

CCS NOTES

Official Newsletter of the Cultural & Critical Studies Division of AEJMC

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Working Together with an Eye toward the Future

*A note from Division Head
Peter Glowiczki*



One of the special pleasures of serving as Head of the Cultural and Critical Studies Division (CCSD) this year continues to be the opportunity to hear from new members, reconnect with continuing members and learn about the great things that our membership is doing in the world at large.

To that end, I would like to offer two examples. First, I woke this morning to learn that my friend and past CCSD Head Dr. Katie Foss (Professor, Middle Tennessee State University) was quoted in *The New York Times*, using her expertise to help the public make sense of the coronavirus. Second, about a week ago, I received an email from a graduate student, who was excited about ways to get involved with our division and with AEJMC. These two examples exemplify one of my favorite things about the CCSD community: each in our own ways, we are engaged in and eager to be doing good work. Whether graduate students, teachers, researchers or professionals, we are all working together to shed

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needed light on the particulars of cultural and critical studies during this moment. In short, we are working together with an eye toward the future.

It has also been lovely to hear from some of our members during my weekly Friday office hours. Feel free to be in touch if there are ways that I can provide you assistance, or if I might connect you with necessary resources. On my own academic journey, I have benefitted immensely from the counsel of many mentors, please let me know how I might best support you. Reach out, ask questions, let me know what you would like to see. Our division rightly carries engagement as one of its hallmarks.

Recently, you have received an email from AEJMC about voting within our organization. I encourage you to study the ballot closely, review the platforms presented, and vote, as the spirit moves you, for each of the positions. Voting is one way that we as AEJMC members can make our voices heard.

I continue to be so proud of our executive committee. Once again, they have put together a dynamite newsletter, which is full of meaningful content and captivating perspectives. Together with all of us on the masthead, we are looking forward to seeing you all in sunny San Francisco in August. Thank you all for being our members, and for all you do for journalism and mass communication education. It is my pleasure to work with you and learn from you.

Sincerely,
Peter Joseph Gloviczki, PhD
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Stay connected!

Web: www.aejmc.us/ccs

Facebook: Cultural and Critical Studies Division @ AEJMC

Twitter: @aejmc_ccs

ListServ: Join our email list by contacting Peter Gloviczki: aejmc_ccs@gmail.com

Reflections on the Professional Freedom and Responsibility Award

*A note on the history of the award from PF&R Award Chair
Jeanne Criswell*

When Cultural and Critical Studies Division members nominate and subsequently vote each year for a person or an organization to be honored as the CCSD Professional Freedom and Responsibility Award winner, they participate in the division's cherished, 40+-year tradition. Joy Jenkins' division history, published on the CCSD website at <https://aejmc.us/ccs/about-ccs/ccsd-history/>, quotes former Division Head Bob Trumpbour as saying that CCSD is the 'conscience' of AEJMC. If so, then the PF&R Award winner each year, chosen from the area of the upcoming annual convention, represents a public expression of that conscience and a role model for its formation.



Trumpbour served as PF&R chair in 2007, the year that American journalist and political commentator Bill Moyers and Kent State's first Knight Chair of Scholastic Journalism and 22-year executive director of the Student Press Law Center Mark Goodman shared the award at the convention in Washington, D.C. Fittingly, those two leading lights also represented the bilateral nature of the award, which honors both professionals and academics "for their courage, persistence or brilliance in upholding professional freedom and responsibility," according to Jenkins' division history. Trumpbour recently said that the award is "one of the most revered and prized

Member News

- **Suman Mishra** has a new publication: Mishra, S. (2020). From #MeToo to #MeTooIndia: News Domestication in Indian Language English Newspapers. *Journalism Studies*. <https://www.tandfonline.com/doi/full/10.1080/1461670X.2019.1709882>
- **Errol Salamon's** book, *Digital Media Workers: Organizing to Democratize Journalism*, has been offered an advance contract to be published with the University of Illinois Press.

Have news you'd like us to share? Email newsletter chair Jessica Maddox at JLMaddox@ua.edu

traditions ever to be established” and “has a long legacy of recognizing people who are fiercely dedicated to achieving ethical outcomes that are important to a majority of the CCS membership.” The award, first presented in 1979 to The Columbia Journalism Review, has gone to more than 40 individuals and organizations demonstrating dedication, courage, leadership or achievement in one or more areas of (1) free expression, (2) ethics, (3) media criticism and accountability, (4) racial, gender and cultural inclusiveness, (5) public service, and (6) equal opportunities for students. (More information on these areas is available on the [AEJMC website](#).) Past winners of the award have included Ben Bagdikian, Molly Ivins, Noam Chomsky, Nina Totenberg, Studs Terkel, and many others.

Professional freedom and responsibility are the bilateral guardrails of all our careers. So I have been honored to serve as PF&R chair on and off again for about a dozen years, each year appreciating the nuances of the PF&R Award selection process, trusting the collective wisdom of the division's membership, and eagerly awaiting the outcome. I also have grown increasingly fascinated by the prescience and profound observations of those who have won the award. Fragments from many of their presentations still reside within me: scholars such as James Carey, activists such as Lisa Graves and The Center for Media and Democracy, professional journalists and commentators such as Bill Moyers and Leonard Pitts Jr., to name just a few.

For a comprehensive history of PF&R award winners, please see the conclusion of this issue

Call for Papers

The Cultural and Critical Studies Division welcomes faculty and student submissions of original research that contributes to the study of journalism and mass communication from a cultural and/or critical perspective. The Division accepts submissions that include critical and/or cultural 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 diverse range of topics including, but not limited to the following: historical inquiry; gender, race, class, sexuality, age, and/or disability analyses of media; news analysis; audience analysis and reception studies; political economy analysis; labor analysis; literary analysis with a media foundation; philosophy of communication; ethics; activism, communication, and social justice; and media criticism in general. CCS encourages work that challenges conventional approaches to media, examines paradigmatic assumptions, and explores innovative ways of theorizing mass media forms and practices. We also welcome intersectional research that highlights the perspectives of traditionally marginalized or underrepresented groups. In particular, we welcome submissions focused on topics

(continued below)

Cultural Studies: More Relevant than Ever in 2020

Vice-Head Ruth DeFoster reflects on the importance of our discipline and field

When the field of Cultural Studies emerged in the late 20th century, scholars were just beginning to understand the myriad ways that popular culture—and the common, “ordinary” practices of culture and communication—shaped the experiences of everyday people. Before scholars like Raymond Williams and Stuart Hall began to change the status quo in a hierarchical academic landscape that dismissed what was once called “low” culture, mass media like television and radio were shunted to the side by the academy, and dismissed as unimportant.



Today, we are beginning to understand the power and influence wielded, for better or for worse, by popular culture, social media, television, radio, and the internet. And there has never been a more important time to interrogate systems of power than the present. As we learn about the dizzying systems of power and coercion behind entities like Cambridge Analytica or powerful political entities like Super PACs in a post-Citizens United world, it is the role of cultural studies scholars to continue to do the challenging work of asking what audiences learn from mass media, and how systems of power and oppression continue to sustain themselves in the 21st century.

The study of political economy, media ownership, and audience reception analyses are absolutely paramount to understanding how audiences learn about their social and political world in an increasingly chaotic cultural landscape. We welcome the chance to continue to highlight and present this important research.

Call for Papers (continued)

Outside of the United States or in International comparison as well as submissions by authors from and/or based in areas outside of the United States.

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 2019-2020 school year - should include a cover sheet that clearly states 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 of double-spaced text with 12-point, Times New Roman font, and 1-inch margins, excluding tables, figures and references. Abstracts must be no more than 75 words. Please 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

(continued below)

Cultural and Critical Studies Division aims to expand research foci, geographical coverage

Lead research chair Errol Salamon comments on the growing research area of cultural and critical studies

As the AEJMC 2020 Conference in San Francisco approaches, the Cultural and Critical Studies Division is pleased to welcome research submissions on a more diverse range of topics and geographical areas. Recent news and entertainment media stories, including the verdict in the Harvey Weinstein case and the spread of COVID-19 (coronavirus), would align well with cultural and critical studies scholarship.



Our division has a long history of showcasing high-quality cultural and critical studies research focused on the struggles of historically marginalized social groups and identities, including race, gender, class and sexuality. This year, we particularly invite research from an intersectional standpoint, considering how these various identity groups and others, such as disability, overlap and shape representations in the mass communication workforce, media content and other popular culture phenomena.

We also recognize how these overlapping identities could be a locus for social movement activism and societal change. The [Feb. 24 guilty verdict of disgraced Hollywood producer Harvey Weinstein](#) gives credence to the power of the intersectional #MeToo movement in holding powerful men accountable for sexual harassment and assault. Weinstein was convicted of third-degree rape and first-degree sexual assault involving two women.

At the same time, we welcome research submissions on topics

Call for Papers (Continued)

Any identifying information found on the submission results in an immediate disqualification of the paper.

The paper must be uploaded to the server no later than 11:59 P.M. (Central Daylight Time) Thursday, April 9, 2020.

Please note the change in AEJMC paper deadline!

Due to concerns of faculty shifting courses online during the COVID-19 pandemic, AEJMC has extended their annual call for papers to [Thursday, April 9, 2020](#).

outside of the U.S. or in international comparison as well as submissions by scholars who are from or based in geographical areas outside of the U.S. As cultural and critical scholars, we have an important role to play in informing each other.

With the recent outbreak of COVID-19, we could critically reflect on the ways that media reports from different parts of the world can be key sources of information—and misinformation—on the risks that COVID-19 poses to our communities. COVID-19 was first detected in [Wuhan, China in December 2019](#). Media representations of COVID-19 could also perpetuate longstanding racial stereotypes regarding Asian people. Additionally, entertainment media, such as the [2011 film Contagion](#), could carry important messages about outbreaks.

Regardless of the specific research foci and geographical area covered, we are certain that our division will be at the forefront of pushing the boundaries of cultural and critical studies scholarship and using our research to contribute to public debates on key issues in the world today.

Critically Examining the Design of Communication Technologies

Co-research chair Krishnan Vasudevan discusses his current research trajectory.

Digital products, such as smartphones and social networking platforms are designed to be seamlessly integrated in to our lives. Designers at technology and media companies employ design principles such as color theory, gestalt principles, feedback loops in confluence with principles of human-computer interaction to create seductive products designed to eliminate frictions and constantly



Moving Online in the Wake of COVID-19

Many of us across the academy have found ourselves having to suddenly switch to online teaching as the novel coronavirus (COVID-19) moves across the globe. CCSD has compiled resources for you across the following pages that we hope you can draw upon if you feel overwhelmed by the sudden move to online instruction. CCSD remains committed to the health and safety of all of its members and our students.

Many, many thanks to our fellow academics on #AcademicTwitter for centralizing and recirculating these important resources:

- Stanford University's "Teaching effectively during times of disruption": <http://bit.ly/2QafSRC>
- Dr. Rebecca Glaizer's "Effective online teaching": <http://bit.ly/2QcqCig>
- Dr. Rebecca Kreitzer's "Online teaching tips": <http://bit.ly/3cXN4W0>
- Dr. Shana Gadarian's "Online teaching tips": <http://bit.ly/3cYJMSi>

engage a user's attention. This necessitates that critical cultural scholars not only examine the algorithms employed by technology companies that sort, rank and predict human behavior, but also the front-facing interfaces and experiences that influence peoples' behaviors through affective designs.

This provocation has informed my recent scholarship and has led to several lines of inquiry, I hope can help other scholars draw linkages between design and critical cultural studies. One of the lines of inquiry is understanding the discursive pivot of describing people as "users" by media and technology companies in contrast to audiences, citizens and publics. Commercial designers create products that will optimize user engagement, evidenced by features such as Facebook's Like button. However, as people are increasingly being shaped as users through the design of interfaces and algorithms, in what ways does this change how and why people seek information? In a forthcoming essay, I argue that design has been weaponized to marketize meaning, in that designed elements on social networking platforms privilege market decisions about how someone should engage with content, rather than decisions that would support informed citizenry. I am also in the early stages of research that examines how the design of gig economy applications such as Uber and DoorDash use compelling graphics and game design mechanics to nudge workers towards preferred goals, essentially making peoples' labor a meta-video game.

If you are interested in discussing the intersection of design studies and critical cultural scholarship please email me at kvasu@umd.edu. As the technologies we interact with such as Amazon's Alexa become increasingly frictionless and immersive, it is crucial that more scholars not only study media content and practices, but also designed forms.

Midwinter Summary

Secretary Khadija Ejaz reflects on the midwinter conference

This year, the AEJMC Midwinter Conference was hosted once again by the University of Oklahoma in Norman, Oklahoma. The conference was held from Friday, March 6, to Saturday, March 7, 2020. The Cultural and Critical Studies Division first posted the

Online Instruction Tips (Continued)

- Engaging Students' online resources: <https://www.engagingstudents.com/resources/>
- Andrew Heiss's "We are in triage mode": <http://bit.ly/38M7IL8>
- Jacqueline Wernimont and Cathy N. Davidson's "Teaching in the context of COVID-19": <http://bit.ly/2wWwdTe>
- Kathleen Morris's "Resources for teaching online due to school closures": <http://bit.ly/2U9plo2>
- Amy Pistone's "Resources for teaching remotely": <http://bit.ly/2w7r2j9>
- Erika Pearson's "AoIR collated resources for online teaching available as of 12 March 2020": <http://bit.ly/2QaWB28>
- Owl Labs's "Everything you need to know about using Zoom": <https://www.owlabs.com/blog/zoom>
- Macurh Zoom Competency Guide: <http://bit.ly/3aPjqR5>
- Aimi Hamraie's "Mapping access - accessible teaching in the time of COVID-19": <http://bit.ly/39R2wS6>
- Remote Academia's 2020 reading list: <http://bit.ly/3cVT81n>

call for submissions to the conference on October 16, 2019; this was distributed on the division's social media presence several times. The deadline for submissions was December 1, 2019.



A month later on New Year's Day, the division had received 11 abstract submissions. Nine authors were students, and 5 were faculty. Considering gender, 9 authors were female, and 5 were male.

Each abstract was assigned to three reviewers. Reviewers were all volunteers, and their names had been collected using a Google Form. The form had been posted on the division's social media pages several times, and interested individuals completed it. The form asked for information such as the volunteer's full name, affiliation, their title, email address, phone number, and research interests. Overall, 16 people volunteered to review submissions for midwinter, and of those, 11 were assigned to review submissions. Of those reviewers, 10 were female, and 1 was male.



The deadline for reviews was January 1, 2020, and by then, the division ended up with 8 accepted abstracts. Two papers had been rejected, and one was disqualified for mentioning the author's name on a title page document. The top abstract award went to Dawn R.

Gilpin, an associate professor at Arizona State University. Her abstract, "The NRA and Second Amendment Postfeminism," is part of her current book project on NRA media.

Accepted abstracts were organized into 2 sessions for the midwinter conference; they were titled "Exploring Narratives of Power" and "Self-Representation in Communication." Each

session was assigned a moderator and a discussant. Moderators were graduate students, discussants were faculty, and all were female. Session details below:

Session title: Exploring Narratives of Power

Moderator: Bobbie J Foster, University of Maryland,
bfost135@terpmail.umd.edu

Discussant: Dawn R Gilpin, Arizona State University,
dgilpin@asu.edu

Abstract title: White-collar crime films: A critical cultural approach

Ajia Meux, University of Oklahoma, ajameux@ou.edu

Megan Cox, University of Oklahoma, megancox@ou.edu

Casey Yetter, University of Oklahoma, yetter@ou.edu

Abstract title: EULAs as Unbalanced Contractual Power Between an Organization and its (Unannounced and Underage) Users: A Mobile Game Textual Analysis

Taylor S Voges, University of Georgia, taylor.voges@uga.edu

Jeffrey Duncan, University of Georgia, jeffrey.duncan@uga.edu

Abstract title: Looking East: Some New Considerations for First Amendment Discourse

Nikhil Moro, Kansas State University, nmoro@ksu.edu

Abstract title: Representation of the American Resistance

Sohana Nasrin, University of Maryland,
sohana@terpmail.umd.edu

Session title: Self-Representation in Communication

Moderator: Megan Cox, University of Oklahoma,
megancox@ou.edu

Discussant: Meta G. Carstarphen, University of Oklahoma,
mcarstarphen@ou.edu

Abstract title: The NRA and Second Amendment

Postfeminism **top abstract**

Dawn R Gilpin, Arizona State University, dgilpin@asu.edu

Abstract title: VSCO Girls & the Aesthetics of Power on Social Media

Bobbie J Foster, University of Maryland,

bfost135@terpmail.umd.edu

Sohana Nasrin, University of Maryland,

sohana@terpmail.umd.edu

Abstract title: “#Catchmeinashithole: Black Travel Influencers and the Contestation of Racialized Place Myths”

Tori Arthur, Colorado State University, tar827a@gmail.com

Abstract title: Martyrs, marches, and missions: Fantasy themes in Human Rights Campaign rhetoric

Cassandra Hayes, Texas Tech University, cassandra.hayes@ttu.edu

Sex-Positive teaching: Five tips for building inclusivity

Teaching Chair Chelsea Reynolds offers tips on how to integrate sex-positive and queer inclusive pedagogy in the classroom



So you want to address sexual media with your students, but you don't want to embarrass yourself waxing philosophical about the male gaze in porn culture or Tinder as a networked public.

I hear from many of my colleagues that they want to integrate sex-positive and queer inclusive pedagogy in their classrooms. They just don't know how to do it.

Like other identity factors we address in critical pedagogy, such as the influences of race, gender, or social class in culture, we must account for and push back against dominant narratives that marginalize sex and queerness in university life. Here are five easy ways you can tackle these topics in your lecture halls.

1) De-normalize heteronormative examples

The easiest way to isolate your students is to constantly commit micro-aggressions against them, including symbolically annihilating their lived experiences. Make your sexually diverse students feel "seen" by including examples for assignments and

class discussions based on queer lifestyles and LGBTQ media -- even in basic skills classes.

Assigning an inverted pyramid breaking news story about a fictional mayoral election? Why not make the newsworthy item that the incumbent is the first lesbian mayor of the city.

Discussing audience fragmentation and niche media? Bring up case examples of queer-baiting and rainbow-washing.

2) Practice radical transparency

Have you ever had the sneaking suspicion that your students think of you as an automaton? Perhaps that's because you're not presenting your fullest self in the classroom. Feminist pedagogical theorists argue that the personal is political -- and professional.

Part of sex-positive teaching is acknowledging your private life as part of your professorship. As a queer woman, I make it a priority to come out to my classes early in the semester.

I don't dish about my sexcapades (or anything like that!), but if a straight male professor would discuss his weekend plans with his wife and kids, why wouldn't I talk about a recent camping trip with my girlfriend?

3) Dismantle power inequities

A sex-positive classroom is one in which students feel empowered to share their personal experiences and identities.

Invite discussions about controversial topics. Encourage your students to take the lead when talking about sex, gender, and sexuality. All perspectives and experiences add to the classroom dynamic, not just the professor's worldview.

We learn from our students just as much as they learn from us, especially in a twitch-speed world where digital identity is as important as physical reality.

4) Add sex-positive resources to your syllabus

If you're like me, you've already included mental health resources and Title IX office information on your syllabi alongside your absence policies. Take it one step further by providing contact info for sex-positive centers on campus. *(continued below)*

At Cal State Fullerton, where I teach, we have a robust network of Diversity and Inclusion Resource Centers that serve our LGBTQ communities and women on campus. Don't forget about your student health center or other on-campus locations where undergrads could access information about family planning or pick up a handful of condoms.

5) Identify allies on campus

Assuming you aren't a sexuality scholar or a queer person, it's always a plus to identify guest speakers on campus who can represent marginalized experiences. Your students will appreciate a diversity of viewpoints, and tapping into a broader network on campus shows that you think beyond your J-School silo.

Plus, it's crucial to show your queer students that queer academics exist, and that sex-positive people can achieve professional success, too.

Learning to Embrace My “Year of No”

Newsletter Editor Jessica Maddox reflects on lessons from tenure-track year two

At the 2017 AEJMC conference in Chicago, I grabbed a drink in the hotel bar with a friend from my PhD program. She had graduated two years ahead of me and was now starting her second year on the tenure track. We sat down amidst all of our colleagues catching up in that bar that curved around the wall of the lobby.

I ordered a glass of pinot grigio; she ordered a merlot and chuckled at me. “White wine is for PhD students,” she said. “Tenure track is for red wine and whiskey.” We both laughed, and I asked her how she liked her position. “Good,” she said. “But you know, my first year was my



year of yes. I agreed to everything. This year, year two - it's going to be my year of no."

At the time, I couldn't fathom what she meant. Being a doctoral student in this day and age means saying yes to everything - yes to conferences, yes to collaborations, yes to papers, yes to student loan debt. We say yes to everything in the hopes it'll help us when the terrifying prospect of the academic job market finally comes. So, I didn't understand what a year of no meant, what it would look like, or why one would ever do that.

And then, a year later, I started my own tenure-track job.

From the outset, let me say - I work in an incredible department. I have a supportive and protective chair, fantastic colleagues, and an empowering and fun place to work. All of the stressors and missteps I made during my first year came from stress I put on myself.

I came from a PhD program in a Carnegie Research One university, and I started at a Carnegie Research One university. Despite this, I never felt pressured in my PhD program. But when I started my job, I put an immense amount of pressure on myself to "play catch up" with the demands of a high-producing research school. I let discussions of what it meant to be a high-producing research university get to me, and I wanted to prove I belonged. I do qualitative and sometimes critical-cultural research, so I felt anxious surrounded by "dominant paradigm" scholars. So, I said yes to *everything*.

I joined research teams that consisted of great people, but it wasn't necessarily my passion or research agenda. I went above and beyond for every student (and I had 120 of them). I volunteered at every opportunity for service (to the point my chair said, "*Jess, stop volunteering for service!*"). I didn't let a single opportunity pass me by, because I wanted to prove that I belonged.

It should go without saying that I burned myself out, completely.

Because I was putting so much into my work life, my personal life

suffered. Relationships with friends and partners took a hit. I picked up some unhealthy habits. I never got enough sleep. And as year one came to a close, I thankfully realized the path I was on wasn't sustainable (I owe this realization to the help of some kind friends and mentors).

I realized my job had hired me for me. They hired me knowing exactly what type of researcher I was and what I would do. I didn't have to try to be someone I wasn't. I only had to try to be the best version of myself in my own area, and in my own way.

And it was then I realized the value of the year of no.

So as I began my second year on the tenure track, I also began a year of no. This involved unlearning people-pleasing tendencies and extra work habits, some of which stem from my own personality, some of which comes from the invisible labor women and people of color inevitably do in academia. I learned that saying no isn't malicious, but a boundary-setting tactic. I'm so grateful to have a protective chair, but a protective chair is no good if I wasn't going to protect myself, too.

In year two I learned how to turn down opportunities that didn't suit me or my research agenda. I learned how to take time for myself in small ways, whether it's an extra minute to play with my dogs or a glass of wine of the back porch with my husband - and my friend was right. I've since switched to red.

Sometimes the worst pressure we feel is the pressure we put on ourselves. Professors are not meant to be superhuman, but humans that do super jobs in our research and teaching areas of expertise. There is a power in no, and I realized it can do so much more for yourself than it can ever do for others.

Ready to take a step back in time? Our comprehensive history of all of the Cultural and Critical Studies Division's PF&F recipients can be found on the following pages.

Thanks to Jeanne Criswell for this compilation!

Professional Freedom and Responsibility Award Winners		
<u>Date</u>	<u>Name</u>	<u>Convention City</u>
1979	<i>The Columbia Journalism Review</i>	
1980	George Seldes	
1981	Erwin Knoll (editor of <i>The Progressive</i>)	
1982	Robert Greene, <i>Newsday</i>	
1983	Ben Bagdikian or University of Missouri Freedom of Information Center*	
1984	Ben Bagdikian or University of Missouri Freedom of Information Center*	
1985	Claude Sitton (VP and Editor, <i>Raleigh Observer</i>)	Memphis, TN
1986	Penny Lernoux	Norman, OK
1987	Molly Ivins	San Antonio, TX
1988	Randy Shilts	Portland, OR
1989	I.F. Stone (died shortly before ceremony)	Washington, DC
1990	Eric Utne and <i>Utne Reader</i>	Minneapolis-St. Paul, MN
1991	Noam Chomsky	Boston, MA
1992	Bill Kovach and Nieman Foundation	Montreal, Quebec, Canada
1993	Anne Nelson and Committee to Protect Journalists	Kansas City, MO
1994	Lilianne Pierre Paul	Atlanta, GA
1995	Nina Totenberg	Washington, DC
1996	Christopher Hitchens	Anaheim, CA
1997	Studs Terkel	Chicago, IL
1998	Hanno Hardt	Baltimore, MD
1999	Herbert Schiller	New Orleans, LA
2000	Dan Perkins (a.k.a. Tom Tomorrow)	Phoenix, AZ
2001	Marcia Ann Gillespie	Washington, DC
2002	No Award (David Barsamian unavailable to receive award) ?	Miami, FL
2003	James W. Carey	Kansas City, MO

2004	No Award (Naomi Klein unavailable to receive award)?	Toronto, Ontario, Canada
2005	Ronnie Dugger	San Antonio, TX
2006	Grade the News	San Francisco, CA
2007	Bill Moyers and Mark Goodman	Washington, DC
2008	Carol Marin	Chicago, IL
2009	Sut Jhally and the Media Education Foundation	Boston, MA
2010	John Stout (Free Speech TV) and Monte Whaley (<i>Denver Post</i>)	Denver, CO
2011	Robert McChesney (UIUC, FreePress) and Charles & Rose Klotzer (<i>St. Louis Journalism Review</i>)	St. Louis, MO
2012	The Center for Media & Democracy (Madison, WI) and Lisa Graves	Chicago, IL
2013	Sunlight Foundation	Washington, DC
2014	Vincent Mosco and Catherine McKercher	Montreal, Quebec, Canada
2015	Dani McClain	San Francisco, CA
2016	Jill Burcum	Minneapolis-St. Paul, MN
2017	Charlene A. Carruthers and the Black Youth Project 100	Chicago, IL
2018	Leonard Pitts Jr.	Washington, DC
2019	Henry Giroux	Toronto, Ontario, Canada
	*Winner unclear in records	
	**Passed away shortly before ceremony	
	***David Barsamian unavailable to receive award	
	****Naomi Klein unavailable to receive award	