

Note from the Division Head

Members matter in challenging times

Resisting critically and engaging creatively

Seventeen people killed in another school shooting, more and more women speaking out about rampant sexual harassment and assault, lives upended for DACA and TPS recipients amid shifting national policies on immigration, new indictments in the massive investigation into election interference... These certainly are times that call for resisting critically and engaging creatively.

Many of us are now at the midpoint of spring semester (I know I'm counting the hours until spring break) and it's easy to get caught up in the week-to-week deadlines and "learning outcomes." When lesson plans call for the rudiments of AP style or, in my case recently, genre conventions in the reality TV saga "Keeping Up with the Kardashians," our teaching can feel awkwardly disconnected from the urgency of real-world events.

Bridging that disconnect is a huge part of why I find participating in the Cultural and Critical Studies Division so valuable. Our research highlights again and again the necessity of media literacy, the profound role of journalists and media makers of all stripes in reflecting and shaping society, the broad impact of media policy and the real social meanings of even the most trivial-seeming media texts.

I'm glad to count myself as one of the 172 dues-paying members of our division. I'll tell you a little more about the other 171 of us on page 3.



Thanks to everyone who completed our member survey in the fall. The first thing the survey results have revealed so far is that CCSD members aren't big fans of surveys—go figure! While that data may be too thin to be statistically reliable, between those results and some quick calculations from our membership spreadsheet, some useful findings have emerged.

In particular, the survey showed that having a paper accepted in the annual competition is by far the strongest factor in deciding whether to attend the annual convention. So this seems like a good time to remind everyone that the paper submission deadline is coming up soon.

You'll find more on that and our other preparations for the 2018 convention in Washington, D.C., in this newsletter.

The Official Newsletter of the Cultural and Critical Studies Division of the Association for Education in Journalism and Mass Communication

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AEJMC
cultural & critical
STUDIES DIVISION



Fighting fake news

Rolling rocks in the realm of media literacy

We tell our students that accuracy is attainable, truth approachable, and among the collective obligations these entail is to help set the record straight, facilitate transparency and promote understanding. But it's quite another matter to engage in the obvious-bordering-on-the-tiresome and perhaps more likely given the pace and climate of current communication.

So when a request came to pull together something about President Donald Trump's "Fake News Awards," I wondered: What could I add that others had not said already (and more eloquently)? And what of value could I contribute?

The answer to the first question became a few links (among many) to some cogent work intended to set the record straight and engage what's significant.

The answer to the second became a few, hopefully useful resources for those of us who, like Camus' Sisyphus, recognize a fundamental dignity in raising consciousness in the realm of media literacy.

About the "Fake News" Awards

- In advance of the event, [Politico](#) wrote that the awards "could violate ethics rules," and "depending on what exactly the president says during the proceedings, the First Amendment"
- The Washington Post offered [this fact check](#) and PoliticFact offered [this one](#)
- While the [GOP](#) offered the rationale that "over 90% of the media's coverage of President Trump is negative," The Washington Post ran [this opinion piece by Senator John McCain](#), who said the president's "attempt to discredit the free press" was "being closely watched by foreign leaders who are already using his words as cover as they silence and shutter one of the key pillars of democracy"
- The [LA Times reported](#) that Senator



Jeanne Criswell
PF&R Chair
University of Indianapolis

Jeff Flake "delivered an impassioned speech from the Senate floor, comparing Trump's anti-press rhetoric to that of the murderous Soviet dictator Josef Stalin, and called on his colleagues to speak out against Trump's "shameful, repulsive statements"

- Citing a Knight-Gallup survey, [The New York Times wrote](#), "The buzz around the president's latest anti-press stunt has contributed to a larger shift in American attitudes toward the press"
- [Poynter said](#) the awards "make it even harder to address misinformation."

Some fake news resources

- [The Stonybrook Center for News Literacy](#) has provided a digital resource center of exercises, examples and lesson plans
- [The New York Times Learning Network](#) has provided "Skills and Strategies | Fake News vs. Real News: Determining the Reliability of Sources." And [The Times posted](#) "Evaluating Sources in a 'Post-Truth' World: Ideas for Teaching and Learning about Fake News"
- In addition to familiar fact-check sites such as PolitiFact, Factcheck.

Fake News | Continued on page 3

Stay Connected

Web:

www.aejmc.us/ccs

Facebook:

Cultural and Critical Studies Division @ AEJMC

ListServ:

Join our email list by contacting Madeleine Esch: madeleine.esch@salve.edu

Send us your news!

Your articles and news are welcomed for future editions of CCSNOTES.

Please submit your updates to Errol Salamon: errol.salamon@asc.upenn.edu. Attach text in MS Word doc or docx format. Send photos in jpeg format.

Member opportunity:

CCSD is searching for members to profile.

Want to suggest a colleague we should profile in an upcoming newsletter?

Send names to Madeleine Esch or feel free to nominate yourself by submitting your own answers to these two questions:

1. **What's your CCSD story?**
2. **What are you working on now?**

We love getting to know more about all our members!

2017-2018

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Fake News | Continued from page 2

org, and the Washington Post's Fact Checker, [The Trust Project](#) has created "a core set of eight Trust Indicators" that involve "standardized disclosures about the news outlet, the journalist, and the commitments behind a story" and are intended to help the public and be used by digital platforms

- [MediaShift published](#) "How to Detect Fake News with These Tools and Techniques" and referenced a [Shorenstein Center report](#) and [Politico's](#) "The Long and Brutal History of Fake News"

- [The Washington Post offered](#) "Colleges Turn 'Fake News' Epidemic into a Teachable Moment" and a [video series](#) on "How to Be a Journalist"
- [The Newseum posted](#) "Media Literacy Resources"
- [NPR posted](#) "5 Ways Teachers Are Fighting Fake News," and [PBS offered](#) "News for Students and Teacher Resources 7-12 Grade Level"
- [The Chronicle of Higher Education offered](#) "Some Real Data on Fake News"
- [USA Today College posted](#) "How Universities Are Tackling the Fake News Problem"

- Frank LoMonte, former executive director of the Student Press Law Center and currently director of the Brechner Center for Freedom of Information at the University of Florida, [issued a reminder](#) that "censored news is fake news," in "Fake News, Real Solutions."



CCSD Member Survey by the Numbers:

110 different institutions at which our members are based across 40 states, plus the District of Columbia and five foreign countries. The biggest concentration of members can be found in the state of Pennsylvania (17), followed by Texas (12), Iowa and Illinois (9 each) and New York (8).

84 percent of our members are faculty, with 28 graduate student members.

67 percent of us are based at public institutions rather than private. At the institutional level, the University of Iowa, home of the division's Journal

of Communication Inquiry, boasts the most division members. Other universities with a strong CCSD presence are Temple, University of Georgia, Howard University, Michigan State University, Rutgers University and University of Texas-Austin.

While, of course, CCSD is everyone's favorite division, according to the member survey, CCSD members are also members of other divisions and interest groups, including the Commission on the Status Women, History, Mass Communication and Society, Ethics, Minorities and Communication and Visual Communication.

CCSD shines at Midwinter Conference

This year's Midwinter Conference showcased the best of what cultural and critical studies in journalism has to offer: incisive and meaningful investigations of the ways that race, gender, class and social norms intersect with understandings of communication, politics and technology in our evolving world. The papers presented at the conference investigated how the times in which we live both reflect and reinforce the journalism and media landscapes. Whether investigating dynamic media professions (journalism, advertising and public relations) or considering the increasingly braided relationship between popular American



Peter Gloviczki
Secretary
Coker College

media and international culture(s), these papers took to heart the notion that journalism and communication scholarship is and can be a call to action: to reflect on who we are as individuals and what we can be across transnational contexts.

This year's Top Abstract Winner was "We always use a condom!': Examining depictions of safe sex in HBO programming" by **Laura Hudgens of Motlow State Community College**. Responding to Hudgens' work, one reviewer commented on the way it "addresses a very important and significant aspect of contemporary society." Continuing, the reviewer wrote, "It seeks to understand the implications of mainstream television programming on youth sexual

behavior and choices."

I echo this praise. Like the best work in our field, this abstract encouraged us to think about what it means to be a consumer of communication content in an increasingly mediated reality.

At the Midwinter Conference, our division featured two engaging sessions. The first was titled "Investigating Theory, Practice and Culture." In addition to Hudgens' Top Abstract Award Winning paper, that session also featured work from other scholars at The University of Florida, Regent University and the University of Oklahoma.

Our second session was titled "Journalism in a Changing Communication Environment." That session showcased work investigating a diverse range of professional topics and featured scholars from Murray State University, the



Top Abstract Winner Laura Hudgens, pictured at Midwinter 2016 where she also presented work in a CCSD panel

University of Houston and Southern Illinois University Carbondale.

We were very proud of each of these sessions and the fine work that was showcased by this year's presenters.

Thank you to our abstract reviewers. Your many efforts make the good work of CCSD possible. I'm consistently impressed by the steadfast devotion of our reviewers, who happily respond to my requests and deliver meaningful and

constructive commentary that helps our members make their work the best it can be. As always, I love the opportunity to be part of this division because doing so gives me the chance to work with a host of dedicated and caring individuals.



Conference organizer Dr. Elanie Steyn poses with CCSD member and fellow OU professor Dr. Ralph Beliveau. Beliveau presented a paper titled "Collaborating and teaching about liquid literacy: Lateral-critical-vertical" in the CCSD panel session "Investigating Theory, Practice and Culture" held Friday, March 2.

Thank You
to our
volunteer
abstract
reviewers, panel
moderators and
discussants

Call for Papers

CCSD Refereed Research Papers
AEJMC 2018 – Washington, D.C.
Deadline to submit: April 1, 2018

The **Cultural and Critical Studies Division** welcomes faculty and student submissions of original research that contributes to the study of journalism and media communication from a cultural and critical perspective. The Division accepts submissions that include critical inquiry that cuts across theoretical and methodological boundaries. Papers that do not meet the **AEJMC Uniform Call for Papers** requirements will not be accepted.

The Division invites research on a variety of topics and approaches including, but not limited to, historical studies, gender, race and class analyses of media, news analysis, audience analysis, political economy, literary analysis with a media foundation, philosophy of communication, ethics, and media criticism in general. CCS encourages **work that challenges conventional approaches** to media, examines paradigmatic assumptions, and explores innovative ways of theorizing both news and entertainment media. We also welcome intersectional research that highlights the perspectives of traditionally marginalized or underrepresented groups.

The Division presents awards to the authors of the top-ranking faculty and student submissions. Only one paper per author is accepted for review and submissions must not be under consideration elsewhere for presentation or publication.

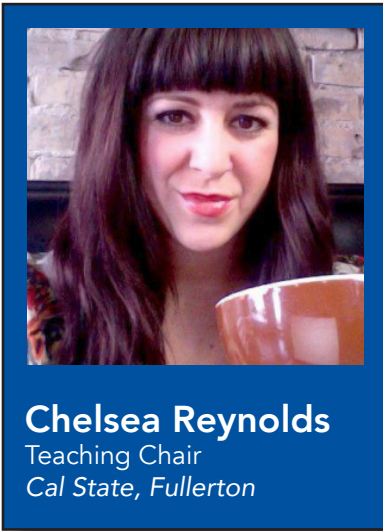
Faculty and student submissions undergo separate blind review processes by faculty-only judges. Student authors – undergraduate and graduate students enrolled during the 2017-2018 school year – should include a cover sheet that clearly states that the paper is a student submission. Student papers with faculty co-authors are reviewed in the faculty competition and should not be designated as student-authored papers.

Paper length should not exceed 25-pages excluding tables, figures, and references. Abstracts must be no more than 75 words. Be sure that submissions contain no identifying information, such as name, university affiliation, job title, etc. either in the text of the paper or in the document properties. Any identifying information found on the submission results in an immediate disqualification of the paper. **Questions concerning submissions should be directed to research co-chairs Ruth DeFoster (rmdefoster@stkate.edu) or Loren Saxton Coleman (loren.coleman@usm.edu)**

Yes, #MeToo

A sexuality and media scholar's tips for teaching sexual assault

Each time I bring up sexual assault coverage in my classes, I hear audible sighs. That's no surprise. According to women-shealth.gov, almost one in five American women has been raped and roughly half of us have endured other forms of assault. Revisiting this ad infinitum can feel like pouring salt in a wound.



Chelsea Reynolds
Teaching Chair
Cal State, Fullerton

Here's the paradox of the #MeToo movement: Although justice is being served to serial abusers, call-out culture is wreaking havoc on healthy discourses about sex. Every hookup on campus is subjected to surveillance. In my classes, a dark mood hangs over discussions ranging from porn to sexting. Fears about political correctness seem to choke otherwise productive conversations about media phenomena.

As someone who researches sexuality and media, here are 12 key observations that could guide classroom interactions surrounding

#MeToo and rape culture:

1) Teaching students about sexual assault is emotional labor. Explaining your knowledge of sexual trauma can be re-traumatizing. Protect your own mental health as well as the mental health of your students. Only tackle these topics when you have the energy to do so.

2) Take the lead as the instructor if you're going to address rape culture in your classrooms. I explain (in limited detail) I have been assaulted, too. If you're comfortable doing so, connect with your students over shared experiences during low-pressure exercises. Try written responses and think-pair-share activities to avoid full-class discussions morphing into therapy sessions.

3) Address intersectionality when teaching sexual assault. For LGBTQ people or women of color, assault-related stressors are compounded by systemic oppression. Black women are more likely to experience intimate partner violence than other races, according to the Department of Justice. Bisexual women and lesbians experience higher rates of sexual violence than straight women, while bisexual men experience higher rates than gay or straight men.

4) Familiarize yourself with different approaches to active consent. According to the New Mexico Coalition of Sexual Assault Programs, "Active consent means affirmative, honest, conscious, voluntary, sober, and ongoing agreement to participate in sexual activity." Essentially, only a sober yes means yes, and a yes can quickly become a no.

5) You may have to review the basics of consent, or bring an expert into your classroom to do so. Your students may have had very limited sex education during their high school years. Only 22 states require sex education, and only 13 states mandate medically accurate sex education, according to the Guttmacher Institute. Even when sex ed is mandatory, curricula are left up to each school district and vary widely within each state.

6) That's why it's important to identify the experts. LGBTQ student centers and women's resource centers often have student speakers available for classroom audiences with lots of information on campus assault resources. Title IX guest speakers are also available through your Dean of Students or Campus Conduct office. Try inviting a Title IX expert to your next faculty meeting.

7) Dismantle stereotypes surrounding sexual assault during discussions. Survivors are often marginalized. #MeToo | Continued on page 7



alized. Draw on feminist perspectives to assure your students that (1) clothing choices and previous sexual decisions don't mean someone is "asking for it," (2) attending therapy after an assault doesn't make you weak and (3) men can be sexually assaulted, too.

8) Provide sexual assault resources for your students if they don't feel comfortable talking about sexual assault in class. In your syllabi, outline phone numbers and e-mail addresses for resources and victim-survivor groups on campus. You should also add sexual assault and counseling resources to your classroom Web portal. The National Sexual Assault Hotline is 800-656-4673.

9) Arm your students with the medical facts they need to help their friends or

themselves, should they experience sexual assault. In many states, physicians can collect evidence for up to five days after an assault. Date rape drugs can be detected for up to 72 hours. Plan B pills need to administered within 72 hours. And just because you visit a hospital doesn't mean you're required to press charges.

10) If you suspect a student has been assaulted, you have an ethical obligation to intervene. If you're told a student has been assaulted, you have a legal obligation to intervene as a Title IX mandatory reporter. If you feel comfortable with the student, you can send a kind e-mail voicing your concern. Otherwise, follow procedures for Title IX reporting at your home university.

11) Be aware of warning signs of sexual assault: sudden negative changes in grades or attendance; sudden marked changes in demeanor; crying in class; low attention; alcohol or drug abuse (if new development or increased use); bruises on the body; self-harm; and low self-esteem or lack of confidence.

12) Remember: people who've experienced sexual assault are survivors, not victims. Avoid using language in class that further marginalizes people who've been raped or subjected to intimate partner violence. As communication instructors, our job is to intervene in problematic narratives by providing productive language for discussions about #MeToo.

Panels ready for AEJMC18 in D.C.

When I became the Vice Head of the CCS division, I was told that I had to arrange themed panels for the conference. My head swirled a little when I heard about the chip auction process and all the coordination needed for developing panels. Luckily, I had Madeleine Esch and Felicia Greenlee Brown to turn to for suggestions and advice.



Suman Mishra
Vice Head
SIU – Edwardsville

My work became even less daunting when I looked at the high-quality panel submissions. I knew immediately that my task of finding co-sponsors for the panels would be relatively easy. We now have eight great teaching, research and PF&R panels lined up for this year's AEJMC Conference in D.C.

Listed below are panel titles and the tentative schedule. We're also planning a pre-conference with the Visual Communication Division on the use of drones today. Stay tuned!

Monday, August 6

Voices of Late Night: Shaping Public Knowledge and Discourse through a Transition in Politics, Comedy, and Outrage. (w/ ESIG)

Internet Behaving Badly: Evaluating Trolls, Harassment, and Online Antagonisms in the Social Media Landscape. (w/ CTEC)

Culture in the Classroom: Focusing on Culture and International Education

Programs in Today's America.

The Politics of Voice, Visibility, and Transparency. (w/ VISC)

Tuesday, August 7

Has Feminist Communication Theory Changed Journalism and Mass Communication Research—and Should It? (w/ CSWM)

Taking a Knee for Social Justice: Opportunities and Challenges for Talking about Race in the Applied Communication Classroom. (w/ PRDV)

Wednesday, August 8

Reading Between the Lies: Addressing a Lack of Truth in Today's Political Discourse. (w/ EEND)

Remembering, Forgetting & Nostalgizing 1968: The Year that Rocked Our World. (w/ HIST)

Plus, CCSD Membership meeting

Member Spotlight

CCSD members run for AEJMC office

In lieu of spotlighting just one member, in this edition of CCS Notes, we wanted to commend the members and friends of CCSD who are running for election as AEJMC officers.

If you noticed that some of the names in your 2018 AEJMC Election Profiles flyer look rather familiar, it may be because so many of the candidates are affiliated with our division. By our count, 10 of the 30 candidates are friends on our division's mailing list, and most are dues-paying members, too.

You can read more about each of them in the official Election Profiles document (<http://www.aejmc.org/home/2018/03/election-profiles/>). But really, isn't it enough to know they love CCSD?

Candidate for Vice President

Tim Vos (Missouri)

PF&R Committee

Kalen Churcher (Wilkes)

Gabriel Tait (Arkansas State)

Research Committee

Linda Aldoory (Maryland)

Teaching Committee

Ralph Beliveau (Oklahoma)

Mary Rogus (Ohio)

Adina Schneeweis (Oakland)

Publications Committee

Frank Durham (Iowa)

Don Heider (Loyola-Chicago)

Robert Trumbour (Penn State-Altoona)

For each of the committees, you can vote for up to three candidates. The online voting period runs through April 2, 2018, so if you haven't already cast your vote, this is a great opportunity to support our colleagues. AEJMC members should have received their unique voting link via email. (If you've previously opted out of receiving emails from Survey Monkey, you'll need to reactivate your address at <https://www.surveymonkey.com/optin.aspx>). If you received a paper ballot, it's due back by April 6.

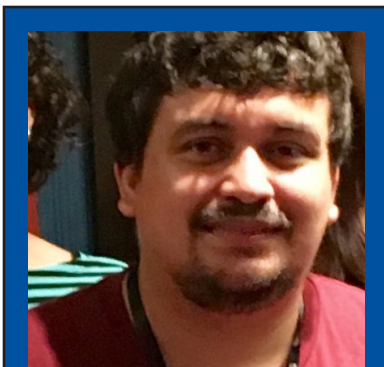
Regardless of the election results, thanks to all the candidates for volunteering their time and energy to help steer AEJMC in 2018-2019.

—Madeleine Esch

Graduate Outreach

Finding new routines, academic jobs

I was speaking to a faculty member who is a great source of mentorship earlier this month about how my semester was going. We discussed how my preparations for comprehensive exams were coming along. I told him it was going well, and it was quite



Ever Figueroa
Graduate Outreach
UT - Austin

refreshing to no longer have to worry about coursework. He could immediately tell I was holding something back in regard to how I "really" felt so far. What he said next immediately struck a chord with me:

"All that freedom can be quite suffocating."

And he was absolutely right. One of the most difficult transitions for me this semester has been trying to find structure in an otherwise unstructured academic life.

Before, scheduling my days was quite easy. I'd go to class for X amount of hours per day. On certain days, that schedule would be combined with TA duties. Every now and then, there'd be a meeting or two to help fill in gaps in time during my day.

Classes would provide what felt like endless amounts of upcoming due dates and projects upon which I could focus my life, and schedule in my calendar.

Things eventually became routine. In hindsight, it was actually quite easy to get through the week when so much of my time was accounted for thanks to classes and coursework. Now, most of that time is gone and adapting to this newfound "freedom" has been quite difficult.

The next piece of advice I received from him was that I needed to develop new routines to get through my day and remain productive. That's exactly what I've been trying to accomplish throughout this month, so I'd like to share some of these routines with you. By following them, I've found I get more work done. Here are three tips I hope will be helpful for you, too:

1) Exercise is more important

now than ever before Aside from the obvious health reasons, exercise is vital because it helps me focus my daily schedule with an activity that remains consistent and accounted for. I choose Graduate | Continued on page 9

Graduate | Continued from page 8

to work out in the mornings now as it helps me wake up and remain energetic throughout the day. But the more important reason for me is that it's an activity I can guarantee will get done on an almost daily basis. When I have several books to read and more pages to write, it's incredibly important to schedule something on my calendar that will get checked off that day. This small gesture goes a long way in minimizing the overwhelming feeling that tends to creep up when I have piles of work to do.

2) Make other faculty members part of your routine

One of the biggest benefits about having a more open schedule is that it allows me to be flexible when taking into account the schedules of others. I now have weekly and bi-weekly meetings set up with my dissertation chair and committee members. These meetings help keep me on pace for the actual exam, and are a good way to discuss current topics and ideas in the field. They also help me get a feel for what my committee members are thinking about in terms of research, allowing me to anticipate potential questions that may appear on my exam.

3) Schedule a set period of time

to start writing I've started scheduling periods of time when I begin to write. I want to emphasize the word "begin" here. These are not periods of time where I block off several hours to write a literature review. They're meant to be a more relaxing period where I'm guaranteed to be in front of a computer with a blank word document open in front of me. I spend about 30 minutes or so writing, and if the words are flowing that day, then I keep going until I feel that I'm done. Some days, I may not write more than a paragraph, and on other days I write for more than two hours. It really just comes down to my own personal mood that day. The hardest thing to do is start something and get into a flow. By scheduling a period of time in which I start writing, I get over

that hurdle that oftentimes forces me to procrastinate.

Navigating the job market

Up until I was ABD, I constantly heard about "The Job Market"—and it was always spoken about just like that, capital T, capital J, capital M. The Job Market sounded like the dragon to beat, the Goliath to the David of a Ph.D. student. And once I became ABD, everyone would say, "Congratulations! What are you going to do now?" The answer was always the same: Write the damn thing and try to find a job.

Having now accepted an offer, the primary purpose of this part of our Graduate Advice Column is to impart the little wisdom I have in hope of making future market searches for our members just a little bit easier. I'm by no means an expert on the academic job market, and all of my advice should be taken with a grain of salt, since everyone's experiences, CVs and situations are different.

1) Stay organized I cannot stress this enough. By the time I accepted my offer, I had applied to approximately 55 jobs. There was no way I was going to remember the details of all of those postings, so I made sure I had two things. First, I had a highly detailed Microsoft Excel spreadsheet with the job, title, location, link, posting date, date I applied and everything the search committee wanted included with the application (CV, letter, teaching samples, etc.). Second, I made sure to copy and paste each listing I applied to in a Microsoft Word document—that way, when I was contacted for a Skype or phone interview, I was able to go back and review the posting without having to frantically search the internet.

2) Beware the Wiki The Academic Jobs Wikipedia page for the given year can be your best friend, but it can also break your heart. It was incredibly useful in staying up to date on all of the most recent job postings instead



Jessica Maddox
Graduate Outreach
University of Georgia

of searching multiple sites. It was also incredibly hurtful and anxiety inducing when you found out you didn't get a Skype interview for your dream job.

3) Be kind to your letter writers

They have to update and tweak your recommendation letters for each job you apply to, so make sure you give them more than enough time to get that done—especially since the first big round of deadlines inevitably happens during midterms.

4) It's okay to break down

There were multiple times during the job-hunting process I said, "%\$@# it," had a glass of wine and wallowed in sorrows over the fact I thought I was never going to get a job. We're all always expected to stay strong and together in this business, but the job market can take its toll on you. It's okay to be human and feel sad sometimes.

5) Don't stress over what you

submitted That's when you're going to find a typo you and your proofreader both missed. There's no need to stress yourself out by looking back at the materials you submitted when nothing can be done.

Feel free to reach out to your professors, mentors and fellow CCSD members if you have questions. We look forward to seeing you in D.C., and feel free to come to our coffee klatch with your questions.

Editor's Note

Critical media literacy can help us protect journalism

John Dewey recognized that communication had a vital democratic role to play in society as far back as 1927, which he outlined in *The Public and Its Problems*. Journalism, he suggested, helped facilitate the communication and knowledge necessary for citizens to form publics and meaningfully participate in democracy.

Yet for Dewey, the public was in “eclipse,” due in part to the distractions of industrial society, including entertainment. These distractions prevented citizens from being a powerful force for political action. Nevertheless, improved communication within local communities could help the public find itself and participate in democracy:

“Till the Great Society is converted into a Great Community, the Public will remain in eclipse. Communication alone can create a great community.”

Now, our media ecosystem is congested with “fake news” and “disinformation.” Is this another distraction? Is the public in eclipse?

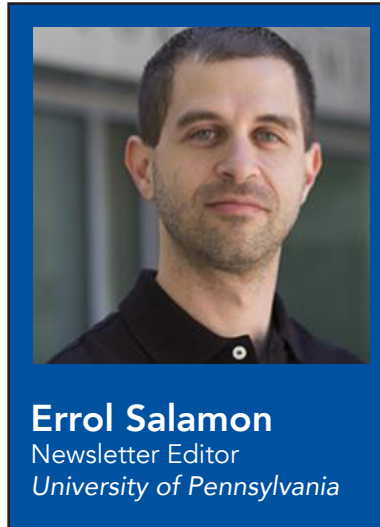
In this issue of CCS Notes, then,

we wanted to address one of the key challenges we face as critical media researchers, educators and practitioners: media literacy. We consider how some people are committed to improving communication and fighting fake news. In light of #MeToo, media literacy can also help us better teach sexual assault coverage in our classrooms and beyond.

Critical media literacy is arguably an

important prerequisite for effective communication, public formation and political and community engagement--especially if journalism has a democratic and public service role to play in society.

This is the second issue of a reinvented CCS Notes newsletter. We've continued to make small tweaks, such as a revamped design with new fonts, colors and an updated 2018 AEJMC logo. We've also introduced a member spotlight column and (re)committed to publishing in-depth articles on some of the major issues facing journalism and those of us who study and practice it.



CCSD Member News

Recently Published

Carolyn Byerly (Howard University) has some recent publications of interest:

Byerly, C. M. (2017). Feminist intersectionality research in communications: Origins, contributions and tensions. *Ex Aequo* (European journal). Retrieved from <http://exaequo.apem-estudos.org/artigo/35-feminist-intersectionality-research-in-communications-origins-contributions-and-tensions>

Byerly, C. M. (2017). Feminist activism

and U.S. communications policy. In V. Pickard & G. Yang (Ed.), *Media activism: Charting an evolving field of research*. New York: Routledge.

Ever Figueroa (University of Texas at Austin) had his paper published recently:

Bock, M. A., & Figueroa, E. J. (2017). Faith and reason: An analysis of the homologies of Black and Blue Lives Facebook pages. *New Media & Society*. Retrieved from <http://journals.sagepub.com/doi/abs/10.1177/1461444817740822>

Errol Salamon (University of Pennsylvania) had a news article recently published:

Salamon, E. (2018, February 22). Huff-Post Canada keeps unpaid bloggers after U.S. counterpart moves to paid opinion sections. *J-Source*. Retrieved from <https://j-source.ca/article/huff-post-canada-keeps-unpaid-bloggers-u-s-counterpart-moves-paid-opinion-sections/>