the journal.
- Despite the number of invited pieces for Volume 25, submissions for the journal were up in 2019-20.
  - 46 were submitted. Eight were accepted and have been published or are scheduled for publication.
  - Hopkins said there were more desk rejections – seven – than usual.
  - 24 were reviewed, six out for review.
  - 2019-20 had a 17.4% acceptance rate. The journal's all-time rate is 26.7%.
- Hopkins outlined problems with Taylor & Francis, the journal's publisher. He said many of the problems have been resolved.
  - Changes in deadlines do, however, make his AEJMC report incomplete. Hopkins suggested he start placing a complete report for the preceding year in Issue 1 of the new volume.
- Hopkins said this would be his final year as editor. He said an application for editor will appear in the current volume.

### **Southeast Colloquium**

- Mike Martinez, Southeast Colloquium chair, reported the 45<sup>th</sup> Southeast Colloquium was conducted virtually in March 2020.
- He thanked the organizers at the University of Memphis, primarily Matt Haight, for their leadership during an uncertain time.



- Martinez said there were four paper panels, with nine faculty papers and seven student papers.
  - All faculty papers were accepted.
  - 70 percent of student papers were accepted.
- There were seven faculty papers and one student paper in the research-in-progress session.
- There was one PF&R panel.
- Martinez asked Fuller to speak about the 2021 Southeast Colloquium, which will be held at Elon University in March.
  - Fuller said they are planning for in-person, hybrid, and fully online versions of the conference.

### **Teaching Chair**

- Fuller, the chair, reported about the 2020 teaching competition.
- Fuller announced the winners:
  - Kriste Patrow (University of North Carolina-Chapel Hill), Shao Chengyuan (University of Tübingen), and Tori Ekstrand (University of North Carolina-Chapel Hill) won first prize for “Comm. Methods and Campus Expression Research for Undergraduates.”
  - Sanders (University of Texas-Austin) won second prize for “Teaching Others About Media Law.”
  - Frank LoMonte (University of Florida) won third prize for “Using ‘In The Dark’ to Shed Light on Coverage of the Legal System.”
- Fuller suggested the division consider teaching-focused programming at the Southeast Colloquium, particularly because Elon has such a tradition of teaching excellence.

### **PF&R Chair**

- Jon Peters, the chair, reported that he fielded interview requests from the media and helped connect division members to journalists for requests that he did not handle himself.
- Peters also discussed the pre-conference panels, which he organized.

### **Webmaster**

- Genelle Belmas, the webmaster, was not able to be present.
- Gutterman said Belmas was responsive throughout the year. He highlighted her help in posting the advocacy letter that Chris Terry organized last spring. Belmas also posted teaching exercises.

### **Clerk/Newsletter Editor**

- Jared Schroeder, the clerk/editor, reported that all four issues of *Media Law Notes* were published on time this year.
- He confirmed that he was taking the minutes of this meeting.
- Sanders questioned whether he was holding up a blank legal pad.
- Peters complimented Schroeder for his professionalism and work ethic.

### **Research Chair**

- Caitlin Carlson, the chair, thanked all reviewers for their help.
- Carlson noted that this was the first time the division had accepted extended abstracts.
- Carlson said she drew the moderators and discussants from the reviewer pool.
- 51 papers were submitted. 20 papers were accepted. That is a 39.2% acceptance rate.
- The division received 35 full papers and 16 abstracts.
- One third of the submissions were by women first-authors. Carlson said the acceptance rate was on track with these numbers.
- 46 percent of faculty submissions were accepted.
- 25 percent (3/12) of student papers were accepted.
- Three of the nine papers that were faculty-student papers were accepted.
- Carlson announced the award winners:
  - Top student paper
    - 1. Jon Anderson (University of Minnesota)
    - 2. Wei-ping Lee (University of Maryland)
  - Top faculty paper
    - 1. Rob Frieden (Penn State University)
    - 2. Calvert (University of Florida)
    - 3. Kearston Wesner (Quinnipiac University)
  - Top faculty debut paper
    - Patrick Walters (Kutztown University of Pennsylvania)

### **Vice-Head/Programming Chair**

- Nina Brown, vice head, discussed upcoming panels at the conference.
- Brown reported that the panels this year had excellent attendance.

### **Leadership**

- Elevation of officers (head, vice head, research chair).
- Gutterman, with help from Brown's husband, gave her the gavel.
- Gutterman thanked the division leaders for their contributions this year.
- Gutterman thanked Felicia at AEJMC for her help throughout the year.
- Brown became division head.
- Carlson became vice head.
- Schroeder became research chair.
- Peters was nominated to be Clerk/Newsletter Editor.
  - He was approved by acclamation.
- Amanda Reid was nominated to be PF&R Chair.
  - Ekstrand spoke on Reed's behalf.
  - Reed was approved by acclamation.
- Fuller self-nominated to return as Teaching Chair.
  - Fuller indicated that because Peters and Schroeder had done the job before, he knew he could do it.
  - Fuller was approved by acclamation.
- Belmas was nominated to return as Webmaster.
  - Belmas was approved by acclamation.
- Appointments
  - Brown appointed:
    - Harrison Rosenthal as Graduate Student Liaison.

- Patrow as Social Media Coordinator
- Smith as Stonecipher chair

### **New business**

- Brown outlined a plan for PF&R sessions to help members connect and grow during the year. Brown said these could be partnerships with other divisions.
- Dues were not changed.
- Brown moved that the division continue to donate \$250 to RCFP and SPLC.
  - Jeremy Lipschultz moved that the amounts remain the same and that the donations be made.
  - Martinez seconded.
  - Members voted by acclamation to approve. Sanders abstained (she is on SPLC board)
- Brown suggested forming a committee to help those who publish in law reviews receive fair treatment during tenure/promotion processes.
  - Youm and Calvert were discussed as potential committee members who could craft a letter that division members could use to show the value of law reviews.
  - Silver indicated a better solution would be to get those who write external review letters to lay out the value of law reviews.

### **AEJMC host indicated meeting must end.**

- Brown moved to adjourn.
- Seconded by Calvert.

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## **Division Officers**

### **Head:**

*Nina Brown*  
Newhouse School of Public Communication  
Syracuse University  
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### **Vice-Head/Program Chair:**

*Caitlin Ring Carlson*  
Department of Communication  
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### **Research/Paper Competition Chair:**

*Jared Schroeder*  
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**Clerk/Newsletter Editor:**

*Jonathan Peters*

College of Journalism and Mass Communication  
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**PF&R Chair:**

*Amanda Reid*

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University of North Carolina-Chapel Hill  
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