

2006 Call for Papers - Division goes online

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CT&M RESEARCH & PROGRAM CHAIR

Our division adopted an electronic-only submissions policy this year. What does that mean for you? It means that come April 1, you won't need to worry about the copier or the post office. Instead you can relax comfortably at your computer terminal and hit the submit button. As a reviewer, it means you will receive all your review packets within days of the April 1 deadline. Electronic submission is not only eco-friendly and convenient, but it also makes it easier for our colleagues overseas to submit their work.

management process, please recognize that it may be a learning process for you too. We are willing to help, so please e-mail us at umcjourctm@missouri.edu with any questions. We hope you find the process intuitive.

2006 Call for Papers

The CT&M Division invites submissions of original research papers pertaining to the study of communication processes, institutions, and effects from a theoretical perspective. CT&M welcomes both conceptual and data-based papers and is open to all systematic methodologies. We strongly encourage submissions by students. First authors of accepted student papers will be awarded \$50 to help offset the cost of traveling to the conference. Winners of the Chaffee-McLeod

Award for Top Student Paper will be awarded \$250. Student papers are those having only student authors, i.e. no faculty co-authors, and should be clearly labeled as such. Please limit papers to no more than 25 pages (double-spaced) in length, excluding tables and references. Authors of the three top-scoring faculty or faculty/student papers will be recognized in the convention program and at the CT&M members' meeting in San Francisco.

CT&M has moved to an online-only paper submission process. The division will NOT accept hard copies, faxes, or e-mail submissions. To register and submit your paper, visit our submission Web site after March 15 at: <http://aejmc-ctm.confmaster.net/>. Register as a new paper author, and then submit your paper in **PDF format**.

Make sure that your paper does not include any information that would identify the authors or your institutional affiliation. Doing so may disqualify your paper submission.

If you have questions, please contact María Len-Ríos, CT&M research and programming chair, at 573.884.0111 or umcjourctm@missouri.edu.

To register and submit your paper, visit our submission Web site <http://aejmc-ctm.confmaster.net/>.



We chose Confmaster as our convention host because of its modest pricing and its history with other AEJMC divisions. The Communication Technology Division, the Mass Communication & Society Division, and the Newspaper Division all selected Confmaster to facilitate their submissions and reviewing process this year as well.

As is the case when anyone adopts new software, there is sometimes a learning curve. Although we are quite confident in the software

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Thoughts from the Head *Bad news/Good news for Frisco*

As we head into the AEJMC paper deadline, I want to use this opportunity to update you on some things that I thought would be of interest to the membership.

Iowa. According to headquarters, the other nine were Advertising, History, International Communication, Magazine, Public Relations, Newspaper, Scholastic Journalism, RTVJ, and Visual Communication.

Also, CT&M, along with about half of the divisions in AEJMC, are going to electronic paper submission this year. This is the first time for CT&M, but the system has been previously used by the Communication Technology Division before. CTEC Division Head Sri Kalyanaraman vouches for the system. Hopefully, electronic submission should mean no submission/reviewing mailing



San Francisco Convention & Visitors Bureau
photo by Phil Coblenz

First, the bad news: This is the year that CT&M loses a program chip. For those of you who are not familiar with the peculiar way AEJMC distributes programming slots for the annual conference, that means that difficult decisions needed to be made heading into the December winter meeting in Savannah, GA. Maria Len-Rios, CT&M's program/research/paper chair, and I attended the winter meeting as the division's representatives. Maria did a remarkable job in keeping our program heavy on competitive research slots.

Second: This is the year that CT&M gets assessed. You may recall that AEJMC decided to go to five-year assessment cycles, rather than assessing every division every year. I'm not sure what to expect, not having gone through this before. But I presume I will need the annual reports from the last five years and will be grilled by the Board of Directors. I will be armed with the convictions of our previous division officers, the central mission of our division, and the knowledge of our superb membership and your substantial contributions to the division.

Now, the good news: CT&M is celebrating its 40th anniversary as a division in AEJMC. CT&M was one of the original ten divisions, first operating at the 1966 convention at the University of

costs and faster reviews. Please be patient as Maria Len-Rios becomes familiar with the system.

More good news: We had half of a chip returned to us at the midwinter meeting for programming, so the programming hit turned out to be less than we originally thought.

Perhaps the best news is that this year's conference is in San Francisco, a location that won't likely produce temperatures in the 100s. If you haven't been to San Francisco before, you are in for a treat. The City by the Bay (not Tampa or Green) is noted for its beauty, diversity, trolleys, and oh yes, those hills. Try to save some time and venture out into the city and the surrounding areas. Some of my favorite places are the SBC Park (a.k.a. Pac Bell Park), Union Street, Fillmore Street, South of Market. Not far outside the city are great places, such as Tiburon, Sausalito, Stanford University, Half Moon Bay, Muir Woods, Napa and Sonoma. There are dozens of other spectacular places to visit, and hundreds of terrific restaurants.

We're looking forward to seeing you in San Francisco in August.

Ethics and the use of student samples

The CT&M/Media Ethics panel about subject pools at last year's conference in San Antonio was scheduled during that brutal Saturday morning time slot, 8:15 – 9:45 a.m. CDT. That's 5:15 a.m. PDT. At that hour, some conference attendees were still finishing the previous evening's card game. So allow me to recap the highlights for you.

The main conclusion was that an organized subject pool has both ethical and logistic advantages over the disorganized approach. In those disorganized set-ups, several things can go wrong.

First, students can feel coerced into participating in their instructors' research. The pressure to participate is greatest when the instructor runs the study using subjects from his or her own classes.

Ginny Whitehouse of Whitworth College questioned whether a student meeting a research requirement can truly provide informed consent. She suggested that student choice is the key, particularly when the alternatives to participation in research are equivalent and not punitive.

Panelist Renita Coleman of UT-Austin said she asks someone else to supervise her research projects to avoid making her students feel coerced, and uses restaurant coupons rather than extra credit.

Another problem is that instructors of large enrollment introductory classes are often pestered by whining swarms of researchers, desperate for subjects. Some may request in-class time for the study and extra credit for the participants. An organized subject pool can make this logistic problem far more manageable.

The final problem the panel addressed is data quality. Andrew Hayes of The Ohio State University reviewed the literature that confirmed some widely held suspicions. Turns out college sophomores may not be the best population from which to draw conclusions about human nature (thankfully). Hayes said there are significant differences among those who sign up for projects early in the semester and those who sign up late.

Michigan's Nojin Kwak decided to ask the students what they thought about the research pool requirement in his department. The majority said the subject pool experience was worthwhile – especially when they were told about the purpose of the study. Those who objected to the requirement said that they gave honest answers to the researcher's questions but that the experience did not stimulate their interest in research.

The best student research experiences provide three key components: student choice, insulation from direct supervision by the students' instructors, and careful debriefings that explain the purpose of the research.

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The key is to acknowledge that researchers have alternatives to using student samples. As Andrew Hayes said during the panel, to suggest otherwise is to say that the researcher is either too poor or too lazy to find alternatives to student samples.

As teachers, our ultimate job is to teach, and not use, students. Or, as Ennis Del Mar said in Brokeback Mountain, "We are supposed to watch the sheep, not eat them."

A war by any other name...

Public relations and framing

PAT MEIRICK
UNIVERSITY OF OKLAHOMA
CT&M DIVISION CO-VICE HEAD

One of our upcoming panels in August deals with framing and public relations. If we think of the news media as the contested space where the sponsors of different frames attempt to leave their mark, public relations has much to say about the process of framing, especially because the biggest information subsidizer by far is the federal government.

That's not to say that they're great at it. In the last year, we've seen the Bush administration attempt to rename (and thereby reframe) the war on terror three times. The results suggest that even for a PR firm as formidable as Washington, frame-setting and framing effects are far from automatic.

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The original name was the "(Global) War on Terror." The federal government is fond of (more or less) metaphorical wars: the cold war, the war on poverty, the war on drugs. The war on terror was less of a figure of speech and more of an actual war, but we were told early on that it was "a different kind of war." It was one in which the enemy wouldn't obligingly form up in a trench a couple hundred yards away. And it certainly wasn't a formally declared war (we haven't had one since World War II), although Congress authorized Bush to use military force to combat terror after Sept. 11.

The metaphor was ambiguous enough to provide some legal cover. The U.S. continues to hold people as enemy combatants without following the Geneva Conventions for prisoners of war. But the Bush administration was a victim of its successful attempt to link the war in Iraq with the war on terror. As U.S. casualties rose and public opinion of the war and the president slid, the

phrase "war on terror" lost some of its cachet.

So in May 2005, the Bush administration started talking about the "Global Struggle Against Violent Extremism." The "war" part of the frame was purged temporarily. It was replaced with the noble-yet-desperate-sounding "struggle." (Ironically, this is the literal translation of jihad.) The enemy was no longer a tactic, but a mindset. And as Joint Chiefs chairman Gen. Richard Myers pointed out, "If you call it a war, then you think of people in uniform as being the solution." Plus, as Slate's Fred Kaplan noted, the new catchphrase had the advantage of an upbeat acronym – "G-SAVE."

But it wasn't until late July, after Myers' appearance before the National Press Club, that the news media picked up on the frame change, and within a week (marked mainly by derision from pundits), Bush was back to pointedly referring to the "war on terror."

Bush, after all, is fond of framing himself as a "war president" and as the wielder of power explicitly and implicitly bestowed upon him as commander in chief. War offers a rationale for domestic spying – or in Bush's words, "terrorist surveillance." And while the Foreign Intelligence Surveillance Act of 1978

set up a procedure for issuing warrants, the Bush administration proceeded without them. Its justification: the use of military force Congress authorized for Bush before the war in Iraq.

In his 2006 State of the Union address, Bush rolled out another frame. Now they're calling it "The Long War." Not very uplifting, but accurate. And it suggests that the executive powers Bush has claimed will be required for a long time to come. But will "long war" displace "war on terror" as the dominant frame in the media? I wouldn't bet on it.

A giant less known, but a giant nevertheless

In memory of James B. Lemert, Prof. Emeritus, School of Journalism & Communication, University of Oregon

In the past few years, we have lost several prominent researchers of mass communication, including Steve Chaffee and George Gerbner. Notably, they had each worked with many doctoral students who have carried on their research. For both these researchers and their students, this proved to be a fruitful relationship.

However, some outstanding scholars in our field teach at institutions without doctoral programs, or where such programs have been recently added. Therefore, they have received less attention in academia because few, if any, doctoral advisees follow in their footsteps with similar research. Even so, their contributions are not of lesser quality or influence. James B. Lemert, who passed away last December and was one of my co-advisors while at the University of Oregon, was a perfect example of such a scholar.

Jim's early academic publications concerned credibility issues. His first piece was in the Spring 1966 issue of *Journalism Quarterly*, which clarified and developed the concept of status conferral – a person or event enhances his/her/its status or credibility by being covered by the press. Later he pioneered the concept of mobilizing information (MI) in another *JQ* article in Autumn 1973. MI refers to information in the news – such as names, addresses, locations, dates and times – that facilitates political participation by citizens. Some researchers, including myself, see Jim's MI as the "grandparent" of public journalism. During the later stage of his academic career, Jim focused his attention on presidential debates and political advertising. A few of his other research projects included media competition between television and newspapers, media effects on public opinion, and decades of exit polling of elections in Eugene, Oregon. Most of his research was conducted without the benefit of doctoral advisees because U of O did not have a doctoral program until two years before Jim retired.

Examining Jim's career, one can learn lessons useful to other, especially junior, scholars.

First, Jim's experience demonstrates that a prominent researcher does not necessarily have to teach at an institution with a doctoral program in order to inspire younger colleagues to do his or her kind of research. Just a few weeks ago an

M.A. student here at the Murrow School (whom I never taught) asked me to review a paper he was submitting to the AEJMC conference this year. It

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Outstanding scholars and their research will not be forgotten. Their legacy, like Jim Lemert's, will continue to influence our profession.

is about MI on the Internet and builds on Jim's work. This illustrates if your research is of good quality and on an important topic, future scholars will notice and develop it further.

Second, even though having a research program is helpful, or even critical for pre-tenure assistant professors, working on several themes throughout your career is not unacceptable. The Minnesota Team of Tichenor, Donohue and Olien, for example, worked on knowledge gap, community structure, and the canine metaphor of journalism (e.g., watchdog, guard dog, and lapdog) before their retirement.

Third, Jim published several studies with his M.A. students. The last piece was in the Summer 2000 issue of *Newspaper Research Journal*. This suggests if you are a good teacher, your M.A. students can shine, too.

The conclusion is simple. Outstanding scholars and their research will not be forgotten. Their legacy, like Jim Lemert's, will continue to influence our profession.

2006 Barrow Minority Doctoral Student Scholarship

Applications are now being accepted for the 2006 Barrow Minority Doctoral Student Scholarship. The scholarship includes a \$1,400 award and a free one-year membership in the Communication Theory and Methodology Division (CT&M) of

Deadline for the 2006 Barrow Minority Doctoral Student Scholarship is June 1, 2006

the Association for Education in Journalism and Mass Communication (AEJMC). The scholarship honors Professor Lionel C. Barrow, Jr., of Howard University, in recognition of his pioneering efforts in support of minority education in journalism and mass communication. The award is sponsored by the CT&M Division and made possible in part through contributions from the Minorities and Communication Division, the Commission on the Status of Minorities and personal donations, as well as royalties from Guido H. Stempel and Bruce H. Westley's *Research Methods in Mass Communication*.

Minority students (U.S. citizens or permanent

residents) enrolled in a Ph.D. program in journalism and/or mass communication are encouraged to apply. Applicants need not be members of AEJMC or the CT&M Division, nor does their work need to address issues of race. Applications will be judged on the promise the candidate's work shows for making a significant contribution to communication theory and methodology. To be considered for this scholarship, please send:

- a curriculum vitae
- a letter outlining research interests and career plans
- and two letters of recommendation to:

Edward Horowitz
Assistant Professor
School of Communication
Cleveland State University
2121 Euclid Avenue, MU 239
Cleveland, OH 44115-2214

Submissions must be postmarked no later than June 1, 2006.

Questions may be addressed to Prof. Horowitz at e.horowitz1@csuohio.edu

2006 Call for Reviewers & A.B.D. Student Nominations

It's not too late to volunteer to review for CT&M. Even if you're planning on submitting a paper, you can still serve as a reviewer (you just won't get to review your paper!). We anticipate each reviewer will receive 3 to 4 manuscripts for review. Reviewers will register and download their papers from our submission Web site at: <http://aejmc-ctm.confmaster.net/>.

So far, we have not yet received any faculty nominations of ABD-level student reviewers. This can be a great opportunity to give students a peek at the peer review process. If you were thinking about nominating a student as a reviewer but haven't, please do. In the past, we've had 10-12 student reviewers. Student reviewers make comments and receive the comments of the faculty reviews. However, ratings by students are not used in calculating the rankings for the paper competition.

Reviewing is a service to our division and a chance to get to read some of the best research in our field. If you reviewed for the division last year—thank you. We hope you will continue to support our division. If you have not reviewed

for us, please join your colleagues and volunteer.

To volunteer, simply send an e-mail to: umc-jourctm@missouri.edu with the following information:

- (1) Full name and mailing address
- (2) Phone number
- (3) E-mail address
- (4) Research topics (and methods) you would like to review (or avoid)
- (5) Whether you would be interested in serving as a moderator and/or discussant at the conference (August 1-5 in San Francisco)

Please post!

join aejmc's communication theory & methodology division

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- . syllabus exchange
- . networks

What is Communication Theory & Methodology?

The Communication Theory & Methodology (CT&M) division of the Association for Education in Journalism and Mass Communication (AEJMC) was created in the mid-1960s. The goal of CT&M was and still is to advance the study of communication through theory-based, methodologically-sound research.

CT&M has traditionally been a leader at encouraging research by graduate students. It was the first division of AEJMC to have a **student paper competition**, and every year it awards \$250 to the Top Student Paper. In addition, CT&M will award all first authors of student papers \$50 to help **offset the cost of traveling** to the conference.

The **CT&M Student Reviewer Program** trains ABD students in the process of paper reviewing by not only allowing them to participate in the actual reviewing processing, but by sharing faculty reviews of the same paper so that students are able to compare how they evaluate manuscripts with more experienced reviewers

The **CT&M Minority Student Scholarship** - currently \$1,200 - acknowledges and honors outstanding minority students. It is awarded annually to a deserving student enrolled in a journalism & mass communication Ph.D. program.

The **CT&M Syllabus Exchange** aids new and established faculty alike by serving as a repository of excellent syllabi developed and tested at universities around the country.

If you are interested in the theory and methodology of communication research in any substantive AEJMC area, CT&M should be the first division of AEJMC that you join.

For more information:

Visit the CT&M Web site at

<http://www.jcomm.ohio-state.edu/ctm/index.htm>

or contact Dominique Brossard: dbrossard@wisc.edu



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