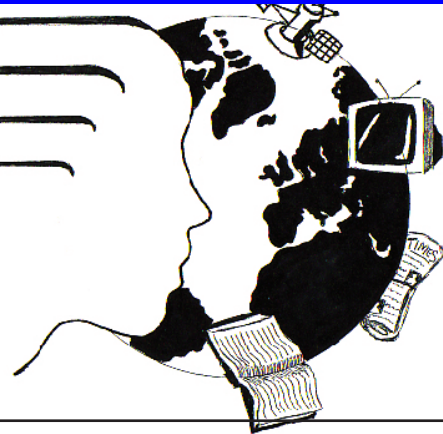


Clio

among the media



Newsletter of the History Division of the Association for Education in Journalism and Mass Communication • www.aejmchistory.org



Notes from the Chair

John Coward
Chair
Tulsa

One of the goals of the History Division this year is to foster intellectual diversity in the conception and production of journalism history. More precisely, we have a goal of “seek[ing] new ways to build closer ties with historians in fields other than journalism history.”

There are many ways we can ad-

dress this topic, of course, but I want to use this column to suggest an indirect but important way to link to other historians and scholars, a method that is sometimes more talked about than practiced.

The idea is simply to enlarge the range and scope of our scholarly reading and research. In a sentence, my

argument is for journalism and media historians to draw on a wider array of intellectual traditions and scholarly literature in order to enliven and enrich the scholarship in our field.

This is not a new idea. Indeed, some of the most influential critiques of journalism history in recent years have made similar arguments. The late James Carey, for instance, shook up the field in a now-famous 1974 article, “The Problem of Journalism History.”

Not surprisingly, Carey practiced what he preached. He displayed a deep understanding of culture and a wide-ranging intellectual curiosity, factors that led him to pose powerful questions about the nature and meaning of journalism and communica-

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Mass Media History and the Primary Source



Joseph Hayden
Teaching Chair
Memphis

There is more pedagogical experimentation in the average college history course today than there was fifty years ago, but by and large lecture and chalkboard still dominate the setting. This fact is somewhat surprising, given what

we know about how students most efficiently retain information and the professional value attached to primary sources. In the typical college history survey, students read a textbook and demonstrate their familiarity with its main conclusions on tests. They do not generally examine primary sources, though there are encouraging exceptions—usually in the form of readers or edited collections of contemporary documents. But how often do students confront non-print

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Workshop and Tours Planned for 2009 Convention

John Coward

Chair

Tulsa

The 2009 AEJMC convention in Boston will include a pre-conference teaching workshop, off-site research tours and a special panel on the role of journalism history in the curriculum.

These and other programs were decided at the AEJMC December meeting in Louisville, which I attended along with Division Vice Chair Elliot King.

The following paragraphs describe some highlights of the History Division's program for August.

The Division will sponsor a pre-conference teaching workshop on Nazi propaganda in conjunction with the U.S. National Holocaust Museum in Washington. The workshop, "State of Deception: The Power of Nazi Propaganda," will feature speakers and resources from the museum and include teaching ideas and materials for classroom use.

The Division is sponsoring a visit to the Howard Gotlieb Archives at Boston University, which holds the papers of David Halberstam, Dan Rather, Gloria Emerson, Max Ascoli, Craig Claiborne, Orianna Falacci,

Alexander Woollcott, Frances FitzGerald, Ralph Ingersoll, and many other journalists.

Also in the works is a Saturday trip to the American Antiquarian Society in Worcester, Mass. The AAS is an independent research library with a huge collection of books, newspapers, pamphlets, and other material from the colonial era through the Civil War Reconstruction.

The Boston conference will also feature a special teaching panel on journalism history's place in the journalism and mass communication curriculum. As I mentioned in my last column, journalism and mass communication history at many schools has become an elective, relegated to the sidelines as less important than new technology and other skills courses.

Other panels on the Boston agenda include a research panel recognizing 99 years of Kappa Tau Alpha, the national honor society that promotes academic excellence and scholarship in journalism education. The panel will include winners of KTA's Frank Luther Mott Research Award, an annual award that recognizes the best research-based books about journalism and mass communication.

The Division will also sponsor a PF&R panel on the state of the First

Amendment and threats to freedom of information. The panel will look at the threats posed by the "War of Terror," government secrecy, and other recent challenges to free expression.

Another PF&R session, co-sponsored by the Law & Public Policy Division, will examine the state of privacy and the Freedom of Information Act on the 20th anniversary of the case known as *Reporters Committee v. Justice Department*.

The Division is also co-sponsoring a research session with the Civic Journalism Interest Group that asks this question: "Has the Civil/Citizen Movement Brought Journalism Full Circle?" This session will look at the connections between colonial journalism as practiced in Boston and the recent upsurge in reader-produced content and "YouTubed" news.

As always, the Division will host its share of refereed research panels, including a "Top Papers" session recognizing the top student and faculty papers, a high-density research session and a scholar-to-scholar research session.

In sum, The History Division has an exciting range of activities and programs in store for the Boston meeting. Check your next issue of *Clio* for specifics.

History Division: Call for Papers and Reviewers AEJMC 2009

The History Division invites submissions of original research papers on the history of journalism and mass communication for the AEJMC 2009 convention in Boston. All research methodologies are welcome, as are papers on all aspects of media history.

Papers will be evaluated on originality of importance of topic; literature review; clarity of research purpose; focus; use of original and primary

sources and how they support the paper's purpose and conclusions; and the degree to which the paper contributes to the field of journalism and mass communication history.

Papers should be no more than 7,500 words, or about 25 double-spaced pages, not including notes. Multiple submissions to the Division are not allowed and only one paper per author will be accepted for presentation in the History Division's research

sessions. Authors should also submit a 75-word abstract.

Papers must be electronically submitted using the services of All Academic, Inc., whose website is www.allacademic.com. The deadline is midnight, April 1, 2009. Authors are encouraged to read the Uniform Paper Call for detailed submission information. The organization's website is www.aejmc.org.

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Reminiscing about Thirty Years of Change in Journalism History



Hazel Dicken-Garcia
University of Minnesota

Editor's Note: Hazel Dicken-Garcia's retirement was honored with a dinner at the AEJMC convention in Chicago, IL. This is the second of a two-part series based on her comments about the state of journalism history.

International communication history is finally being treated seriously in this field. I first managed to get a session on international communication history on the International Communication Association (ICA) program in 1982. Those of us in that session felt that too many people did not quite understand what we meant by the term international communication history. Most people seemed to interpret it to mean simply the histories of the press in individual countries. But international communication history is international—about the history of media in relationships across borders. Certainly, knowledge of histories of media inside all nations is needed, but we also must ask broader questions about the international impact of media, historically—especially in this era of globalization.

After the fall of the Berlin Wall and the break-up of the former USSR, there was more interest in this subject, and I made a special plea that we needed to recover the pertinent history before the rapidly changing world obscured it forever from view. I succeeded more often thereafter in getting sessions about international communication history on the ICA program. Now, both AEJMC and ICA convention programs have international communications sessions. I had nothing to do with that development and can not claim credit for it; I am simply applauding it. Possibly,

ideas from our efforts “filtered” outward, but it is more likely that international communication history is simply an idea whose time has come.

Among important recent books in this area is *Comparative Media History* by British media historian Jane Chapman, who traces developments of seven media industries in five nations across two centuries.¹⁴ Two recent books by Giovanna Dell’Orto exemplify international communication history: *Giving Meanings to the World* and *Hidden Power*.¹⁵ There are others, but space here is limited.

Increasing cross-fertilization has enriched the field during the past three decades. Many more people in the field have seriously studied history, per se, and in other disciplines, than was true thirty years ago; and this has resulted in the borrowing of concepts, models, etc., from other disciplines, as alluded to above. Others have noted that a characteristic of history work during the twentieth century has been the borrowing from such disciplines as sociology, anthropology, economics, political science.¹⁶ Rarely mentioned, however, is that, at the same time, people in those fields have increasingly given attention to communication and mass media. Richard Kielbowicz wrote in a 1993 article that more communication history dissertations were then being produced outside journalism programs than in-

side.¹⁷ (I have not checked to see if that pattern has continued over the 15 years since that article appeared.) Treating communication as a (historical) variable that connects subfields, Kielbowicz stressed that study of literature in one’s field and in cognate fields helps build a common base with those fields. I would add that this approach to study of literature also informs scholars in other areas of the work in journalism history and mass communication. We are all aware of the recurring lament we have not done a good job at all in informing scholars in other disciplines about scholarship in communication and journalism—historical or otherwise. This is a challenge for the future.

This brings me to the last part of my remarks: goals for the future. One goal I suggest is to assure that general college and university students learn more about media as a social institution. For, despite the positive developments mentioned in the foregoing, general college textbooks give sparse attention to media. The Freedom Forum Media Studies Center showed a few years ago that U.S. history and sociology textbooks studied by scholars at the Center gave media “only passing attention.” Discussions of specific media or media-related topics typically ran between one and three paragraphs, rarely more than four, and usually appeared only in con-

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Clio

Among the Media

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Recent issues of *Clio* may be accessed at:

www.utc.edu/Outreach/AEJMC-HistoryDivision/histpub.html

Chair's note

From page 1

tion. Carey drew on the ideas of such scholars as economist Harold Innis and philosopher John Dewey. Carey cited anthropologist Clifford Geertz, sociologist C. Wright Mills and many other writers far outside of realm of journalism history.

More recently, a Covert Award-winning issue of *Journalism & Communication Monographs* (Autumn 2007) demonstrates the usefulness of this approach. In "The Continuous Past: Historical Referents in Nineteenth-Century American Journalism," Betty Houchin Winfield and Janice Hume explore how nineteenth-century American journalists used history selectively to highlight a particular American story. In making their case, the authors cite scholars ranging from French sociologist Maurice Halbwachs to American studies scholar Hayden White to sociologist Michael Schudson.

While Carey, Winfield and Hume reached beyond traditional journalism historians for ideas about the meaning of journalism, it is notable that "mainstream" American historians have ventured into particular areas of journalism history, often with useful ideas and approaches. Given that fact, it is not surprising that the History Division's book award winners in recent years have demonstrated a diverse intellectual pedigree.

In 2003, for example, the book award went to City University of New York social historian Joshua Brown for his study of popular illustrations in *Frank Leslie's Illustrated Newspaper*. Brown's *Beyond the Lines* (California, 2002) explores the popular illustrations in *Leslie's*, illuminating, in Eric Foner's words, "how Gilded Age engravers both shaped and reflected popular views regarding race, ethnicity, and labor strife."

In 2005, the award went to Uni-

versity of Florida historian Brian Ward for his book, *Radio and the Struggle for Civil Rights in the South* (Florida, 2004), a book that, according to its publisher, "restores radio to its rightful place in the history of black protest, race relations, and southern culture during the middle fifty years of the 20th century."

Such examples demonstrate the kinds of intellectual connections that strong journalism history ought to demonstrate. To put it another way, new and powerful ways of thinking about and explaining the history of journalism can be found by reading and responding to the work of "mainstream" American historians, as well as a variety of thinkers in related fields such as American studies, sociology, anthropology, political science, economics, and beyond.

But let me be clear: I am not suggesting that journalism historians ignore or abandon traditional journalism or media history, much of which is useful and illuminating. My argument is more inclusive. That is, I am suggesting a more open-ended approach to the field, an approach that interrogates but also builds on scholarly work from various disciplines as well as existing journalism history. This endeavor also means that journalism historians review and critique existing journalism history in light of the best work produced by all of our colleagues, both within journalism history and in other disciplines.

There is, and ought to be, a strong and on-going intellectual cross-fertilization in journalism and mass communication history that we encourage and exploit. Indeed, I am making an argument that journalism history can and should grow as part of a larger historical enterprise, an important scholarly task that has always been wide-ranging and complex.

Creating a Canon for Journalism History

Elliot King

Vice Chair & Research Chair
Loyola College in Maryland

The role of teaching the history of journalism in journalism education in general is at risk. In the June 2007 newsletter of the ASJMC, Loren Ghiglione, a former dean of the Medill School of Journalism reported that journalism history courses are frequently no longer required and even dropped from the curriculum in many journalism programs. He quoted a dozen leading journalism educators who have observed the difficulty of interesting students in journalism history and noted that journalism history is generally a low priority for staffing.

A task force of the American Journalism Historians Association has similarly dispiriting news. It found that fewer than half of the undergraduate programs and one-third of the graduate programs offer a course in journalism history. The AJHA's statement of principles asserts that an understanding of history is important to understand the evolution of the form and content of journalism, the role of news media in American public life, and its democratic and social functions. Presumably, programs that offer no courses in journalism history, fail, at least to some degree, in achieving those objectives.

To twist the words of Senator Howard Baker as he investigated the role of President Richard Nixon during the Watergate scandal, the fundamental question is "What do we want journalism students to know about journalism and why should they know it?" The thrust of the question is important. What do we want students to know about journalism itself—not how to "do" journalism but how journalism can be understood as a human activity.

There is widespread agreement about many aspects of journalism education. First and foremost, students have to learn to write well using the forms associated with journalism. Students have to learn to report; to interview people; to dig out facts. Students have to have some knowledge of the First Amendment and communication law as well as media ethics. And they should know something about the area about which they are to report, which is why journalism students are strongly encouraged, or required, to take courses outside of the major.

But what do they have to know about journalism itself, beyond the practical, skills-oriented knowledge? There are several ways to approach both the "what" and the "why" in the question. Right now, I am just going to attack the "what." One way to approach that question would be to determine what the distinct aspects of American journalism are and then link those aspects to the events in which those elements played themselves out in real time. A second approach would be to identify canonical readings for journalism. Is there a set of books (or articles or films or Web sites) about journalism (or examples of journalism itself) that each of our students should have read to be considered literate in journalism? Perhaps this question reflects my own training as a sociologist. When I was studying for my Ph.D., it was pretty clear that to be a sociologist, you had better have read Marx, Durkheim and Weber. If you hadn't, you really could not consider yourself a sociologist. You didn't have to read everything Marx, Durkheim and Weber wrote, but you had to read some of each one. And there are equivalents in other academic disciplines. In English, for example, at the undergraduate level at least, English majors are going

to have to read Shakespeare and probably Mark Twain. I don't think I am taking a big risk to say that students who might wiggle through an English major without reading Shakespeare and Twain would be looked at little skeptically.

So what are equivalents to Marx, Weber, Durkheim or Shakespeare and Twain in journalism education? I have begun to informally poll people asking them to name eight books about journalism or books of journalism that they feel every journalism student should read. When asked, people have to think long and hard about the answers and most people have to think long and hard to come up with even a couple of candidates. So far, *Public Opinion* by Lippmann has received a couple of votes as have *The Elements of Journalism* by Kovach and Rosenstiel, and *Discovering the News* by Schudson, primarily for the overall argument about professional values in journalism needing to be seen within the larger context of emerging social values in general. So far, no "must reads" specifically about 19th- or 18th-century journalism have been proposed.

Over the next several months, I hope to poll as many people as I can about their candidates for the list of eight books about journalism that every journalism student should have read. You can send me your candidates at eking@loyola.edu. I plan to present the results of the poll at a History Division Teaching Panel about the role of journalism history in journalism education that will be held at the AEJMC conference in Boston this summer and will report them in the pages as well. Once again, please send your candidates for the canon in journalism to me at eking@loyola.edu.

BOOK EXCERPT: *Literary Journalism on Trial: Masson v. New Yorker and the First Amendment*

Kathy Roberts Forde

University of Minnesota, Twin Cities

Editor's Note: Kathy Roberts Forde's book, *Literary Journalism on Trial: Masson v. New Yorker and the First Amendment*, was favorably reviewed by James Boylan in the Sept./Oct. 2008 issue of the *Columbia Journalism Review*. The book is a revised version of her dissertation, which won the 2006 AEJMC Nafziger-White Award. Published in 2008 by the University of Massachusetts Press, Forde's book provides an analytical history of the celebrated libel case *Masson v. New Yorker* and situates that history within the larger historical development of American press traditions, libel law, and social thought across the twentieth century. The following is a brief excerpt from the conclusion of *Literary Journalism* (pages 203-05).

In its simplest terms, *Masson v. New Yorker* is a story about two competing conceptions of what makes a truthful report of the world. It is the story of two forms of reporting in American journalism—the traditional and the literary—and the continuities and ruptures in their respective development across the twentieth century. At its most complex, it is the story of the continued decline of *New York Times v. Sullivan*'s First Amendment promise of robust protection for public discourse, a diminishing judicial vision of the role the press should play in sustaining democracy and a vibrant public sphere.

In this book I have approached the *Masson* case in part through the method of microhistory, but I believe the highly particularized *Masson-Malcolm* legal dispute reflects the broader social, cultural, and intellectual patterns in twentieth-century thinking about the American press, the First Amendment, and democracy. These are lofty ideas and meanings to be found in one libel case, to be sure, but *Masson v. New Yorker* is not simply “one libel case.” It is part of a long line of constitutional libel cases dating back to 1964, when the Court first articulated in its landmark *Sullivan* decision what the American public and the American press have come to perceive as the central meaning of the First Amendment: that the great American ex-

periment in democracy demands that “debate on public issues . . . be uninhibited, robust, and wide-open.”¹ As one of the U.S. Supreme Court's more recent articulations of the role of the First Amendment in press expression, *Masson v. New Yorker* carries with it the weight of all that came before in the *Sullivan* line—including the attendant free expression and democratic theories that found voice in this jurisprudence and its scholarly and legal debates. The meanings of *Masson v. New Yorker* and its related controversies extend beyond the legal rulings in the case to the values and norms expressed in the triangular relationships among American democracy, First Amendment theory, and the press.

In telling the story of *Masson v. New Yorker* I have made three interrelated historical arguments throughout this book. First, the deep divisions that developed between traditional and literary journalism across the twentieth century led to seemingly irreconcilable debates about how best to represent “reality” and “truth” in journalistic expression. The *Masson-Malcolm* dispute was a product of these divisions and an expression of these debates. Second, the dispute was a public manifestation of a larger shift in American intellectual history: the philosophical project that became the postmodern critique of objectivity. Hostile reac-

¹ *New York Times v. Sullivan*, 376 U.S. 254, 271 (1964).

tions against this critique arose in all areas of American social, cultural, and intellectual life; in journalism the backlash widened the perceived divide between traditional and literary approaches and inflamed the related debates. Third, the *Masson* case forced the courts to address the problem of representing “truth” in expression—a problem at the heart of the postmodern critique of objectivity—both in the practice of journalism and in the constitutional arena of libel law. In choosing to use daily journalism's understanding of an objective, fact-based truth in developing a judicial test of truth for altered, defamatory quotations, the U.S. Supreme Court ignored other journalistic traditions in which a consensus or holistic truth was often the goal. The result was a judicial retrenchment on the press-protective First Amendment theory and jurisprudence established in *New York Times v. Sullivan*.

This book has provided a descriptive and analytical history of the *Masson-Malcolm* dispute. In addition to these historical arguments, I have implicitly put forward several normative claims about the appropriate role of press discourse in American democracy, as well as the appropriate constitutional protections for press discourse. I wish to make these claims more explicit here, while acknowledging that I am on somewhat fragile ground in do-

Book Excerpt

Continued from p. 6

ing so. Normative claims invite debate because they often venture beyond the realm of the actual into the realm of the possible, the speculative, the unknowable. The gap between “is” and “ought” is significant, and I thus make such claims with humility—and with the firm and edifying belief that robust public discussion furthers our collective knowledge and understanding. Scholarly and professional discussion of the issues my claims raise will push us all toward better thinking about, and perhaps solutions for, the problems at hand.

My first claim is that when constitutional libel cases involve ambiguous language situations in which truth is highly contingent and unknowable, and the discovery of truth is highly unlikely, First Amendment imperatives demand that courts protect freedom of expression over individual reputational interests. Courts should not, of course, arrive at such conclusions lightly. Next, Sullivan’s First Amendment principle that unfettered public discourse plays a vital role in democracy, and the foundational role this principle plays in press theory, suggest that both the American judiciary and the American press believe democracy is predicated on an active public sphere where citizens engage in political decision-making beyond simply voting. I suggest that this aspirational ideal of participatory democracy that undergirds contemporary First Amendment and press theory is an ideal worth working toward—even as we acknowledge that existing political and social structures in the United States limit such attempts. Finally, this ideal, which embraces personal liberty and democratic striving, requires the American press to pursue multi-perspectival news, to recognize more fully the uses and limitations of the traditional objec-

tive report, to refine the methods and standards that structure American journalism, and to embrace a broader range of press expression, including the literary, or narrative, report.

In this chapter I review and extend the historical arguments and normative claims I have made in telling the story of *Masson v. New Yorker*. I also suggest a way out of the language dilemma embodied in the postmodern objectivist critique and expressed in the Masson-Malcolm dispute: the *via media* of the American pragmatist tradition. This middle passage embraces a pragmatic conception of truth, that is, a consensus truth arrived at through the sense-making work of communities that share languages, experiences, and traditions. The bases for discovering such a pragmatic truth are, then, the community practices and institutions of those who share a common culture. It is neither a universalizing nor an unchanging truth, but a contingent and consensual truth born of “the democratic practice of truth-seeking.”² To my way of thinking, the American profession of journalism would better serve democratic ends by giving up its quixotic claim of representing “objective truth” in news reports and working instead toward the discovery and presentation of pragmatic truth (or truths). Such truth would always be open to change and reinterpretation as the community conversation, carried on in part through the medium of journalism, continues. The democratic nature of such truth-seeking demands that this community conversation be broadened to include as many voices as possible speaking in a broad range of forms, from the traditional report to the literary report and beyond.

² Joyce Appleby, Lynn Hunt, and Margaret Jacobs, *Telling the Truth about History* (New York: W.W. Norton & Company, 1994), 285.

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BOOKS IN BRIEF: On the Front Lines of History

Donna Harrington-Leuker

Salve Regina University

This issue's selection of books from JHISTORY (<http://www.history.net.org/~jhistory/>) focuses on the biographies and memoirs of two journalists—and one prominent press secretary—of the 20th century.

Cole, Jaci, and John Maxwell Hamilton, eds. *Journalism of the Highest Realm: The Memoir of Edward Price Bell, Pioneering Foreign Correspondent for the Chicago Daily News*. Baton Rouge: Louisiana State University Press, 2007. \$34.95 (cloth). Reviewed by Elliot King, Loyola College, Maryland

This memoir of Edward Price Bell, *Journalism of the Highest Realm: The Memoir of Edward Price Bell, Pioneering Foreign Correspondent for the Chicago Daily News*, who founded a foreign news service for the *Chicago Daily News* and served as the newspaper's London correspondent in the years leading up to, during, and following World War I, provides interesting insight into the world of journalism outside New York City as well as into the work of a major foreign correspondent for more than two decades.

Bell's memoir, which he called "Seventy Years Deep," was unpublished at the time of his death. This edition—in which editors chopped entire chapters that they felt had little historical value—can be neatly broken into two sections: the first, a lively account of a young man building his career in the Midwest and the second, the story of a journalist who later saw himself as an actor on

the world stage. Both sections are interesting and well-told tales that shed light on the practice of journalism in a period that saw the profession grow significantly in stature.

Levin, Linda Lotridge. *The Making of FDR: The Story of Stephen T. Early, America's First Modern Press Secretary*. Amherst: Prometheus Books, 2008. \$27.95 (cloth). Reviewed by Robert A. Rabe, Marshall University

Stephen T. Early, President Franklin Delano Roosevelt's long-serving press secretary, is often credited with modernizing the relationship between the White House and the press, and with serving as a master of image management. This book, based on the Stephen T. Early Papers at the Franklin D. Roosevelt Library in Hyde Park, makes even bolder claims about the man who helped originate the famed "fireside chats."

Levin describes Early as one of Roosevelt's closest and most-trusted advisers and ascribes to him a central role in the president's decision to run for reelection in 1936. According to Levin, in fact, the FDR we know today would not have existed without Early.

Daniloff, Nicholas. *Of Spies and Spokesmen: My Life as a Cold War Correspondent*. Columbia: University of Missouri Press, 2008. \$44.95 (cloth). Reviewed by Thomas S. Darragh, Central Michigan University

Nicholas Daniloff spent much of his professional life covering the

then-Soviet Union, first for the UP newswire and then for *U.S. News and World Report*. Readers curious about the history of newswire services during the Cold War will find the middle chapters of the book especially valuable. Here Daniloff offers a wealth of insight into the inner workings of UP (which became UPI in 1958) and into the working relationship between journalists and spies.

Posted to the UPI office in Moscow in 1961, Daniloff experienced first-hand how controlling the Soviet system was during the 1960s, with western reporters often assigned "nannies" controlled by the Soviet government and often faced with the threat of arrest for breaking one of the government's many censorship laws.

Besides providing a wonderful description of life as a Westerner in the Soviet Union, Daniloff's account is of note for the insight he provides into Soviet perspectives on several major Cold War events, including the Cuban missile crisis, the space race, and the death of President John F. Kennedy.

Daniloff's memoir reminds readers that during the Cold War, both sides had reasons for manipulating the press to reach their goals.

The books noted here were first reviewed for JHISTORY, the online community of journalism and media historians that is part of the HNET system at Michigan State. Entries were compiled by JHISTORY's book editor, Donna Harrington-Lueker (harringd@salve.edu).

COMMENTARY: “View with Alarm”

Jerry W. Knudson

Professor Emeritus, Temple University

Remember when editorial writers used to “view with alarm?” I am alarmed at the steady erosion of the value placed on the historical method by some—not all—journalism researchers who see our work as merely “essays.” Granted that journalism as we know it emerged from the English essayists of the 17th century and later, but perhaps some critics consider history beyond the respectable pale because it challenges their faith in the social sciences and elaborate conjectures of theory and methodology.

In my view, history is a time-tested and exacting discipline which can sit with pride at the table of any gathering of approaches to the study of the past or present. How do we know where we are if we do not know where we have been? (My own training has been in journalism at the University of Kansas and history at the University of Virginia, and it has been a happy marriage of technique and substance.)

We were warned against our profession wedding itself to any one

research method—or excluding any—by such distinguished journalism educators as Curtis MacDougall and John Merrill. This latter, in his valedictory article in *The Quill* stated that 80 percent of journalism research today is “useless.” When Edwin Emery was editor of *Journalism Quarterly*, there were frequent well-crafted historical pieces, but today, there are very few journalism history articles published in *Journalism & Mass Communication Quarterly*.^{*} Moreover, *Journalism & Mass Communications Educator* no longer prints opinion pieces, a former valuable part of the publication. The shrinkage of outlets for thought would have distressed Thomas Jefferson, who believed in “the marketplace of ideas.”

There are fads in history, too. I once asked Dumas Malone, my advisor and recipient of the Pulitzer Prize for this five-volume *Jefferson and His Time*, what he thought of quantitative history, popular at the time, and he replied, “If you can count

‘em, count ‘em [voting patterns, land tenure]. But if you can’t, don’t try.” He took a dim view of content analysis, for example, maintaining that the tools and procedure of the physical sciences may not be appropriate for the social sciences.

But perhaps I am preaching to the converted. We do have *Journalism History* and *American Journalism*, both fine publications, but our colleagues in the liberal arts and humanities are perplexed when journalism theory editors request “accessible language.” And what purpose does such research serve the newsman or woman working in the field, or the consumer of their product? History can illuminate the past—or provide background for the present—surely the goal of communication in a troubled world.

^{*} Please see Fall 2008 *Clio* for a discussion of *Journalism & Mass Communication Quarterly*’s policy regarding journalism history, written by the journal’s editor, Jeff Smith.

Call for AEJMC 2009

Continued from p. 2

Student Papers: Undergraduate and graduate students enrolled during the 2008-09 academic year may enter the Warren Price Student Paper Competition. The Price Award recognizes the History Division’s best student paper and is named for Warren Price, who was the Division’s first chair. Student papers should include a separate cover sheet that indicates their student status but omits the author’s name or other identifying information. Students

who submit top papers are eligible for small travel grants from the Edwin Emery Fund. Only full-time students not receiving departmental travel grants are eligible for these grants.

Call for Reviewers: If you are willing to review papers for the History Division research competition, please contact Elliot King at eking@loyola.edu. We will need approximately 60 reviewers for the competition. Graduate students are

not eligible to serve as reviewers and, in general, reviewers should not have submitted their own research into the competition.

Contact information: For more information about the History Division research process, contact Research Chair Elliot King at Loyola College in Maryland. His e-mail is eking@loyola.edu and his telephone is 410-617-2819.

Primary Source

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primary sources, such as artwork, film, and television, as part of the normal structure of the course?

The answer is rarely, and that's a mistake. The use of various mass media as primary sources in a history course can wield numerous benefits. First, these resources show students the wealth of historical evidence and the need for differently talented scholars to make sense of it. Second, these sources demonstrate the power of such evidence, and for many learners this is when history first truly comes alive. Third, because students come to appreciate the ubiquitous nature of primary sources, they are much more apt to perceive the connection between American history and *their* history; they begin to glimpse their own potential contribution to a larger public history. Immersing oneself in primary sources is, in short, an effective way to reinforce both the magic and methodology of studying the past. It removes or at least downplays the middle man—us—and lets students themselves

grapple with those epistemological challenges professional historians know well: assessing artifacts, ascertaining authority and credibility, distinguishing the ordinary from the extraordinary, deciding whether and how to judge earlier eras. Attempting to understand history by studying primary sources is also, of course, quite fun.

A class on the Great Depression, for example, might feature a worker's song, WPA interview or mural, and photographs taken by the many great documentarians of the time: Dorothea Lange, Walker Evans, Margaret Bourke-White, Gordon Parks. A lecture on the McCarthy era might highlight a clip from a Red Scare film or television footage from the Army-McCarthy hearings. These examples just scratch the surface; richer, more profound choices will yield deeper insights. But the most powerful impact that this kind of exposure has on students is that it simply re-contextualizes the substance of history. After a class on World War II propaganda in which I showed parts

of Leni Riefenstahl's *Triumph of the Will*, I had a student tell me that he had never before seen and heard Adolf Hitler speaking. I found that shocking, for think what that means: Until then Hitler was a cartoon character to him, colorful but as disconnected from reality to a millennial American as Spiderman or The Joker. I have heard the same feedback about Joseph McCarthy. Teachers rarely let students hear this oily thug themselves. Until then, they bandy about the term McCarthyism in abstract fashion, as though they were discussing transcendentalism or diverticulitis.

I'm not arguing for the replacement of the college lecture, or of the lecture-and-discussion format, but for merely complementing traditional styles with more hands-on involvement and exposure. After all, students ought to witness the actual practice of history firsthand in our courses, and that means exposing them to primary sources in all their variety and wonder. Teachers must introduce their students to the abundance of cultural evidence in their midst.

New England Regional Fellowship Consortium Grants

The New England Regional Fellowship Consortium, a collaboration of eighteen major cultural agencies, will offer up to twelve awards in 2009-2010. Each grant will provide a stipend of \$5,000 for eight weeks of research at participating institutions. Applications are welcome from anyone with a serious need to use the collections and facilities

of the organizations. The Consortium's grants are designed to encourage projects that draw on the resources of several agencies. Each award will be for research at a minimum of three different institutions. Fellows must work at each of these organizations for at least two weeks. Grants in this cycle are for the year June 1, 2009-

May 31, 2010. For more information visit www.masshist.org/fellowships or contact Jane Becker, Massachusetts Historical Society, 1154 Boylston St., Boston, MA 02215 (fellowships@masshist.org) or 617-646-0518. Application Deadline: February 1, 2009.

Reminiscing...

Continued from page 2

nection with some historical figure or event. Media were not treated as subjects in their own right. None of the books integrated the rise of mass media and their role in American society as a major theme. Further, heavy stress on other social institutions and groups that shaped U.S. history left the impression that the media played only a secondary role, at best, in American society. No studies by media scholars were treated in the texts, and very few journalism histories were cited in bibliographies.¹⁸ Stressing that “anyone who wants to cope competently in the contemporary world must rely on media,” the authors concluded that students do not learn much about media, especially in U. S. history and sociology texts; they offered seven recommendations to improve the situation. Citing Marshal McLuhan’s argument that communication is central to all of human history, the authors emphasized that “no informed person can afford to ignore [media forms and functions] or remain ignorant of their significance or workings.”¹⁹ I know of no similar study in the sixteen years since that report appeared; an up-to-date investigation would be useful. My impression is that little, if anything, has changed in the amount of attention in college textbooks—in history and other areas—to media. Thus, any investigation should be followed by specific steps by communication scholars, especially journalism historians, to help remedy this situation.

Part of the reason for omission of media from college textbooks is simply that the media are not taken seriously as institutions in society. Barbie Zelizer in a book published in 2004 stressed that journalism has not been taken seri-

ously as an area of academic study and as a cultural practice.²⁰ While focusing on ways journalism has been perceived through five academic perspectives, the book appeals for “thinking anew” about journalism, particularly the about the received view. Failure to take journalism seriously explains the ongoing lack of understanding of a long-standing social institution that is integral to dispersal of shared information, locating world events in a framework for media users to understand, and, as many scholars argue, the creation of meaning.

Zelizer’s book reminded me of a

Let us put more emphasis on the field’s accomplishments, on the bodies of knowledge contributed by so many scholars working so hard for so many years.

”

challenge for journalism/communication historians—even more important in the age of the Internet Age—to get over what I call an “inferiority complex” about the field. Too many still refer to “real” history to distinguish the larger discipline from journalism history—which makes me wonder: What, are they saying, is journalism history? So much more has been accomplished in journalism history than we give the field credit for. Let us put more emphasis on the field’s accomplishments, on the bodies of knowledge contributed by so many scholars working so hard for so many years. This does not mean that we can rest on our laurels, however.

The way subjects are approached seems critical here and merits being addressed forthrightly. Arguments by Zelizer, who, I repeat, was not writing about journalism history, are applicable here. For example, she suggests that more theoretical work will bring more serious treatment of journalism

and its cultural potential by other scholars. Richard Kielbowicz, in the article cited earlier, also offered insights that are useful here. Dividing inquiries into internal and external, he wrote that an “internalist” perspective looks inside media and focuses on details of media and their development. The “new” communication history, he wrote, came from an “externalist” perspective, which involves looking outward and asking why communication is important to some societal process or institution other than the media itself. Suggesting that journalism history had focused too much on the internal, he advocated more externalist-oriented studies and encouraged communications historians to link their interests with issues being studied in more established subfields.²¹

Staying too narrowly focused on the “internal” may mean—to borrow again from ideas Zelizer expressed—that journalism historians produce scholarship “that obscures more than it clarifies and that by definition keeps its sights more on the premises of a given discipline than on the impulse underlying”²² journalism history.

Other ways to internalize confidence in one’s own field of study include the kind of training David Nord wrote about several years ago—more study in subject areas, in related disciplines and sub-disciplines. Nord wrote that the work of journalism historians involved three dimensions of scholarship and stressed the need for study of 1) history, 2) communication and 3) what he called “metadisciplinary” work. He recommended study of sociology of knowledge, philosophy of science, and philosophy.²³ Although he offered this recommendation several years ago, I

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Reminiscing...

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believe wholeheartedly it remains as important today. And I would add the need to study the philosophy of history, an area in which America has produced very few scholars.²⁴

I will turn now briefly to a few final areas for future attention.

1. Let us consider what we have learned about journalism/communication in history after all of the study up to this point. When did it matter? Why and how did it matter? How did ideas circulate, develop, how was information diffused? How were publics shaped by, and how did they shape, journalism/communication/media technology? I will illustrate the depth I am suggesting here with a question I often asked students as they decided on an area of specialization. For a subject like women and media, I would ask: From all the available sources (books, chapters, articles, theses) on the subject, what do we now know about women and media? One can divide the subject according to:

- women as workers in media: reporters, columnists, photographers, executives (editors, managers, publishers), etc.;
- representations of women in media content—in news and other nonfiction, including advertising; in fiction;
- content aimed at women as an audience;
- women as subjects of news; women in the news; women and news.

Similarly, as journalism/communication historians, we should ask: What have we learned about journalism/communication in history? What did journalism/communication do in past societies that facilitated and shaped the processes of continuity and change? Again, dividing the subject multiple ways helps begin to develop answers.

2. What is the history of changing communication around the Internet?

For example, online advertising took one billion dollars from traditional media last year, and the latter have continued reducing budgets,²⁵ with many continuing ramifications.

Internet businesses have developed and died. Why? Through what processes? Or, what were forces in the rise and demise of failed Internet businesses? What has been the impact for older forms of media? How are these developments changing society? Almost daily, we see speculation, some research results and other evidence about societal effects of the Internet. Presenting material in each of those categories recently, Nicholas Carr wrote about Internet-use changing the way people think. “Never has a communications system played so many roles in our lives,” he wrote, “or exerted such broad influence on our thoughts.”²⁶ He cited a smattering of documents through history about changes in thought processes resulting from uses of new technologies at other times.

3. We need a good up-to-date assessment of published research about journalism, media, communication, over the past three decades. Until around 1970, works about the “literature of journalism” (bibliographies) appeared at intervals, but I believe none has surveyed journalism history. Janice Radway’s wide-ranging, more encompassing bibliographic essay in *American Quarterly* appeared around 1982. A survey assessment of journalism history and its literature is overdue. Scholars in the field have so much more to draw upon, and so many more tools for gathering information, than existed thirty years ago. Despite the vast amount to be reviewed, developing an assessment of the field and its scholarship will be very rewarding.

Thank you so very much for your attention and for your participation in

this event marking my retirement.

Notes

14. Jane Chapman, *Comparative Media History—An Introduction: 1789 to the Present*. (Cambridge, UK; Malden, MA: Polity Press, 2005).

15. Giovanna Dell’Orto, *Giving Meanings to the World: The First U.S. Foreign Correspondents, 1838-1859* (Westport, CT: Greenwood Press, 2002); *The Hidden Power of the American Dream*. (Westport, CT: Praeger Security International, 2008).

16. Donald M. Macraill and Avram Taylor, *Social Theory and Social History* (New York: Palgrave, a division of Macmillan, 2004):5-6.

17. Richard B. Kielbowicz, “On Making Connections With Outside Subfields,” *American Journalism* 10:3-4 (1993):31-37.

18. *Coverage of the Media in College Textbooks*, prepared for the American Society of Newspaper Editors’ History and Newspapers Committee by The Freedom Forum Media Studies Center At Columbia University in the City of New York, written by David Stebenne, Seth Rachlin and Martha FitzSimon with Bibliography prepared by Dirk Smillie and Foreword by Burl Osborne of the *Dallas Morning News* (New York: The Freedom Forum Media Studies Center, 1992): vii; see also “The Media in U.S. History Textbooks,” pp. 3-13. Among textbooks studied, the authors selected seven of the best-selling and most widely used texts—of approximately 20 on the market—in introductory American history courses.

19. *Ibid.*, xvi.

20. Barbie Zelizer, *Taking Journalism Seriously: News and the Academy*. (Thousand Oaks, CA: Sage, 2004).

21. Kielbowicz, 31-32.

22. Zelizer, 205.

23. David Nord, “A Diverse Field Needs a Diversity of Approaches,” *American Journalism* 10:3-4 (1993):26-30.

24. One might start perhaps with Murray G. Murphey, *Philosophical Foundations of Historical Knowledge* (State University of New York University, 1994).

25. Leslie Brooks Suzukamo, “Untangled Web Presents Challenge for IB’s Model,” *St. Paul Pioneer Press*, St. Paul, Minnesota, June 29, 2008, p. 2 of the Business Section.

26. Nicholas Carr, “Is Google Making Us Stupid?” *The Atlantic*, July/August 2008. 302:1.

Calls for Papers, Competitions and Research Opportunities

Call for Papers, Panels and Participants

The Joint Journalism Historians Conference

(The American Journalism Historians Association and the AEJMC History Division joint spring meeting)

When: Saturday, March 14

Time: 8:30 AM to 5:00 PM

Place: Manhattan Marymount College, 221 E. 71st Street, New York, NY

Cost: \$45 (includes continental breakfast and lunch)

You are invited to submit abstracts (approximately 500 words) of completed papers, research in progress and proposals for panels for presentation at the Joint Journalism Historians Conference—the American Journalism Historians Association and the AEJMC History Division joint spring meeting. We are particularly interested in innovative research and ideas that will enliven this intimate, interdisciplinary, interesting academic gathering. Submissions from all areas of journalism and communication history from all time periods are welcome. Scholars from all academic disciplines and stages of their academic careers are encouraged to participate. Abstracts should contain a compelling rationale why the research is of interest to an interdisciplinary

community of scholars. (Electronic submissions only)

Send All Submissions by January 7, 2009 to Elliot King, Program Organizer, Department of Communication, Loyola College in Maryland, 4501 N. Charles St., Baltimore, MD 21210, E-Mail: eking@loyola.edu, Send Electronic Submissions to eking212@gmail.com with a copy to eking@loyola.edu. Tel: 410-356-3943 or 410-617-2819

Acceptance Notification Date: Feb 4, 2009.

Are you willing to review submissions or moderate a panel? If so, please contact Elliot King eking@loyola.edu. Tel: 410-356-3943 or 410-617-2819.

Call for Covert Award Nominations

The History Division of the Assn. for Education in Journalism and Mass Communication (AEJMC) announces the 25th annual competition for the Covert Award in Mass Communication History.

The \$500 award will be presented to the author of the best mass communication history article or essay published in 2008. Book chapters in edited collections also may be nominated.

The award was endowed by the late Catherine L. Covert, professor of public communications at Syracuse University and former head of the History Division.

Nominations, including seven copies of the article nominated, should be sent by March 1, 2009, to Karen K. List, Journalism, 108 Bartlett Hall, UMass, Amherst, MA, 01003.

For further information, contact:

Karen K. List, Chair
Covert Award Committee
Journalism
108 Bartlett Hall
UMass
Amherst, MA 01003
klist@journ.umass.edu

Abraham Lincoln and the Press

A*merican Journalism* announces a call for manuscripts to be published in a special issue on Abraham Lincoln and the press. The special issue will be published in Fall 2009 to coincide with the 200th anniversary of Lincoln's birth.

The nation's sixteenth president is generally considered to have been masterful in dealing with the press. Lincoln understood the importance of having a good relationship with the press, and he personally dealt with journalists far more than his

predecessors. At the same time Lincoln faced enormous criticism in the press, and during the Civil War his administration shut down newspapers considered to be disloyal.

Subjects for the special issue can include, but are not limited to: Lincoln's use of the press as a political tool, coverage of Lincoln by the press, Lincoln's relationship with reporters and editors, the suppression of newspapers under the Lincoln administration, and Lincoln's legacy in the press.

Manuscripts should follow *American Journalism* submission guidelines and be sent to: Professor Ford Risley, College of Communications, Penn State University, 211 Carnegie Building, University Park, PA 16803

The deadline for manuscripts is April 30, 2009. Questions should be addressed to Professor Risley at jfr4@psu.edu <<mailto:jfr4@psu.edu>> or (814) 865-2181.

Blowing up the Brand: Critical Perspectives on Promotions Paradigms

Proposals Due 5 January 2009
Final Chapters Due 15 April 2009

Project

Creative cities, PR nations, celebrity diplomacy, Hype Machine, philanthrocapitalism, YouTube identities... these are symptoms and effects of what Andrew Wernick termed "promotional culture": the extension of promotional discourses and practices into virtually all areas of public life.

What is at stake in these contemporary promotional paradigms? The interpenetration of public and private interests, techniques and expertise create new anxieties and demand new forms of analysis. Though relations of power cannot be denied, we find labels

of "propaganda," "manipulation" and "spin control" to be unproductive concepts in accounting for the function and impact of promotional communication in the current social, political and technological context.

We are soliciting papers for an edited volume that develops a set of productive critical perspectives on promotion in relation to contemporary culture. We seek to assemble creative and interdisciplinary frameworks to identify common themes and disjunctures inherent to these forms of communication. At issue is the changing role of the consumer-citizen-user in contemporary life.

Proposals

We invite proposals for original,

previously unpublished, English-language essays that consider diverse aspects of promotional culture and its impact on everyday life. We seek submissions that are interdisciplinary in orientation and engage with current scholarship in fields including but not limited to cultural studies, sociology, history, media studies, American studies, and English.

We are particularly interested in papers that address the relationship between promotion and new media from both technical and cultural perspectives; and work that examines the role of promotion in political parties and electoral politics. Scholars who write about or are located in areas outside of North America and Western Europe

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Calls. . .

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CALL FOR ENTRIES: Best Journalism and Mass Communication History Book

The History Division of the Association for Education in Journalism and Mass Communication is soliciting entries for its award for the best journalism and mass communication history book of 2008.

The award is given annually, and the winning author will receive a plaque and a cash prize at the August 2009 AEJMC conference in Boston.

The competition is open to any author of a relevant history book regardless of whether he or she belongs to AEJMC or the History Division. Authorship is defined as the person or persons who wrote the book, not just edited it. Only those books with a 2008 copyright date will be accepted. Compilations, anthologies, articles, and monographs

will be excluded because they qualify for the Covert Award, another AEJMC History Division competition.

Entries must be postmarked no later than February 1, 2009.

Three copies of each book must be submitted, along with the author's mailing address, telephone number, and email address, to:

Carolyn Kitch
AEJMC History Book Award Chair
Journalism Dept., Temple University
2020 N. 13th Street
Philadelphia, PA 19122

Please contact Dr. Kitch at 215-204-5077 or <ckitch@temple.edu> with any questions.

Blowing up the Brand

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are encouraged to submit.

Please send 500-word proposals for consideration by 5 January 2009. If accepted, 10,000-12,000-word final drafts are due by 15 April 2009.

Conference

The volume is being produced in conjunction with "Blowing up the Brand," a conference at New York University's Institute for Public Knowledge, 8-9 May 2009. The

conference is co-sponsored by the NYU Council for Media and Culture and the Department of Culture and Communication at Drexel University.

Conference details: http://www.nyu.edu/ipk/brand/index_mini.html

For inquiries and to send materials, please email Melissa Aronczyk and Devon Powers at blowingupthebrand@gmail.com

Call for *Clio* Contributions

This issue of *Clio* includes the second of a two-part series by Hazel Dicken-Garcia, "Reminiscing about Thirty Years of Change in Journalism History," a call for the establishment of a journalism history canon, books reviews and excerpts, as well as columns from the History Division Chair, Teaching Chair, commentary and notices about upcoming meetings and calls for papers.

These are representative of issues and events I hope we will address in this year's *Clio*. What is the current state of journalism history and where is the field of journalism history headed? What should we be teaching our students to prepare them for this changing field? What are some of the important books currently being published about journalism history?

Clio welcomes your articles and commentaries on these issues and others related to the field. Please send your contributions or suggestions to Ann Thorne, *Clio* Editor, thorne@missouriwestern.edu, or by mail, Department of English & Journalism, Missouri Western State University, 4525 Downs Drive, St. Joseph, MO 64507.