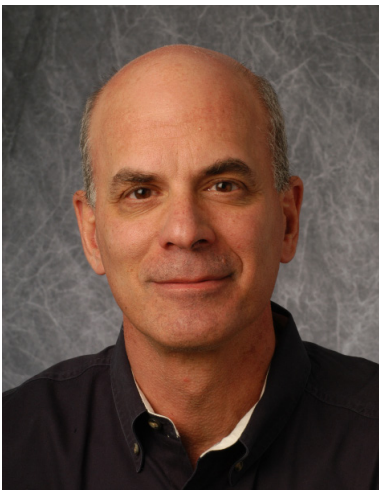


Clio



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

Elliot King
Chair
Loyola of Maryland

Inside these pages, you will find the schedule for the History Division’s competitive research panels as well as the invited panels for this year’s AEJMC convention. It goes without saying that the convention is the AEJMC’s centerpiece. Since research presentations are the core of the convention, it serves as a

timely reminder that above all journalism and mass communication education at the college level is an academic discipline in the same way that history and sociology are academic disciplines. I used history and sociology as examples because one is lodged in the humanities and the other is in the social sciences. Sometimes journalism and communications departments are lodged in humanities divisions and sometimes in social sciences. And sometimes journalism and other mass communications departments make up their own colleges within a larger university.

The journalism and mass communication academy has long been riddled by different splits. One of the oldest—and in my mind most tedious—was characterized as “chi-square vs. green eyeshade,” which was meant to serve as shorthand for the presence of Ph.D.-level academics and ex-practitioners on different faculties and it questioned the balance between

Continued on p. 12

History Division Research Sessions

Ann Thorne
Vice Head and Research Chair
Missouri Western State University

This year 80 papers were submitted to the History Division for peer review. Thirty-nine papers were accepted, slightly less than a 49 percent acceptance rate. Each paper had three reviewers, and the papers were selected based on the reviewers’ evaluations.

The History Division had a chip reduction this year, which limited

the number of sessions we were allowed. As a result, the papers will be presented in variety of sessions, from the usual peer-reviewed paper sessions to a High Density session, a Scholar-to-Scholar session, and a poster session. Papers were assigned sessions based on topic or theme. The placement does not in any way reflect the quality of the research.

The first research session will be Thursday, August 5, at 11:45

Continued on p. 2

Issue Highlights

Book Excerpt: Getting It Wrong

W. Joseph Campbell 6

ICA Gets Historical

David W. Park & Jeff Pooley 9

AEJMC Book Award Winner

..... 11

How to Learn How to Teach

Joseph Hayden 13

Research Sessions

Continued from p. 1

a.m. This is a High Density session, and nine papers will be presented. Each of the presenters will have five minutes to present their paper. After the presentations, we will break into three groups, each of which has a discussant, to talk about the papers.

People attending the session are free to choose which paper they want to discuss, and because the papers will be in the order listed in the program, they can go from table to table to hear any of the papers. The session will offer a broad range of topics that suggests the breadth of current journalism history research.

The Top Paper research session will be held Thursday at 5:00 p.m.

The top faculty paper will be presented, along with the top three student papers. The business meeting will immediately follow where each of these participants will receive recognition.

The History Division refereed poster session will take place on Friday, August 6 at 8:15 a.m. There will be 12 papers presented at this session, with discussants for every three papers.

There are two refereed panel sessions on Saturday, August 7. The first, at 8:15 a.m., is a joint panel research session with CCS entitled “American Media in Post-WWII Culture.” The second panel session

is “The American Media as Storyteller.” It will be held at 10:00 a.m. Saturday.

Most importantly, I want to thank the reviewers who gave their time and energy to evaluate the papers and write constructive commentary. These research presentations would not be possible without their hard work. The reviewers are listed in *Clio* and will be listed as well in the AEJMC program.

All of these sessions offer top-notch research. I hope that everyone will come to as many of the sessions as possible for what I anticipate to be excellent presentations.

Professional Freedom and Responsibility

Jane Marcellus

PF&R Chair

Middle Tennessee State University

As I come to the end of my year as PF&R Chair for the History Division, I’m grateful to have had the opportunity to think about the many important facets of Professional Freedom and Responsibility—a topic I admit I hadn’t given much thought to before. Among other things, I’ve realized that seemingly mundane issues such as citation styles and IRB policies—both of which I’ve enjoyed writing about this year—have the potential not only to shape the work historians do but to affect our relationship with the larger fields of media studies and history.

PF&R is a broad area, and those attending the Denver convention might want to stick around through Saturday afternoon, when the division will take part in two PF&R panels—one dealing with the old Soviet Union and the second with

the intersection of history and ethics.

First, the History and Media Ethics divisions are teaming up for “**Ethics Across Time**,” which will offer a chance to consider how historians and media ethicists deal with ethical values in different historical time periods. How do we judge the ethical decision-making capabilities of media practitioners of the past, since their values may not match our own? What about ethicists of the past whose views on issues such as race and gender don’t fit our sensibilities, but whose work is nonetheless valuable? Although these are very different situations, both raise issues of historical presentism and the need to grapple with ethical concepts in historical context.

This panel will feature two historians and two media ethicists: **Elliot King** from Loyola of Maryland, **Karla Gower** from the University of Alabama, **Tom Bivins** from the University of Oregon, and **Wendy Wyatt** of St. Thomas. It’s at 1:30 on

Saturday afternoon. This should be a great discussion!

Next, “**The Fall of the Soviet Union and its Aftermath**” is scheduled for **3:15-4:45 on Saturday**. It will feature four topics. First, **Janis Chakars**, University of North Carolina Wilmington, and **Sergei Kruk**, Riga Stradiņš University, will discuss “Journalists, Political Elites, and the Public: Social Agency and Changes in Latvian Broadcasting in the Late 1980s.” **Melissa Chakars**, University of North Carolina Wilmington will talk about “Siberian Media in the Twilight of the Soviet Union: The Buryat Press and Nationalist Inertia.” Next, “Revolution in Kyrgyzstan: Did media make a difference?” is the topic of a talk by **Hans Ibold**, Indiana University and “Journalism Education and the Press in Central Asia” is the topic for **Richard Shafer**, University of North Dakota.

Please join us for one or both of these!

AEJMC

Denver | August 2010

History Division Sessions AEJMC10

Thursday, August 5

11:45 to 1:15 a.m.

High Density Refereed Research Session

Moderator: Ann Thorne, Missouri

Western State

Explaining the Origins of the Advertising Agency.

Tim P. Vos, University of Missouri School of Journalism

The Failed Attempts to Merge the Scripps and Hearst Wire Services During World War I.

Dale Zacher, University of Arkansas at Little Rock

Late to the Game: William Randolph Hearst, the New York Journal, and the Modern Sports Section.

John Carvalho, Auburn University

Discussant: John Coward, University of Tulsa

Narratives of progress in times of faith and optimism in industrial development: Press Coverage of Operation Bootstrap in Puerto Rico (1947-1963).

Illia Rodriguez, University of New Mexico

Often Caregivers? Sometimes Wild Women?

An Archetypal Study of Sea Captains' Wives in the New York Times, 1851-1900.

Paulette Kilmer, University of Toledo

In the Name of the South: Fear-Based Rhetoric, the Southern Media and Massive Resistance.

David Wallace, University of Colorado at Boulder

Discussant: John P. Ferre, University of Illinois

Alchemy and Finesse: Transforming Corporate Political Media Spending into Freedom of Speech, 1977-78.

Robert Kerr, University of Oklahoma

Reporters and "Willing Propagandists"; AEF Correspondents Define Their Roles.

Michael Sweeney, Ohio University

Freedom's Vanguard: Horace Greeley's thoughts about press freedom and ethics in the Penny Press era.

Daxton Stewart, Texas Christian University

Discussant: Catherine Cassara-Jemai, Bowling Green State University

Thursday, August 5

5:00 to 6:30 p.m.

Top Refereed Paper Awards

Moderator: Elliot King, Loyola

The Communications Circuit of John Hersey's "Hiroshima."

Kathy Forde, University of South Carolina*

United States v. Shriver and the Rise of the Public Policy Rationale for the Journalist's Privilege: 1894-1897.

Patrick File, University of Minnesota-Twin Cities**

Press Freedoms in the American Colonies, 1755-1765: The Public and the Printers.

Gigi Alford, University of Alabama***

Jessica Mitford's "Experiments Behind Bars" and the Moral Craft of Investigative Journalism.

Amy Snow Landa, University of Minnesota****

Discussant: W. Joseph Campbell, American University

***Top Faculty Paper**

****Top Student Paper**

*****Second Place Student Paper**

******Third Place Student Paper**

Continued on p. 4

Clio

Among the Media

Editor & Designer:

Tim P. Vos
University of Missouri

Layout:

Emma Heidorn
Melissa Varner

Webmaster:

Kittrell Rushing
*University of Tennessee-
Chattanooga*

Clio logo:

Nat Newsome
Augusta State University

Clio Among the Media is published quarterly by the History Division of the Association for Education in Journalism and Mass Communication.

Submissions to *Clio* are welcome. Please send them to: Tim P. Vos, <vost@missouri.edu>. Electronic copy by e-mail is preferred. Submissions may also be mailed to Tim P. Vos, Missouri School of Journalism, 181-B Gannett Hall, Columbia, MO 65211.

For information, contact Vos at 573.882.0665, or the e-mail address above.

Recent issues of *Clio* may be accessed at:
www.utc.edu/Outreach/AEJMC-HistoryDivision/histpub.html

History Division Sessions *Continued from p. 3*

Friday, August 6

8:15 to 9:45 a.m.

History Division Refereed Paper Poster Session

Herodotus as An Ancient Journalist: Reimagining Antiquity's Historians as Journalists.

Joe Saltzman, USC Annenberg

Legacy of the Covenant: Media, Riots, and Racialized Space in Chicago, April 1968.

Meagan Manning, University of Minnesota-Twin Cities

"We have no newspapers—dull, dull." American Civil War Media Dependency.

Betty Winfield, University of Missouri;

Chad Painter, University of Missouri School of Journalism

Discussant: Joe Hayden,
University of Memphis

Negotiating Transition from "True Woman" to "New Woman" in the Lydia Pinkham "Animated Ads" of 1890.

Elizabeth Burt, University of Hartford

Piloting Entertainment News: "Entertainment Tonight" and its Lasting Impact on Television News Programs.

Sara Magee, West Virginia University

Politics as Patriotism: Advertising, Activists and the Press during World War II.

Inger Stole, University of Illinois at Urbana-Champaign

Discussant: Elliot King,
Loyola University Maryland

The president's private life: A new explanation for the 'right to privacy'.

Patricia Ferrier, Austin Peay

State University.

The Role of the Business Press in the Commercial Life of Cincinnati, 1831-1912.

Brad Scharlott, Northern Kentucky University

When the Computer Became Personal: Print Ads for Early Home Computers.

Bartosz Wojdyski

Discussant: Tim P. Vos, University of Missouri School of Journalism

"Science" in Advertising: The Role of Research for Richardson-Vicks during the Scientific Advertising Movement.
Yeuseung Kim, University of North Carolina

"The Shibboleth of "Freedom of the Press"": The 1940s Newspaper Crisis, Media Criticism, and the Move Toward Regulating the Press.

Victor Pickard, New York University

Friends of the Bureau: Personal Correspondence, and the cultivation of journalists-adjuncts by Hoover's FBI.

Matthew Cecil, South Dakota State University

Discussant: Sally Renaud,
Eastern Illinois University

Friday, August 6

12:15 – 1:30 p.m.

Refereed Paper Session – Scholar to Scholar

Considering Contempt by Publication, 1800-1830.

Butler Cain, West Texas A&M University

A Celebrated Illustrator and the Man Behind the Man: J. C. Leyendecker and Charles Beach.

History Division Sessions

Continued from p. 4

Rodger Streitmatter, American University

A Half Crazy Fellow:
Newspapers and the Insanity Plea
of the Assassin Charles Guiteau.
Justin Murphy, Syracuse
University

Discussant: **Jon Marshall**, Northwestern
University

An Incitement to Riot:
Television's role in the civil
disorders of the summer of '67.
Thomas Hrach, University of
Memphis

Courage and Composure: The
framing of the 1916 Easter Rising
rebels as heroes in the Irish
Times.
Carrie Teresa, Temple
University

Frontier Fears: The Clash
of Indians and Whites in the
Newspapers of Mankato,
Minnesota, 1863-1865.
Charles Lewis, Minnesota State
University, Mankato

Managing China's Image Abroad:
Justification and Institutionaliza-
tion of Internal Propaganda in
Republican China.
Yong Volz, University of Mis-
souri School of Journalism.

Discussant: **Ann Thorne**,
Missouri Western State University

Saturday, August 7

8:15 – 9:45 a.m.

**Refereed Paper Session (Joint session
with CCS)**

**Title: American Media in the Post-
WWII Culture**

Moderating: **Matthew Blake**, California
State University, Chico

“Light out of This World”: Awe,
Anxiety, and Routiniza-
tion in Early Nuclear Test
Coverage, 1951-1953
Glen Feighery, University of
Utah

Cold War Culture, Broadcast
News Documentaries and
the Approach of War in Vietnam
James Ettema, Northwestern
University

Selling American Wanderlust:
Tourism, Classlessness,
and Mobility in Postwar Maga-
zines
Richard Popp, Louisiana State
University

The early history of TV news
coverage regarding
veteran/soldier opposition to the
Vietnam War
Mark Harmon, University of
Tennessee

Discussant: **Douglas Cumming**,
Washington & Lee University

Saturday, August 7

10:00 – 11:30 a.m.

Refereed Paper Session

**Title: The American Media as Story-
teller**

Moderator: **Nancy Roberts**, University at

Albany, State University of New York

“Severe in invective”: Franc
Wilkie, Wilbur Storey, and
the improbable ‘send rumors’
quotation.
W. Joseph Campbell, American
University*

Building an American story: How
early historians used
press sources to remember the
Revolution.
Janice Hume, University of
Georgia**

Creating a Photographic Record
of the First World War:
“Real History” and Recuperative
Memory in
Stereography.”
Andrew Mendelson, Temple
University;
Carolyn Kitch, Temple
University

“All things Are As They Were
Then”: Radio’s “You Are There”.
Matthew Ehrlich, University of
Illinois

“As if the Sixties never hap-
pened.” A singing cop,
Baltimore’s last minstrel show,
and the white media
narratives.
Stacy Spaulding, Townson
University

Discussant: **Maurine Beasley**,
University of Maryland

*Second Place Faculty Paper

**Third Place Faculty Paper

BOOK EXCERPT

Getting It Wrong

W. Joseph Campbell

American University

Getting It Wrong addresses and debunks ten media-driven myths—stories about and/or by the news media that are widely believed and often retold but which, on close examination, prove to be apocryphal or wildly exaggerated.

Among the myths debunked are the notion that the Washington Post brought down Richard Nixon in the Watergate scandal; that Walter Cronkite in 1968 swung American public opinion against the Vietnam War; that Edward R. Murrow's See It Now program in 1954 ended Senator Joseph R. McCarthy's reign of terror, and that the radio dramatization of The War of the Worlds in 1938 set off nationwide panic and hysteria.

Getting It Wrong explores how media myths can feed stereotypes, deflect blame from policymakers, and overstate the power and influence of the news media. The book is guided by the recognition that there is inherent value in seeking to set straight the historical record and helps place media power and influence in a more certain context.

The following excerpt discusses dangers of media-driven myths.

As this work makes clear, media-driven myths are neither trivial nor innocuous. They can and do have adverse consequences. Notably, they tend to distort understanding about the role and function of journalism in American society, conferring on the news media far more power and influence than they necessarily wield. Media myths often emerge from an eagerness to find influence and lasting significance in what journalists do and tend to extend credit where credit is not entirely due. The heroic-journalist myth of Watergate is a telling example. The myth holds that the reporting of Bob Woodward and Carl Bernstein in the *Washington Post* brought down Richard Nixon. In reality, the *Post* and other news organizations were marginal factors in unraveling the Watergate scandal. Nixon's fall was the consequence of his criminal conduct, which

was exposed in the convergence of many forces, newspaper reporting being among the least decisive. So media myths can be self-flattering, offering heroes like Woodward and Bernstein to a profession more accustomed to criticism than applause.

Media myths also tend to minimize or negate complexity in historical events and offer simplistic and misleading interpretations instead. Edward Murrow no more took down Joseph McCarthy than Walter Cronkite swayed a president's views about the war in Vietnam. Yet those and other media myths endure, because in part they are reductive: They offer unambiguous, easily remembered explanations about complex historic events. Similarly, media myths invite indulgence in the "golden age fallacy," the flawed but enticing belief that there really was a time when journalism and



(University of California Press, 2010)

its practitioners were respected and inspiring—the time, say, of Murrow or Cronkite, or Woodward and Bernstein. Confronting media myths discourages the tendency to regard prominent journalists in extreme terms—as heroes or villains. Piercing the myths surrounding Murrow and Cronkite render them less Olympian and less remote. ...

Another hazard of media myths lies in their capacity to feed stereotypes. The misleading if euphonic epithet of “bra-burning” emerged from a demonstration on the Atlantic City boardwalk in 1968 to become shorthand for denigrating the emergent feminist movement and dismissing it as trivial and even a bit odd. The widely misreported pandemic of “crack babies” in the late 1980s and early 1990s seemed to confirm the worst pathologies associated

Continued on p. 7

Excerpt

Continued from p. 6

with inner-city poor people. The highly exaggerated news reports of nightmarish violence and wanton criminality in New Orleans following Hurricane Katrina's landfall in 2005 defamed a battered city and impugned its residents at a time of their deep despair. ...

Some myths addressed here may prove resistant to debunking. They may still be widely believed despite the contrary evidence marshaled against them. The most resilient myths may be those that can be distilled to a catchy, pithy phrase like: "If I've lost Cronkite, I've lost Middle America." Such quotations are neat, tidy, and easily remembered. Cinematic treatments influence how historical events are collectively remembered and can harden media-driven myths against debunking. The motion picture *All the President's Men*, which cast Robert Redford and Dustin Hoffman in the lead roles of Washington Post reporters Woodward and Bernstein, has helped ensure that the journalists and their newspaper would be regarded as central to cracking the Watergate scandal. There is no doubt a kernel of truth in the observation that "historical lies are nearly impossible to correct once movies and television have given them credibility."¹

But even if some media-driven myths confronted here survive debunking and retain their appeal,

the effort to dismantle them is certainly worthy, if only to insist on a demarcation between fact and fiction. In this sense, it is hard to quarrel with the high-minded observation offered by Max Frankel, formerly an executive editor of the *New York Times*, who wrote that it is "unforgivably wrong to give fanciful stories the luster of fact, or to use facts to let fictions parade as truths."²

W. Joseph Campbell is a professor in the School of Communication at American University in Washington, DC. He is the author of four other books, including Yellow Journalism: Puncturing the Myths, Defining the Legacies (2001) and The Year That Defined American Journalism: 1897 and the Clash of Paradigms (2006). He entered journalism education after 20 years as a newspaper and wire service reporter, in a professional career that took him across North America to West Africa, Europe, and Asia. He was chair of the History Division in 2006–07.

Endnotes

1. Brent Staples, "Hollywood: History by Default," *New York Times* (25 December 1991): 30.
2. Max Frankel, "Word & Image: The Facts of Media Life," *New York Times Sunday Magazine* (27 September 1998): 32.

History Division Officers

2009-2010

Elliot King

Loyola University Maryland
Chair

Ann Thorne

Missouri Western State
University
*Vice Head and
Research Chair*

Tim Vos

University of Missouri
Secretary/Newsletter Editor

Jane Marcellus

Middle Tennessee State
University
PF&R Chair

Joe Hayden

University of Memphis
Teaching Standards Chair

Kittrell Rushing

Tennessee-Chattanooga
Webmaster

John P. Ferré

University of Louisville
Book Award Chair

Karen K. List

University of Massachusetts
Covert Award Chair

2010 AJHA Convention in Tuscon

Saguaro. Cholla. Ajo. Expect to expand your vocabulary and your waistband during this year's AJHA convention at the Hotel Arizona in the heart of Tucson. The historic downtown hotel is within walking distance of 44 restaurants that reflect the city's multicultural charms.

A few of my favorites include: The Cup at Hotel Congress, where authorities nabbed gangster John Dillinger in 1934; the tiled courtyard of El Charro Café, the city's oldest family-owned Mexican restaurant; and urban chic Café Poca Cosa, known for its unique takes on Mexican food.

In between attending panels at the hotel, you can stroll over to adjacent El Presidio Park, the historic district that contains the ruins of Tucson's original adobe fort. A pedestrian bridge winds past garden sculptures to the Tucson Museum of Art and Old Town Artisan Galleries, where you can browse Mexican and Native American crafts and souvenirs or enjoy lunch in a shady courtyard café. Hotel Arizona also features a café, bar, heated outdoor pool, and free passes to nearby Lohse Family YMCA

The 30th annual national convention will begin with the traditional Thursday night reception and auction at the hotel. Friday afternoon's historical tour will head west across through the Tucson Mountains to the Arizona-Sonora Desert Museum, 21 acres where you can see some 1,200 kinds of plants and 300 animal species in a spectacular natural setting. Next stop is nearby Old Tucson Studios, where gunslingers and can-can girls inhabit the impeccably preserved replica of a Wild West town in which hundreds of movies have been filmed since 1939's "Arizona" starring William Holden

and Jean Arthur.

We'll get a taste of Spanish culture at the Saturday Gala at Casa Vicente Restaurante, which features tapas and flamenco dancers. Cap off the convention festivities by sampling Tucson's vibrant music scene at hotspots like the restored 1920 Rialto Theatre and other clubs along Congress Street or the University of Arizona student hang-outs stringing bohemian Fourth Avenue.

There's so much to do in the Tucson region that this year AJHA will offer optional pre- and post-convention sightseeing trips: On Wednesday morning, saddle up for an horseback ride and lunch at rustically upscale Westward Look Resort, a restored dude ranch nestled in the Catalina Mountain foothills. On Sunday, the all-day outing includes an underground tour of the former Copper Queen Mine in Bisbee, a shootout at Tombstone's notorious OK Corral, and wine-tasting at one of the Elgin village vineyards in the "Mountain Empire's" rolling grassland hills.

If you want to explore even more of Arizona, several tour companies in Phoenix (100 miles north) offer trips to the Grand Canyon (about a four-hour drive north of Phoenix). Or stay in town to hike or ride the tram four miles into stunning Sabino Canyon Recreation Area . . . marvel at the eighteenth-century San Xavier Mission del Bac on the Tohono O'odham Nation . . . drive (or bicycle!) the



hairpin curves to the ponderosa pine forests of 9,157-foot Mt. Lemmon . . . feel nostalgic for the Cold War at the Titan Missile Museum . . . ogle the Milky Way at Kitt Peak National Observatory . . . immerse yourself in five ecosystems under three acres of sealed glass at Biosphere 2 . . . relax in Tucson Botanical Gardens. If you'd like to learn more about what to do in the Tucson area, get info online or request brochures at: <http://urlwww--tucsonattractions--com.rtrk.com/>

Here are some other websites where you can learn more about what we have in store for you at AJHA's convention in Tucson:

Arizona-Sonora Desert Museum:

<http://www.desertmuseum.org/>

Casa Vicente Restaurante:

<http://www.casavicente.com/>

Downtown Tucson:

<http://www.downtowntucson.org/thingstodo/dining/>

Hotel Arizona:

www.thehotelarizona.com

Old Tucson Studios:

<http://www.oldtucson.com/>

Find more convention info at:

<http://ajhaonline.org/convention.html>

Convention registration deadline is August 31.

ICA Communication History Interest Group

David W. Park

Lake Forest College

Jeff Pooley

Muhlenberg College

A concern for history has long been an important part of the study of communication. However, the place of history in the field is by no means settled. One recent change in the world of communication history is the creation of the International Communication Association's Communication History Interest Group (CHIG). It may interest members of the AEJMC's History Division to know what this new ICA interest group is all about, how it compares with the AEJMC version of communication history, and where the ICA Communication History Interest Group is headed. As the founders of the CHIG, we are happy for the opportunity to tell the group's story.

The idea for the CHIG emerged from our shared concern for the history of the social sciences. We were both ICA members, and wanted to address James Carey's observation that "strictly speaking, there is no history of mass communication research." The field's relative lack of self-awareness, we hoped, could be addressed through research into the history of the field. After much conversation, we decided that one good way to address this and other historical lacunae would be to create a group in the ICA that would be dedicated entirely to historical work. We chose to focus our attention on ICA because of that organization's international standing, its place in the field, and

its lack of any pre-existing group. The CHIG was pulled together by petition—as per ICA bylaws—in the summer of 2006. We had our first business meeting during the ICA conference in San Francisco in 2007, and started programming papers at the 2008 conference in Montreal. Membership in the interest group has grown consistently, and it does seem as if the CHIG will be around for a long time.

The CHIG's mission statement outlines what we mean when we talk about 'communication history.' For the CHIG, communication history involves:

I) The History of Communication, including Media History. This branch of communication history involves research that concerns itself with issues in the history of communication praxis. What is commonly called media history will be a major component of this area in communication history.

II) The History of the Idea of Communication. Scholars who address this issue take on one of the fundamental tasks of understanding how communication has been conceptualized, as well as how and why these conceptualizations have changed over time.

III) The History of the Field of Communication. This subfield in communication history provides a home to those who ask questions about how the study of communication has developed. Much as other social sciences (including psychology, sociology, anthropology, and economics) benefit from subfields that address their own

histories, the history of the field of communication allows us to engage in a dialogue concerning the ideas and structures that have shaped the study of communication.

With these foci, the CHIG has managed so far to pull together a diverse group of scholars whose interest in history unites them. Recent ICA conferences have found CHIG sessions dedicated to the Dewey/Lippmann "debates," international histories of media regulatory agencies, colonialism and media history, and the idea of 'technology' as it relates to history.

A comparison between the CHIG and the AEJMC History Division is instructive, partly because it demonstrates some of the differences in approaches to history while also highlighting some of the things that both groups have in common. One important difference is the fact that the History Division is focused much more squarely on media and journalism history. Though this is an important part of what the CHIG does, journalism history (in particular) is less central to the goals of the CHIG. Another difference that seems worthy of mention is the CHIG's emphasis on the history of the field of communication. As one of the originating impulses behind the CHIG, the concern for the history of the field plays a large role in our programming, and will likely be the subject of a pre-conference for the Boston ICA conference in 2011. The most

Continued on p. 16

2010 Conference Program

Pre-Convention Workshop

Tuesday 2:30 to 5 p.m.
The Media History Exchange

The Media History Exchange is an experimental NEH-sponsored archive and social network designed to increase collaboration and interaction among the interdisciplinary community of researchers interested in journalism, media and communications history. A prototype of the Media History Exchange will be demonstrated and followed by a discussion exploring the features of most use to the community and strategies that could stimulate use of the Exchange. Everyone is welcome and the Exchange's Advisory Board will be in attendance.

Business Meeting

Thursday: 6:45 to 8:15
Moderator: **Elliot King**, Loyola University Maryland

Invited Panels

Wednesday 11:45 to 1:15
Fake News, Real Reporting: The Role of Late-night Comedy in Journalism Education
Moderator: **Joe Cutbirth**, University of British Columbia

Geoffrey Baym, University of North Carolina, Greensboro

Ralph Believeau, The University of Oklahoma

Jeffrey P. Jones, Old Dominion University

Serra Tinic, University of Alberta

Wednesday 5 to 6:30
The Tankard Award Winners: How to Successfully Research and Publish Books
Moderator: **Robert A. Rabe**, Marshall University

Pat Washburn, Ohio University, Author of *The African American Newspaper: Voice of Freedom* (Tankard Award Winner, 2007)

Ed Alwood, Quinnipiac University, Author of *Dark Days in the Press: McCarthyism Aimed at the Press*;

(Tankard Award Winner, 2008)

Mark Neuzil, University of St. Thomas, Author of *The Environment and the Press: From Adventure Writing to Advocacy*. (Tankard Award Winner, 2009)

Saturday 11:45 to 1:15
From Custer to Cronkite: Memory and Media Memorialization of Celebrity Deaths
Moderator: **Lisa Burns**, Quinnipiac University

Matt Carlson, Saint Louis University

Lisa Burns, Quinnipiac University

Janice Hume, University of Georgia

Carolyn Kitch, Temple University

Saturday 1:30 to 3:00

Ethics Across Time

Moderator: **Jane Marcellus**, Middle Tennessee State University

Tom Bivins, University of Oregon

Karla K. Gower, University of Alabama

Elliot King, Loyola University Maryland

Wendy Wyatt, University of St. Thomas

Saturday 3:15 to 4:45
The Fall of the Soviet Union and its Aftermath
Moderator: **William Gillis**, Indiana University

Journalists, Political Elites, and the Public: Social Agency and Changes in Latvian Broadcasting in the Late 1980s, **Janis Chakars**, University of North Carolina Wilmington, and **Sergei Kruk**, Riga Stradiņš University

Siberian Media in the Twilight of the Soviet Union: The Buryat Press and Nationalist Inertia, **Melissa Chakars**, University of North Carolina Wilmington
Revolution in Kyrgyzstan: Did media make a difference? **Hans Ibold**, Indiana University
Journalism Education and the Press in Central Asia, **Richard Shafer**, University of North Dakota

Discussant: **Owen V. Johnson**, Indiana University

History Division Reviewers

Ann Thorne, Missouri Western State
Research Chair

Thomas Allen, East Carolina
Carol Atkinson, Central Missouri
James Aucoin, South Alabama
Tamara Baldwin, Southeast Missouri State
Mary Beadle, Mirapoint
Maurine Beasley, Maryland
Joseph Bernt, Ohio
Katherine Bradshaw, Bowling Green State
Mark Brewin, Tulsa
Lisa Burns, Quinnipiac
Kenneth Campbell, South Carolina
Catherine Cassara-Jemai, Bowling Green State
Dane Claussen, Point Park
Ross Collins, North Dakota State
John Coward, Tulsa
Douglas Cumming, Washington & Lee
Chris Daly, Boston
Patricia Dooley, Wichita State
Dale Edwards, Northern Colorado

Lillie Fears, Arkansas State-Jonesboro
John Ferré, Louisville
Karla Gower, Alabama
Donna Halper, Lesley University
Donna Harrington-Lueker, Salve Regina
Berkley Hudson, Missouri
Carol Sue Humphrey, Oklahoma Baptist
Bill Huntzicker, St. Cloud State
Cathy Jackson, Norfolk State
Richard Junger, Western Michigan
Elliot King, Loyola-Maryland
Meg Lamme, Alabama
Laurel Leff, Northeastern
Linda Lumsden, Arizona
Jane Marcellus, Middle Tennessee State
Jon Marshall, Northwestern
Janet McCoy, Morehead State
Ron McGee, Alaska Anchorage
Michael McGill, Virginia's College at Wise
Melissa Meade, Colby-Sawyer College

Tim Meyer, Wisconsin-Green Bay
James Mooney, East Tennessee State
Lisa Mullikin Parcell, Wichita State
John Pauly, Marquette
Katrina Quinn, Slippery Rock University
Aleen Ratzlaff, Tabor
Sally Renaud, Eastern Illinois
Nancy Roberts, Albany, SUNY
Ron Rodgers, Florida
Ken Sexton, Morehead State
Donald Shaw, UNC Chapel Hill
Michael Smith, Campbell
Reed Smith, Georgia Southern
Randall Sumpter, Texas A&M
Wendy Swanberg, Wisconsin
Leonard Teel, Georgia State University
Bernell Tripp, Florida
Ann Thorne, Missouri Western State
Debbie van Tuyll, Augusta State
Kimberly Voss, Central Florida
Patrick Washburn, Ohio
Susan Weill, Texas State San Marcos
Julie Williams, Samford

2010 History Division Book Award Winner

The 2010 History Division Book Award, honoring the best journalism and mass communication history book published in 2009, has been won by Hugh Richard Slotten, author of *Radio's Hidden Voice: The Origins of Public Broadcasting in the United States* (University of Illinois Press).

A Senior Lecturer in the Department of Media, Film and Communication at the University of Otago in New Zealand, Dr. Slotten is also author of *Radio and Television Regulation:*

Broadcast Technology in the United States, 1920-1960 (Johns Hopkins University Press, 2000) and *Patronage, Practice, and the Culture of American Science: Alexander Dallas Bache and the U.S. Coast Survey* (Cambridge University Press, 1994).

Radio's Hidden Voice was chosen from 11 entries this year by a panel of three distinguished communication historians. The judges praised the book's "effectively developed and logically sustained" thesis and its "consistently clear" writing.

Commenting on the broader significance of his work, they said that Slotten's "meticulous and comprehensive archival research refutes the impression left by history's 'winners' (i.e., large commercial networks) that the commercial system serving consumerism was inevitable."

Dr. Slotten, who will receive a plaque and a cash prize, has been invited to speak about his work during the History Division business meeting on Friday, August 6 (7:00 - 8:30 pm) at the AEJMC convention in Denver.

Notes from the Chair

Continued from p. 1

them. For a long time, each side was pretty scornful of the other—with one side wondering if there was any merit at all in “theory,” while the other side felt the old war stories practitioners relied on were just that—old.

But that split was linked in some ways, in my mind, to a larger debate. What was the goal of an undergraduate education in journalism or another area in mass communication? The most common answer given was to prepare entry-level practitioners. I think that answer is wrong.

It is no secret that a large percentage of our students will not pursue careers in the media. Many will go on to business school, law school, teaching or a wide range of other endeavors. While a lot of my students have gone onto media careers, one of my very best has built an outstanding career as a nurse practitioner. Another is now an academic. Another is on course to build a career in student life at the university level. I think that mix of outcomes is the rule, not the exception.

I think the right answer to the question ‘what is the goal of an undergraduate education in journalism and mass communication education?’ is to provide students with a really great undergraduate education and a great area to focus on, or major in using the right terminology, during their undergraduate years.

So what constitutes a great undergraduate education? In my mind, the purpose of an undergraduate education is to teach students how to engage in the world in a

deep and creative way and to give them the tools to be able to understand a part of the world that interests them on their own. Or as the educator Parker Palmer has put it, to teach students “to jump into the mystery.”

To accelerate students’ ability to explore what is unknown, they first have to have an idea about what is known. In journalism, that means knowing something about the way journalism has been practiced over time and who has been prominent in the practice of journalism. In terms of teaching students the craft of journalism—how to write a good lede or a good voice-over—understanding what has come before may not be that significant. But in teaching students to “jump into the mystery” of journalism and mass communication, it is critical.

I never fail to be amazed at how many of the students in my Journalism One class do not know any journalists at all, current or past. They do not know about Edward R. Murrow. They do not know about William Randolph Hearst. The names Woodward and Bernstein ring a bell for only a few. They have no journalistic role models.

In my view, knowing those names is a part of helping students embrace the world through the lens of journalism, enabling them to see the world in a new way. And that is the goal, in my view, of an undergraduate education—getting students to see the world in a new way and to see themselves as full participants in that world.

In an advanced reporting class

I used to teach, I would give my students an assignment that they often considered insane. On the first day of class, I told them that they would have to complete a final project in which they told me everything there was to know about a topic of social importance of their choice. The project was due the day the final was scheduled so the assignment lasted the entire semester (and there were plenty of other assignments in between). Of course, I was there to assist them as they rummaged around for the information they needed.

Years later, one of my very best students told me that by the ninth or tenth week of the semester, I was completely irrelevant to her. She knew that she could do on her own things that she never knew she could do. And, at that point, I knew that if she decided to pursue a career in journalism, she would be amazing. But she could be just as amazing in any career she decided to pursue. And that is my definition of a good undergraduate education. That our students emerge after four years with the necessary skills to get an entry level job in the media is the icing on the cake, in my opinion, not the cake itself.

This is my last column as the head of the division. I have enjoyed this platform for pontificating and if you have found these columns interesting, I invite you to read my blog at www.joyofjournalism.com or follow me on Twitter at www.twitter.com/joyofjournalism. I am very determined to make these new media work effectively.

How to Learn How to Teach

Joseph Hayden

Teaching Chair

Memphis

I'm reorganizing my house right now. The hardest part is the doctoral detritus. As I gather old books, notebooks, folders and then figure out what to do with them, I find that it's more than sentimental triage. Keep these notes? Hold onto that old book, or give it to the local library? What if I need it someday? It's not easy compartmentalizing and prioritizing so much of your intellectual life, especially when it spans a couple of decades. Especially when you need more space in a 1500-square-foot house.

As I was going through the sorting, I came across a book I'd read almost twenty years ago, a volume assigned in a graduate class at Indiana University. The class was Teaching College History, and the book was called *Mastering the Techniques of Teaching* (1995) by Joseph Lowman. Another dilemma. Do I need this book? Did I need it then? Did I gain pedagogical insights from the book, or had I simply gleaned what I know about teaching through experience. I couldn't remember.

So I flipped through the pages. The first thing I noticed is that I'd never written anything in it. No comments, no underlining, nothing. That could mean a couple of things. It could be that I'd read practically nothing in it. Or it could mean that I'd found the narrative so absorbing I'd neglected to make any notes.

I knew there was only one way to decide: I'd have to look through it again.

As I did, familiar words and phrases immediately came back to me. On the first page of the first chapter the author asked you what sprang to mind when you thought of an exemplary teacher. Was that person a spell-binding orator who captivated the audience in an auditorium, a Socrates-like mentor in a seminar who gently prompted pupils with questions and suggestions, a brilliant conversationalist who mixed it up with the graduate students at the local pub? I'd had each of these role models in both my undergraduate and graduate school experiences. We all have, right? But I'd never thought much about those types until then. And so that was the first insight into teaching I ever had, that there was no one right style or ideal approach. Pedagogy was informed by different personalities and different strategies. As long as you achieved certain outcomes, you were an effective teacher.

The rest of the book deals with classroom dynamics, performance, discussion, engagement, and evaluation. It brings in research findings that show what generally works and what doesn't, what makes a difference and what doesn't, what's widely practiced and what isn't. The book was published in 1995, so some of the citations might be a bit outdated, but part of this study's strength is that it was based on dozens of interviews

with teachers whose students and colleagues considered the best of the best. The wisdom of those sources in probably contained in two assumptions outlined early: "[T]he college classroom is a dramatic arena first and a setting for intellectual discourse second; and it is also a human arena, wherein the interpersonal dealings of students and instructors—many of them emotional, subtle, and symbolic—strongly affect students' morale, motivation, and learning."

I recognized these and other observations as beliefs about teaching that I had acquired, but what I thought I had picked up through experience was actually germinated here. The seeds were planted and forgotten, but as soon as I started teaching I was automatically applying the lessons I learned from these pages.

It proves to me that books like this can be quite useful. The most valuable approach might be to read them in graduate school and then a second time once you start teaching. It also convinced me not to toss this one in a pile of cast-offs. I'm going to re-read this over the summer, and then pass it on to a promising graduate student.

Toward the back of the book, I discovered a slip of paper with something written on it by a friend and classmate, and then I remembered—this wasn't quite my book. He and I had split the cost and shared it during the semester; afterward he hadn't wanted it. His loss.

Call for Papers

Symposium on the 19th Century Press, the Civil War, and Free Expression

*November 11 - November 13, 2010
The University of Tennessee at Chattanooga*

The steering committee of the eighteenth annual Symposium on the 19th Century Press, the Civil War, and Free Expression solicits papers dealing with U.S. mass media of the 19th century, the Civil War in fiction and history, images of race and gender in the 19th century press, presidents and the 19th century press, and sensationalism and crime in 19th century newspapers. This year the symposium will recognize the importance of events that occurred in the year 1860 – one hundred and fifty years ago – and therefore also solicits papers concerning this momentous year. Selected papers will be presented during the three-day conference in Chattanooga, Tennessee, Thursday, Friday, and Saturday, November 11-13, 2010. The top three papers and the top three student papers will be honored accordingly.

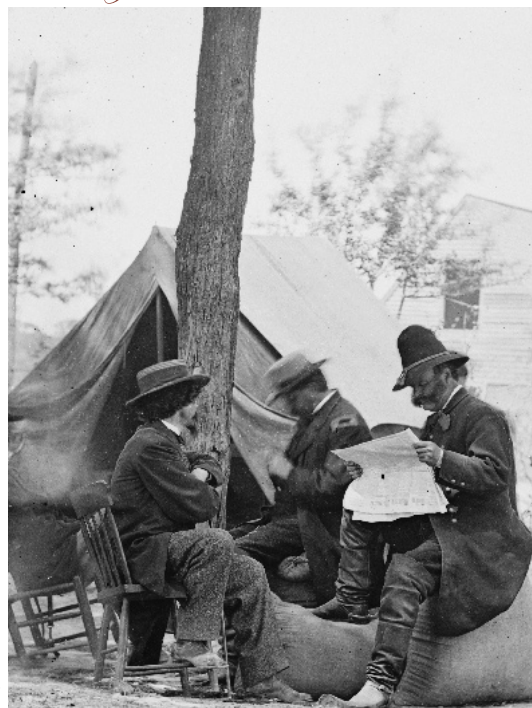
The purpose of the November conference is to share current research and to develop a series of monographs on the 19th century press, the Civil War and the press, the Civil War in fiction and history, 19th century concepts of free expression, images of race and gender in the 19th century press, presidents and the 19th century press, and sensationalism and crime in 19th century newspapers. Papers from the first five conferences were published by Transaction Publishers in 2000 as a book of readings called *The Civil War and the Press*. More recently, Purdue University Press published papers from past conferences in three distinctly different books titled *Memory and Myth: The Civil War in Fiction and Film from Uncle Tom's Cabin to Cold Mountain* (2007), *Words at War: The Civil War and American Journalism* (2008), and *Seeking a Voice: Images of Race and Gender in the 19th Century Press* (2009).

The symposium is sponsored by the George R. West, Jr. Chair of Excellence in Communication and Public Affairs, the Frank McDonald Chair of Communication, the UT-Chattanooga Department of Communication, the UT-Chattanooga Department of History, and the Hazel Dicken-Garcia Fund for the Symposium, and because of this sponsorship, no registration fee will be charged.

Papers should be able to be presented within 20 minutes, at least 10 to 15 pages long. Send your paper (including a 200-300 word abstract) as an MS Word doc (not docx) e-mail attachment to West-Chair-Office@utc.edu or mail four copies of your paper and abstract to:

Dr. David Sachsman
George R. West, Jr. Chair of Excellence in Communication and Public Affairs
212 Frist Hall, Dept. 3003
The University of Tennessee at Chattanooga
615 McCallie Ave.
Chattanooga, Tennessee 37403-2598
(423) 425-4219, FAX (423) 425-2199
david-sachsman@utc.edu
<http://www.utc.edu/Academic/SymposiumOnThe19thCenturyPress/>

Deadline August 31, 2010



Daley Wins Covert Award

The 26th annual Covert Award in Mass Communication History has been won by Patrick Daley, associate professor in the Department of Communication at the University of New Hampshire.

Prof. Daley won the award for "Newspaper Competition and Public Spheres in New Hampshire in the Early Revolutionary Period," which was published in *Journalism & Communication Monographs* in Spring 2009.

The monograph, a case study of newspaper competition in New Hampshire between the province's

official newspaper and a Whig challenger, concludes that "the competition between the two newspapers contributed to, and opened up, the public spaces in Portsmouth. . . to a wider compass than might have been predicted."

Prof. Daley dedicated the piece to his professor and friend, Hanno Hardt, who, at the end of their sessions together, "would eloquently summarize my thoughts, leaving me with the belief that I was really on to something." A shorter version of the monograph was presented at a festschrift for Professor Hardt in 2003.

The Covert Award, presented by the History Division of the Assn. for Education in Journalism and Mass Communication (AEJMC), goes to the best mass communication history article or chapter in an edited collection published the previous year. The article by Prof. Daley was selected from 11 nominations.

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

***American Journalism* seeks nominations for Editor**

The American Journalism Historians Association is looking for an editor of *American Journalism*, its quarterly refereed journal of media history. The position begins January 1, 2011, with a transfer of some editorial responsibilities in the fall. The appointment is for four years, with the possibility of renewal. Publishing costs for *American Journalism* have been shared by AJHA, which funds the production costs, and the host institution, which funds the editor and his/her staff. Interested parties should

be active members of the American Journalism Historians Association. Preference will be given to tenured applicants who have established reputations as journalism history scholars and some familiarity with new technologies.

Ideally, institutional support will include assigning a graduate assistant to coordinate mailings, subscription records, and help supervise layout that the typesetter will complete; providing a small office with computer, laser printer, scanner, and pagination

software as well as a course reduction and a file cabinet.

For more information about the responsibilities and costs of the position, contact Jim Martin, the present editor, at jrmartin@una.edu.

Send nominations--including a statement indicating a willingness to serve, a curriculum vitae, and a letter of institutional support--by August 2 to the Publication Committee Chair, Paulette D. Kilmer, at pkilmer@utnet.utoledo.edu.

Job Description: *Intelligencer* Newsletter Editor 2010

The editor, who also serves as ex officio and attends all AJHA Board meetings, coordinates the electronic publication of four issues per year of the newsletter. The *Intelligencer* is published in November, February, May, and August. The editor works with officers and members to generate content related to the organization.

The president of AJHA writes a column for every issue. The August

issue contains pre-convention information relevant to the annual meeting. The post-convention issue in November features coverage of the convention. The February issue often contains any amendments to the bylaws that must be published as part of AJHA's official business.

The newsletter is distributed via the AJHA listserv. Members wishing a printed copy of the newsletter can have it sent to them by the adminis-

trative secretary.

Necessary skills include editing, headline writing, publication layout, and familiarity with InDesign.

If interested please submit a resume, a letter explaining why you would make an effective editor and a letter of support from your administration to Paulette D. Kilmer at pkilmer@utnet.utoledo.edu <pkilmer@utnet.utoledo.edu> by June 10.

American Journalism Historians Association

2011 Margaret A. Blanchard Doctoral Dissertation Prize

The AJHA Margaret A. Blanchard Doctoral Dissertation Prize, given for the first time in 1997, is awarded annually for the best doctoral dissertation dealing with mass communication history. An honorarium of \$500 accompanies the prize, and a \$200 honorarium is awarded to each honorable mention.

Eligible works shall include both quantitative and qualitative historical dissertations, written in English, which have been completed between January 1, 2010, and December 31, 2010. For the purposes of this award, a “completed” work is defined as one which has not only been submitted and defended but also revised and filed in final form at the applicable doctoral-degree-granting university by December 31, 2010.

To be considered, nomination packets must include:

(a) One copy of the complete

dissertation;

(b) Four copies each of the following items, with all author, school, and dissertation committee identification of any kind whited-out:

(i.) a single chapter from the dissertation [preferably not to exceed 50 manuscript pages, not including notes, charts or photographs],

(ii.) a 200-word dissertation abstract,

(iii.) the dissertation table of contents;

(c) a letter of nomination from the dissertation chair/director or the chair of the university department in which the dissertation was written;

(d) a cover letter from the nominee indicating a willingness, should the dissertation be selected for a prize, both to attend the awarding ceremony and to deliver a public presentation based on the disserta-

tion at the 2011 American Journalism Historians Association Annual Convention, 5-8 October 2011 in Kansas City, MO.

Note: Regarding Paragraph (b.)(i.) above, as a guide to selecting a chapter for submission, the Award Committee has in the past expressed a preference for a chapter which, if possible, highlights the work’s strengths as a piece of primary-sourced original research.

Nominations, along with all the supporting materials, should be sent to: Prof. David Abrahamson, Chair, AJHA Margaret A. Blanchard Doctoral Dissertation Prize Committee, Medill School of Journalism, Northwestern University, 1845 Sheridan Road, Evanston, IL 60208.

The deadline for entries is a postmark date of February 1, 2011.

ICA Communication History Interest Group

Continued from p. 9

obvious difference—one that plays an important role in both organizations—is the CHIG’s relationship to non-American scholarship. This international perspective leads programming in the CHIG to be what some would call less fo-

cused, and others would call more catholic.

We view the CHIG as a complement to the History Division—a natural ally with broadly similar intellectual aims. In recognition of this overlap we hope to initiate

a joint workshop on a mutually agreed upon topic, and other kinds of collaboration. Please feel free to contact us with any questions or suggestions.

www.communicationhistory.org