



# News

Volume 16 (3) Fall 2013

Internships & Careers Interest Group of AEJMC

## Internships and Careers Group at AEJMC 2013





## Announcement: Things to Do, Fall 2013

We had a successful and productive AEJMC conference in Washington, D.C., in August, with the Internships and Careers Interest Group hosting a pre-conference workshop, five joint-panel presentation, and a peer-reviewed research paper session. Our member's meeting also generated a number of interesting ideas for the coming year. So here's a list of a few things to do:

1. Please respond to the **Call for Proposals for ICIG Panels at AEJMC 2014 in Montreal, Quebec, Canada** (sent previously by email, and also published in this newsletter). The deadline this year is sooner than usual, as AEJMC has changed the joint-panel selection process and moved their deadlines up. Please email proposals by **September 30, 2013**, to [ndobereiner@westfield.ma.edu](mailto:ndobereiner@westfield.ma.edu)
2. Please make sure that you have a **valid passport**, with adequate time remaining on it for you to be able to attend the conference in Montreal. If you are not a US or Canadian citizen, please check the types of **visa requirements** posted for your country on the Canadian government's web site: <http://www.cic.gc.ca/english/visit/visas.asp>
3. ICIG has a Facebook group, where you can find many photos from this year's conference events. Please join the group and post your comments, questions, and announcements, or share articles and events relevant to Internships and Careers and AEJMC. The group's URL is: <https://www.facebook.com/groups/354071091349147/>
4. ICIG is offering membership rates of \$5 for AEJMC members, and free memberships for students who are AEJMC members. While our membership has grown over the last few years, it would be wonderful to have more people involved in the group. Please spread the word, and encourage your AEJMC colleagues, fellow faculty and students to join the interest group.
5. As you might have know, ICIG was up for renewal this year, and we succeeded in our review petition largely due to the great work done at the conference and yearlong by all our members, and the services provided by our officers. Our entire officer roster is available online, but I wanted to take some space to thank our current officers, and introduce you to David Magolis (Bloomsburg University of Pennsylvania), who is taking charge as our new Newsletter editor and Webmaster. Our current roster:

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A blue speech bubble containing the text "Call for Proposals!" in white. The bubble has a white outline and a tail pointing towards the bottom left.

## Call for Proposals!

# Call for Proposals for ICIG Panels at AEJMC 2014 in Montreal, Quebec, Canada.

**Deadline:** Please email proposals by **September 30, 2013**, to [ndobereiner@westfield.ma.edu](mailto:ndobereiner@westfield.ma.edu)

Dear ICIG members,

It was wonderful to meet some of you in Washington in August. We had a great round of events including our workshop and numerous panel discussions, and now it is time to get things rolling for the AEJMC 2014 convention in Montreal, Quebec, Canada.

The officers of ICIG are seeking suggestions for joint-panels in the areas of Professional Freedom & Responsibility (PF&R) and Teaching. We are particularly interested in joint-panels that span divisions, as co-sponsored panels are the norm, and the more mutual interest a panel drives in a co-sponsoring division, the more likely it is to be scheduled. With this in mind, please consider focusing your ideas on either or both of the ICIG interests – Internships and/or Careers.

We can't guarantee that every panel idea will ultimately be adopted, but sending your ideas along will definitely help in putting together a roster of joint-panels that reflects the interests and strengths of our Interest Group with those of other IGs and Divisions.

If you would like to propose a joint-panel, please send the following information, listed below, by email (to [ndobereiner@westfield.ma.edu](mailto:ndobereiner@westfield.ma.edu)) by the deadline of September 30, 2013:

### ICIG Call for Joint-Panel Proposals for AEJMC 2014

The Internship and Careers Interest Groups members are requested to kindly submit joint-panel proposals for PF&R or Teaching Panels for AEJMC 2014 in Montreal, Quebec, Canada. The joint-panel proposals must list the following:

1. A brief title for the session, along with your name and contact information.
2. An indication of which area (Teaching or PF&R) the panel covers. Professional freedom and responsibility (PFR) covers Free Expression; Ethics; Legal Issues; Racial, Gender, and Cultural Inclusiveness; and Public Service. Teaching standards panels would focus on such things as standards of academic and professional preparation for teachers in the field, curriculum development, teaching modes, and standards of faculty-administration relationships.
3. A paragraph describing the intended content of the session. Please outline the specific issues of interest that you believe the panelists will address/discuss, and offer some insight as to how these discussions will be topical and worthwhile for the 2014 convention.
4. Suggestions about specific panelists who might be able to serve on the panel. Be sure to include panelists from other AEJMC divisions, as we will be working to seek co-sponsors from other divisions in order to schedule the panels. It is a good idea to seek such prospective panelists out over the next couple of weeks to hammer out the common interest themes for the panel before submitting the proposal. Please provide a list of names and contact information for all prospective panelists.
5. Suggestions for divisions or interest groups who might consider co-sponsoring the panel with us. Given the limited number of chips available to ICIG, it will be important to propose panels that drive interest in other divisions – and listing those divisions as possible co-sponsors here will help focus our attention when negotiating the schedule. Please provide the contact information for the proposed co-sponsoring division or interest group's programming chair.

The lists of all AEJMC Divisions is available online at: <http://www.aejmc.com/home/about/groups/divisions/>.

The list of all AEJMC Interest Groups is available online at: <http://www.aejmc.com/home/about/groups/interest-groups/>

Please send all proposals by email to [ndobereiner@westfield.ma.edu](mailto:ndobereiner@westfield.ma.edu)

# Hegemonic Masculinity in Sports Journalism: On the Field, but in the Classroom?

By Sada Reed

At least one quarter of American mass communication-accredited institutions offer sports journalism courses (Hardin, Dodd, & Lauffer, 2006). This means there are arguably more opportunities to meet emerging sports journalists' needs than ever before. But without critical assessment, more than just professional tips will be passed from veterans to students in these programs. Scholars regard sports journalism as a cultural maintenance site for hegemonic masculinity, a critical theory that explains how ingroups maintain power (Anderson, 2005). It is important for sports journalism educators to be aware of hegemonic masculinity because of its prominent role in sports journalism production and culture.

This paper contains a literature review on hegemony and hegemonic masculinity, explaining subaltern groups, or "outgroups," and how difficult it is for these groups to alter hegemony without the consent of decision-makers atop the socioeconomic hierarchy (See Connell & Messerschmidt, 2005). This ties to sports journalism because female athletes ("outgroup") are still routinely underrepresented (See Kian & Hardin, 2009).

Next, the paper explains areas where sports journalism students have been exposed to hegemonic masculinity before they matriculate to university: On the field – and the social status that comes with being an athlete in many high schools and communities – through verbal sparring and jokes, and in the classroom. As a result, students, regardless of gender, attempt to steer clear of actions considered "feminine," creating a cyclical process that has kept sports journalism's demographics relatively homogenous (Montecinos, 2004).

Educators have struggled to address hegemonic masculinity in the classroom. New approaches tend to lean toward generalization and

caricature (Gore, 1998), and power relationships in the classroom may inhibit students from opening up to teachers (Hatchell, 2006). Also, as one scholar said, by addressing hegemony and white privilege, she was accused of "hating white men" (Calafell, 2010).

The paper ends with recommendations for educators and how to discuss these issues in the classroom. First, be frank about these issues, telling students about these struggles upfront. Show availability and interest. Educators should also make it clear that women and minorities should not be characterized as having the same experiences (Calafell, 2010). Instead, emphasize how hegemonic masculinity shapes the relationship between the individual and the collective, between structures and behaviors (Calafell, 2010). Also, by supplementing text books with examples of hegemonic masculinity in sports journalism, and by deliberately introducing dialogue about this culture, educators can create the opportunity for students to examine how other variables influence hegemonic masculinity (Knoppers & Anthonisse, 2007). For example, a 2005 study found that 77% of job announcements for high school athletic directors require candidates to also serve as the head football coach (Whisenant, 2005). By coupling the athletic director position with the head football coach position, schools engaged in both disparate impact and disparate treatment discrimination, since few women are head football coaches (Whisenant, 2005). Finally, supplement classroom assignments with local reporting, if possible. This would expose students to the organizational nuances of sports journalism culture and the challenges it presents, then the opportunity to return to the classroom and to explore their observations.

## References

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