

Clio

AMONG THE MEDIA



Newsletter of the History Division of the Association for Education in Journalism and Mass Communication

NOTES FROM THE CHAIR

Diversifying diversity

The summer issue of *Clio* is usually devoted to news and information regarding the upcoming AEJMC annual conference. In addition to the regular columns, you will find in this issue the announcements of the History Book Award and the Covert Award, the research paper competition results as well as the full program of the History Division for the 2015 AEJMC Conference that will be August 5-9 in San Francisco.

Yong Volz



Chair
University of
Missouri

In my final *Clio* column as the head of the History Division, I would like to write a few words about this year's History Division program. What I see in the accepted panels and research papers is an effort to embrace, understand and advance *diversity*, one of the key goals we set for our Division last year and a key theme running through my *Clio* columns. As you might recall, in my first column titled "Why Diversity Matters," I argued that diversity, both as an idea and practice, should be considered as essential to inform, transform and empower what we do as media historians. In my second column on the use of citation metrics to

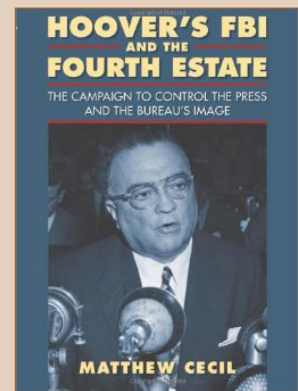
measure one's research quality, I shared my concerns that the citation metrics may discourage novel and innovative research in neglected fields and thus in the long run, the scope and diversity of our field will only grow more and more limited. My third column focused on the need for methodological plurality and innovation in our field. Oral history, I argued, can be a useful method to repair the mainstream historical record and to capture the diversity of human experiences, especially to recover voices from those long considered historically "peripheral" and "insignificant." For this last column, I would like to revisit the diversity issue and reflect on the more basic question of "What is diversity?" I will highlight the different dimensions of diversity as shown in some panels and research sessions in this year's program and also discuss how we can deepen the conversation about diversity beyond the more common definitions.

When talking about diversity in American society, perhaps the most basic and important categories are race and ethnicity. Numerous media history studies have examined how racial/ethnic conflicts were historically represented in mass media and conditioned by social institutions and political ideologies. It is hoped that we can learn from these historical accounts of racial tension

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and conflict to better value, cultivate and build racial diversity. In this year's program, two panels that the History Division sponsored and co-sponsored will address this issue. The first one, organized by our PF&R chair, Lillie Fears, focuses on news coverage of protests and activism, and highlights lessons learned from Ferguson and other high profile cases. Marcia Chatelain, the creator of the #Ferguson Syllabus Twitter Campaign, will join the panel along with Gabriel Tait, Don Heider and Earnest Perry. The second panel, titled "Giving Voice: The Untold Stories from Selma to Montgomery," will identify the elements that were left out of media coverage during the civil rights movement and explore how the stories were forgotten, remembered, and reshaped over time in our collective memory.

Diversity, however, is not only race. It also includes differences between generations. Variations in the experiences and upbringing from one generation to the next lead to differences in understanding and priorities. Scholars from different generations thus have the capacity to provide diverse perspectives and interpretations of history, which not only enrich historical scholarship but also deepen our understanding of the past and its relevance to different publics. Last fall the History Division initiated a mentorship program called "Generations of Scholars" as a way to connect, personally and professionally, junior scholars with senior faculty in our field. In keeping with the spirit of this program, for this coming AEJMC conference, we will have a panel featuring two established scholars, Kathy Roberts Forde and W. Joseph Campbell, and two junior scholars, Katie Day Good, a newly minted Ph.D. from Northwestern, and Robert Greene, a doctoral student at South Carolina. The panel, co-sponsored by the Graduate Student Interest Group,

Diversity, however, is not only race. It also includes differences between generations. Variations in the experiences and upbringing from one generation to the next lead to differences in understanding and priorities.

will address a rarely examined topic by media historians: the value and hazards of doing recent history. Panelists will discuss the place of the recent past in media history, the rewards and perils of doing '90s history, the ethical and legal consideration of writing about the living, comparison between digital and analog media cultures, and researching Southern identity after the civil rights movement. Coming from different generational experiences, the panelists will provide a dynamic conversation on this interesting topic. Additionally, we will continue the tradition from last year of hosting a joint off-site social event with the Graduate Student Interest Group during the conference. The social will start right after our members' meeting on Saturday. We hope you will consider joining us, to mingle, to share, to learn, to exchange, and to have fun!

Diversity can also be defined in geographical terms, referring to various regional cultures that shape in a distinctive way the people, the community and the landscape and personality of media. The regional dimension is especially important in understanding the hierarchy and structure of the field of journalism. A refereed paper research session this year will focus on regional journalism history and explore the historical role and legacy of journalists and news media in regions such as New Mexico, Milwaukee, Illinois, and North Carolina. Michael Fuhlhage, James Kates, Thomas Hrach, and Natalee Seely are the four presenters and Jane Marcellus will serve as the discussant.

Beyond considerations of geographic origins and the demographic categories of race, ethnicity, gender and generation that are often used to delineate the

topics of media history research, diversity can also be considered in terms of methodologies. One research panel, titled "Seeking and Developing Alternative Methodological Approaches to Media History," will reflect on the methodological repertoires that have been developed in our field, discuss the need for methodological diversity, and explore some alternative ways of conducting media history research. Such methodological diversity can open new terrains of media history and help examine a wider range of historical questions with new data and interpretation. Participating panelists include such leading scholars in our field as Jeff Smith, Janice Hume and John Nerone. The panel is scheduled on the last day of the conference, but I hope you will consider this panel when you plan for your travels.

One particular method we promote in this year's program is oral history, a method that has been increasingly considered as a vital access point to document and understand the diversity and complexities of human experiences of a historical time. We have organized a preconference on oral history. The first part of the preconference, running from 1 to 3 p.m. Wednesday, August 5, will be a panel discussion on how to go beyond storytelling and to use oral history for analytical scholarship or turn it into public knowledge through digital archiving. Five panelists, Ford Risley, Judy Polumbaum, Loren Ghiglione, Neil Henry, and the Missouri team, will showcase their oral history projects that take diversity as the moral and intellectual core. Each of their projects focuses on a particular social group, be it regional newspaper journalists, senior

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2015 AEJMC History Division Research Sessions in San Francisco

Division accepts 26 of 51 papers

The History Division received 51 research paper submissions this year. Of these submissions, 26 will be presented at the AEJMC Annual Convention in

Kim Voss



Vice Chair
University of
Central Florida

San Francisco. The acceptance rate for the Division was 51%. Each paper was evaluated by three reviewers and chosen based on standardized scores calculated from the reviewers' rating sheets, in conjunction with each reviewer's comments and recommendations.

The Division is grateful to the 56 volunteers who took the time to perform this valuable service during a very busy time of the academic year. This year's submissions continued to reflect the broad definition of media history promoted by the Division in recent years. The papers discussed various interesting and some previously unexplored topics in various periods. The papers also represented a variety of theories and methods.

As last year, this year's research program features three traditional research paper sessions and a large scholar-to-scholar poster session. The first traditional research paper session highlights the top faculty papers and the top student paper, and is scheduled for Saturday, August 8, from 5:15 to 6:45 p.m. Victor Pickard (University of Pennsylvania) won the top faculty award, Roger Mellen (New Mexico State University) the second-place faculty paper award, and Stephen Bates (University of Nevada, Las Vegas) the third. Rob Wells (University of Maryland) received the top student paper award. Erika Priban-

ic-Smith (University of Texas, Arlington) will serve as the discussant.

Other accepted submissions were grouped by theme into the other two traditional research paper sessions and one scholar-to-scholar poster session. On Saturday, August 8, the research session on "Regional Journalism History" is scheduled from 1:45 to 3:15 p.m. Paper presenters are Michael Fuhlhage (Wayne State University), James Kates (University of Wisconsin-Whitewater), Thomas Hrach (University of Memphis) and Natalee Seely (University of North Carolina-Chapel Hill). Jane Marcellus (Middle Tennessee State) will serve as the discussant.

On Thursday, August 6, the research session on "Sports Journalism History" is scheduled for Thursday, August 6, from 1:30 to 3 p.m. Paper presenters are Nicholas Hirshon (Ohio University),

Brian Carroll (Berry College) and Daniel Haygood (Elon University). Kathy Bradshaw (Bowling Green State University) will be the discussant.

The Division's scholar-to-scholar poster session will be held on Saturday, August 8, from 3:30 to 5 p.m. This session features 15 papers covering a wide variety of topic areas including innovations in television news, the artist as reporter and the Ad Council's Peace Corps Campaign, 1961-1970.

Please plan on supporting your History Division colleagues as they present their scholarship at the conference. And please plan on attending the Division business meeting Saturday, August 8, from 7 to 8:30 p.m.

We look forward to seeing many of you in San Francisco this August.

Reviewers for the 2015 History Division Paper Competition

The History Division wishes to thank and to recognize our 56 colleagues listed below for serving as reviewers for the 2015 AEJMC research paper competition.

Kathy Bradshaw

Rick Brunson

Lisa Burns

Robert Byrd

Rod Carveth

Ross Collins

Steve Collins

Caryl Cooper

Douglas Cumming

David Davies

Mike Farrell

John Ferré

Vincent Filak

Kathy Forde

Katie Foss

Davino Glauca

Timothy Gleason

Keith Greenwood

Kristin Gustafson

Donna Halper

Christine Hanlon

Donna Harrington-Lueker

Carol Sue Humphrey

Cathy Jackson

Elliot King

Timothy Kiska

Mary Lamonica

Gerry Lanosga

Kevin Lerner

Christina Littlefield

Tracy Lucht

Linda Lumsden

Jane Marcellus

Will Mari

Jon Marshall

Kathleen McElroy

Joe Mirando

Sara Netzly

Stanton Paddock

Chad Painter

Randy Patnode

Erika Pribanic-Smith

Aleen Ratzlaff

Felecia Ross

Jennifer Sandoval

Stephen Siff

Dean Smith

Stacy Spaulding

Lance Speere

Brian Steffen

Andris Straumanis

Harvey Strum

Michael Sweeney

Carrie Teresa

Ann Thorne

Hal Vincent

AEJMC History Division 2015 Program

Wednesday, August 5

1:00-5:00 pm

Preconference Research Panel and Workshop:

“Beyond Storytelling: How to Turn Oral History into Scholarship and Public Knowledge”

(co-sponsor: NOND)

Part One: Panel Discussion on Oral History, 1-3:00 pm

Moderating:

Mitch McKenney, Kent State

Panelists:

Ford Risley, Penn State, creator and program coordinator of the Pennsylvania Newspaper Journalists Oral History Program

Loren Ghiglione, Northwestern, creator of a new course titled “Native Americans Tell Their Stories” at Northwestern University

Yong Volz (with team members Youn-Joo Park and Teri Finneman), Missouri, project leader of Herstory: Journalism and Women Symposium (JAWS) Oral History Project

Neil Henry, UC-Berkeley, Professor and Director of Regional Oral History Center at UC-Berkeley

Judy Polumbaum, Iowa, book author of *China Ink: The Changing Face of Chinese Journalism*, which was based on dozens of oral history interviews

Part Two: Conducting Oral History Workshop, 3:15-5:00 pm

Moderating:

Yong Volz, Missouri

Workshop Trainer:

Bonnie Brennen, Marquette, book author of *Newsworkers: Toward a History of the Rank and File* (1995), *For the Record: An Oral History of Rochester, New York Newsworkers* (2001), *Qualitative Research Methods for Media Studies* (2012), and *Assessing Evidence in a Postmodern World* (2013)

Thursday, August 6

8:15-9:45 am

Research Panel Session: “The Future of Magazine History: Research Perspectives and Prospects”

(co-sponsor: MAGD)

Moderating:

Marcia Prior-Miller, Iowa State

Panelists:

David Abrahamson, Northwestern

Berkley Hudson, Missouri

Elliot King, Loyola, Maryland

Carolyn Kitch, Temple

Abe Peck, Northwestern

Thursday, August 6

10:00-11:30 am

Research Panel Session: “Giving Voice: The Untold Stories from Selma to Montgomery”

(co-sponsor: MACD)

Panelists:

Marquita Smith, John Brown

Cathy Jackson, Norfolk State

Wanda Brockington, Norfolk State

Earnest L. Perry, Missouri

Frances Ward-Johnson, Elon University

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women journalists, Chinese journalists or Native Americans. The second part of the preconference, running from 3:15 to 5 p.m., is a workshop on the nuts and bolts of designing and conducting oral history. Bonnie Brennen, a media historian who is a pioneer in conducting oral history research, has generously offered to lead the workshop. I was fortunate to attend her oral history workshop in 2012 when I was preparing for my own oral history research, and I would say that you don't want to miss this great opportunity!

As you can see in the full program of the History Division, we also co-sponsor

a panel with the Visual Communication Division that explores creative options historians and visualizers have for delivering photographic and other images into the public sphere as well as the legal issues that might be involved for those new archiving and photo-display initiatives. Although diversity is not listed as the main issue being discussed, these new initiatives may help push the boundaries of the traditional way of visual sharing and have the potential to help preserve diversity through archiving and open access. A related program we have arranged is an off-site tour to the Internet Archive, a San Francisco-based Internet library that was founded in 1996. The *New Yorker* has a [recent article](#) introducing the important work being done there.

If you are interested, please join us on the morning of August 7 for the group tour. Please contact me for additional information.

As I conclude this final column, I would like to reaffirm my belief that diversity is not a cliché but should be the strength of our Division. I invite you to come to the members' meeting, which will be held from 7 to 8:30 p.m. August 8, to help celebrate the achievements of our colleagues and to join the ongoing conversation on advancing diversity. We hope through these activities, conversations and your participation our Division and our field can become more inclusive, dynamic and forward-thinking. See you in San Francisco!

Program

Continued from Page 4

Thursday, August 6

1:30-3:00 pm

**Refereed Paper Research Session:
Sport Journalism History**

Moderating:

Kristin Gustafson, Washington-Bothell

Presenters:

Nicholas Hirshon, Ohio, "The Fish Sticks Logo: The Doomed Rebranding of the New York Islanders"

Brian Carroll, Berry College, "Bubbling Motor of Money: Calvin Jacox, the Norfolk Pilot & Guide, and the integration of Tidewater Baseball"

Daniel Haygood, Elon, "'Now We Move to Further Action': The Story of the Notre Dame Sunday Morning Replays"

Discussant:

Kathy Bradshaw, Bowling Green State

Thursday, August 6

3:15-4:45 pm

Teaching Panel Session: "News Coverage of Protests & Activism: A Discussion of Lessons Learned from Ferguson and Other High Profile Cases"
(co-sponsor: MACD)

Moderating:

Lillie Mae Fears, Arkansas State

Panelists:

Gabriel Tait, Arkansas State, "Cultural Implications in Photographic News Coverage of Protests"

Marcia Chatelain, Georgetown, "The #FergusonSyllabus Twitter Campaign: A Tool for Teaching"

Don Heider, Loyola, "White News: A Way of Understanding What News Media Misses"

Earnest Perry, Missouri, "From 'Black Codes' to 'Poverty Violations': What Reconstruction-era Laws Can Tell Us about Ferguson and Beyond"

Friday, August 7

7:00-8:00 am

Business Session: Executive Committee Meeting

Moderating:

Yong Volz, Missouri

Friday, August 7

8:15-10:30 am

Off-site Tour: San Francisco-based Internet Archive

(for more information on the site, see <http://www.newyorker.com/magazine/2015/01/26/cobweb>, or http://en.wikipedia.org/wiki/Internet_Archive)

Moderating:

Yong Volz, Missouri
Meet in lobby at 8:15 am to arrange group cab rides to the Internet Archive

Friday, August 7

11:45 am -1:15 pm

PF&R Panel Session: "Visualizing History with Historical Archives"
(co-sponsor: VISC)

Moderating:

Keith Greenwood, Missouri

Panelists:

Bettina Fabos, Northern Iowa
Sergey Golitsynskiy, Northern Iowa
Berkley Hudson, Missouri
Jane Kirtley, Minnesota

Friday, August 7

3:15 -4:45 pm

Research Panel Session: "Doing Recent History: The Place of the Recent Past in Media History"
(co-sponsor: GSIG)

Moderating:

Sid Bedingfield, Minnesota

Panelists:

W. Joseph Campbell, American, "Rewards and Perils: Doing '90s History"

Kathy Roberts Forde, Massachusetts-Amherst, "Writing about the Living: Permissions, Libel, Ethics, and Methods"

Katie Day Good, Miami, "Media Emergence and Convergence: Comparing Digital and Analog Cultures"

Robert Greene, South Carolina, "The Deep South and Recent History: Researching Southern Identity After the Civil Rights Movement"

Saturday, August 8

8:15-9:45 am

Research Panel Session: "Counterhegemony and Staying Power: Exploring the Then-and-Now Advocacy Publications"
(co-sponsor: CCSD)

Moderating:

Kalen M.A. Churcher, Wilkes

Panelists:

Carrie Teresa, Niagara
Nathaniel Frederick, Winthrop
Heidi Mau, Temple
Jane Marcellus, Middle Tennessee State
Carolyn Nielsen, Western Washington
Kalen M.A. Churcher, Wilkes

Saturday, August 8

1:45-3:15 pm

Refereed Paper Research Session: "Regional Journalism History"

Moderating:

Tracy Lucht, Iowa State

Presenters:

Michael Fuhlhage, Wayne State, "El Gringo, Travel Writing and Colonization of the Southwest: W.W.H. Davis' Journalism in New Mexico"

James Kates, Wisconsin-Whitewater, "Editor, Booster, Citizen, Socialist: Victor L. Berger and His Milwaukee Leader"

Thomas Hrach, Memphis, "Illinois Governor Otto Kerner: Well Liked, Respected Media Critic"

Natalee Seely, North Carolina-Chapel Hill, "Nineteenth Century Women's Dress Reform Representations of the Bloomer Costume in North Carolina Newspaper Coverage"

Discussant:

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Program

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Jane Marcellus, Middle Tennessee State

**Saturday, August 8
3:30-5:00 pm
History Division Poster Session**

Moderating:

Kimberly Voss, Central Florida

Presenters:

Gwyneth Mellinger, Xavier, "Saving the Republic: An Editor's Crusade Against Integration"

Kevin Grieves, Whitworth, "The Defeat Is a Total One!" East German Press Coverage of America's Space Setbacks"

Nicholas Gilewicz, Pennsylvania, "Being the Newspaper: Ontological Metaphors and Metonymy at the End of the Newspaper, 1974-1998"*

Pamela Walck, Ohio, "A Riot 'Never Out of Control:' World War II Press, Bamber Bridge Collective Memory"***

Jennifer Moore, Maine, "The Artist as Reporter: Drawing National Identity During the U.S. Civil War"

Mike Conway and Alexandra B. Hitchcock, Indiana, "Frances Buss, 'Television's Playgirl': The Ground-breaking Career and Divergent Receptions of Television's First Female Director"

Margot Susca, American, "Here We Go Again: Seven Decades of Debate But Still No Agreement over How to Define Violence"

Allissa Richardson, Bowie State, "The Platform: How Pullman Porters Used Railways to Engage in Networked Journalism"

Elizabeth Atwood, Hood College, "Point Counterpoint: The Debate the Embodied a Decade"

Melita Garza, Texas Christian, "Framing Mexicans in Great Depression Editorials: Riff-Raffs to Heroes"

Pamela Laucella, Indiana University-

Purdue University Indianapolis, "Journalism, Mass Culture and Modernism: The Impact of Theodore Dreiser's Writings from 1894-1990"

Grant Hannis, Massey, "A Short History of the Journalistic Profile"

Jared Browsh, Colorado-Boulder, "Yabba Dabba Don't Forget Your Audience: What the Simpsons Learned from the Flinestones' Third Season"

Madeleine Lisebad, Arizona State, "Clearing a Path for Television News: The First Long-Form Newscast at Sacramento's KCRA"

Wendy Melillo, American, "Exploring the Hero Archetype and Frontier Myth in Ad Council's Peace Corps Campaign, 1961-1970"

Discussants:

Lance Speere, Central Florida
Michael Fuhlhage, Wayne State
Roger Mellen, New Mexico State
Erika Pribanic-Smith, Texas-Arlington

* Second Place Student Paper

** Third Place Student Paper

**Saturday, August 8
5:15-6:45 pm
Refereed Paper Research Session: Top Papers**

Moderating:

Yong Volz, Missouri

Presenters:

Victor Pickard, Pennsylvania, "Charles Siepmann: A Forgotten Pioneer of Critical Media Policy Research"*

Roger Mellen, New Mexico, "The Lee Family and Freedom of the Press in Virginia" **

Stephen Bates, UNLV, "Assault on the Ivory Tower: Anti-Intellectualism in Coverage of the Hutchins Commission"****

Rob Wells, Maryland, "A Strong Sense of Outrage: The National Thrift News and the Savings and Loan Crisis"*****

Discussant:

Erika Pribanic-Smith, Texas-Arlington

* Top Faculty Paper

** Second Place Faculty Paper

*** Third Place Faculty Paper

**** Top Student Paper

**Saturday, August 8
7:00-8:30 pm
History Division Business Meeting**

Presiding:

Yong Volz, Missouri

**Saturday, August 8
8:30-10:30 pm
Off-site social to celebrate History Division Graduate Students (co-sponsor: GSIG)**

Hosting:

Yong Volz, Missouri
Megan Manning, Minnesota (History);
Annie Sugar, Colorado (History)
Pamela Walck, Ohio (Graduate Student Interest Group)

**Sunday, August 9
9:15-10:45 am
Research Panel Session: "Seeking and Developing Alternative Methodological Approaches to Media History"**

Moderating:

Tim Vos, Missouri

Panelists:

Jeff Smith, Wisconsin-Milwaukee, "Building a Better Manuscript with Alternative Approaches"

Janice Hume, Georgia, "Designing Studies in Media and Memory"

Yong Volz, Missouri, "The Place of Quantitative Methods in Media Historical Research"

John Nerone, Illinois, "Form and Materiality in Media History"

GENERATIONS OF SCHOLARS

A conversation with Hazel Dicken-Garcia

Konstantin V. Toropin

Graduate student

University of Minnesota

Dr. Hazel Dicken-Garcia has been a prominent figure in the field of historical research for more than 30 years. She has a longstanding interest in and has conducted research about the Civil War. She rose to prominence with her work on journalistic standards and practices. Her book *Journalistic Standards in Nineteenth-Century America* remains among the foundational works on the subject today. Her other books include *To Western Woods, Communication History* (co-authored with John Stevens) and *Hated Ideas and the American Civil War Press* (co-authored with Giovanna Dell'Orto).

As a professor at the School of Journalism and Mass Communications at the University of Minnesota, Dicken-Garcia taught graduate and undergraduate students. She helped design a course that blends the teaching of journalistic

history with ethical standards and law that is still being taught. She worked with the school's Silha Center for the Study of Media Ethics and Law and was an affiliate faculty member for the Department of American Studies.

She was honored twice by AEJMC with the Distinguished Service Award in 2001 as well as the AEJMC Award for Outstanding Woman Educator in 2003.

Dicken-Garcia's work resonated with me because it offers a necessary reminder that media are like a constantly evolving organism. The standards that existed a century ago have given way to what exists today. In the future, these standards are likely to change again. As a scholar seeking to inform practice, I believe it is important for me to have a historical sense of the media ecology and the manner in which it has been practiced to help me contextualize my ideas and offer recommendations informed by a comprehensive understanding of the past. Dicken-Garcia's work has been

central to developing such an understanding.

Dicken-Garcia was kind enough to spend some time answering my questions and share some of the experiences that got her to where she is today.

How did you come to study Civil War-Era media and historical journalism standards and practices?

First, about studying Civil War-Era media.

I grew up in a southern Kentucky area rich in Civil War history. My family often visited the nearby site of the Battle of Mill Springs, which marked the North's first significant Civil War victory and opened Northern troops' way into Tennessee. The nearby small town of Burnside marks the site of General Ambrose Burnside's camp during the war. In addition, I grew up hearing stories about a notorious Confederate guerrilla fighter, Champ Ferguson, who lived and fought in this (Unionist) area.

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GENERATIONS OF SCHOLARS

A conversation with Betty Winfield

Will Mari

PhD Candidate

University of Washington

I first met Dr. Winfield through Richard Kielbowicz, my committee chair, at the University of Washington's department of communication. Professor Winfield is a 1978 graduate of our program, and recently retired from a distinguished career at the University of Missouri's School of Journalism.

She has held post-doctoral fellowships at the Gannett Center for Media and Politics at Columbia University (1988-1989), and the Shorenstein Center for Press, Politics and Public Policy at Harvard University (1991).

Professor Winfield has been meet-

ing with me throughout my dissertation process. While not a member of my committee, she still asks great questions and offers insightful encouragement as I conducted my primary-source research, and as I now enter the writing-up process. I've been inspired by her approach to media history in such work as *Journalism-1908: Birth of a Profession*, published by the University of Missouri Press in 2008.

I had a chance to talk with Dr. Winfield recently. She had a chance to share more about her career and her thoughts on media-history scholarship.

What new project(s) are you working on?

After retiring from Missouri in 2011,

Winfield spent 2012 as a Distinguished Fulbright Chair at the University of Warsaw, teaching classes on media history and politics. Today's she's active in organizing community groups in Seattle in an attempt to restore a complex of abandoned grain silos in Centennial Park, part of the city's historic waterfront.

"I'm just practicing what I preached in my classes" on American democracy, she said.

Creating a coalition of community partners is not easy, but she's gotten the go-ahead from the city to conduct a feasibility study that's examining the engineering aspects of the silos, as well as the

See **Winfield** | Page 10

Call for Transnational Journalism History papers

Traditionally, journalism history has been studied from a national perspective. This tendency has been spurred on by the work of Benedict Anderson, who argued that newspapers were one of the chief instruments for creating nations. Yet, journalism has never truly been bounded by geography. Practices, technologies, and journalists have flowed fluidly across the globe at least since Gutenberg invented movable type.

Journalism historians have rarely looked at their field from this broader perspective. Studies of international journalism history have generally treated foreign news as news of the “other” that the correspondent interprets for the home audience. Transnational journalism history would examine those more than merely the transmission of foreign news to a home audience. It would also examine those practices, technologies, and professional values that transcend nation and that treat news consumers across national boundaries as the home audience. A good example of this would be America’s first newspaper, *Publick Occurrences Both Foreign and Domestic*. This paper consisted primarily of English news for an audience who thought of themselves as English men and women but who were living on another continent.

The value of transnational journalism history is that it rises above nationalist approaches and historiographies. It does not privilege one people over another; it examines local applications of global developments and phenomena in journalism as being relevant across borders. Consequently, this conference is seeking presentations that transcend Anderson and considers people, practices and technologies across national

boarders.

This inaugural conference on Transnational Journalism History is seeking papers that deal with any aspect of the subject; however, we are particularly interested in work that examines the flow of those journalistic developments, people, and phenomena between Ireland and the United States. The work from this conference, and a second one anticipated for 2017, will form the basis of at least two volumes, one of which will deal with the flow of news, news personnel, and news developments between Ireland and the United States. The second conference will be more global in scope.

The conference will be February 25-27, 2016, at Georgia Regents University in Augusta, Ga. Saturday will include an optional tour of historic sites in and around Augusta. Conference sponsors include Georgia Regents University, Dublin City University, the History Division of the Association for Education in Journalism and Mass Communication, and the Newspapers and Periodicals History Forum of Ireland. Conference organizers are Debbie van Tuyll (dvantuyll@gru.edu) and Mark O’Brien (mark.obrien@dcu.edu). Please contact either Debbie or Mark if you have questions.

The conference is accepting proposals for research sessions (submit a completed paper); work-in-progress sessions (250-word abstract); and panels. Completed papers and panel proposals should be submitted electronically to van Tuyll by Oct. 1, 2015. Abstracts of research in progress may also be submitted. Each submission will be evaluated in a blind review process.

Clio AMONG THE MEDIA

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Clio Logo

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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. For general items such as paper calls, please send them to: Mike Sweeney at sweenem3@ohio.edu.

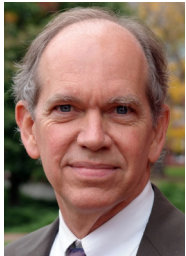
For membership updates to be included in “News & Notes,” please send them to Kristin Gustafson, Membership Chair, at gustaf13@u.washington.edu

Recent issues of Clio may be accessed at <http://aejmc.us/history/clio/>

TEACHING STANDARDS

History, Types I and II

They tied a body bag around Cyrus Hall McCormick. The next day, I discovered what they were doing to this bronze campus statue of one of our biggest donors. They were catalyzing the greenish patina back to its original bronze glow.

Doug Cumming**Teaching Chair
Washington &
Lee University**

Many visitors to Washington & Lee mistake this statue, at a distance, for Robert E. Lee. There is a certain sameness to the look of Prominent Men of the 19th century—the beard, hair flying out at the ears, a chest thrust out like a Pouter pigeon's from an unbuttoned topcoat, a large Roman nose. The visitors who come looking for Lee's crypt in Lee Chapel, and their misreading this statue, or confusing my Episcopal church, R.E. Lee Memorial, for Lee Chapel—all this makes me think of the difference between popular history and the history that historians claim. It's the difference between public celebrations of history and what we mean when we say the "History Division" of the AEJMC.

I would refine that and say there are actually three kinds of history. There's popular history. Then there is what historians say happened—with younger historians always coming up with new interpretations as time throws new light and shadows, new evidence and loss of artifacts over the significant past. Then, thirdly, there's what actually happened, an epistemic abstraction that will always elude us.

There's a brass plaque in the entryway of my building, installed by Sigma Delta Chi 46 years ago on the very day I write this, recognizing that W&L was where "professional education for journalism began." It was not so much education "in" or "for" journalism, but a liberal arts education and scholarships "for" poor printers, to educate them as future newspaper editors. "Initiated by General Robert E.

Lee, then President of Washington College, courses designated to prepare newspapermen for positions of leadership in a defeated South were taught from 1869 to 1878, the first formal instruction in journalism in the history of education." A local newspaper editor was designated as an instructor in "typography," and was to put the press-scholarship lads to work in his print shop for an hour each day.

You might say it was not really "professional" education either, in that the rise of a profession of journalism came later, culminating in schools of journalism that began at the University of Missouri in 1908 (see the wonderful chapters collected in *Journalism 1908: Birth of a Profession*, Betty Houchin Winfield, ed.). Leading editors of the day, including Frederick Hudson of the *New York Herald* and E.L. Godkin of the *New York Evening Post*, scoffed at Lee's idea that journalism could be taught in college.

Lee is an interesting figure of "public history." Whatever role he may have played in initiating journalism education, after he died in 1870, his role as a symbol of an honorable-though-defeated white South was confiscated by a powerful ideology. Over the next seven decades, Southern leaders of both high and low station appropriated Lee as a saintly icon of states' rights and Southern identity. Today, looking back as historians, we see these as codes for the South's racial apartheid and white supremacy.

Lee as icon was not abused as brazenly as was the Confederate battle flag, waved by a revived KKK and Southern resisters in the 1950s. But as University of Georgia historian James C. Cobb said in his Founder's Day lecture at W&L earlier this year, Lee became part of a public history, what Robert Penn Warren called "the big myths we live by, and in our own living, constantly remake."

"Silenced by death," Cobb said, "Lee could not protest." Lee had accepted blame for losing at Gettysburg, but after Appomattox, remained silent about the war (and refused to give interviews

to journalists). Cobb said this was to turn people's attention from the war and toward the future. But that didn't stop those Lost Cause apologists who would not only erect monuments to him, "but actually make a monument of him."

President Eisenhower hung a portrait of Lee in the White House as one of his military heroes. At W&L, where replicas of historical flags of the Confederacy last year were removed from around Lee's recumbent statue in Lee Chapel, it is "Mr. Lee" the reconciler and education reformer who is honored today. Still, the contested meanings of public history are gusting mightily around Lee. Students who had won Robert E. Lee Research grants for summer research found it helped in job and grad-school applications to remove that from their résumés, and the university has since changed the name of that grant.

And how about R.E. Lee Memorial Episcopal Church, where he was a devout worshiper and senior warden when it was called Grace Church here in Lexington, Va.? "I thought Episcopal churches that are named for people other than Christ all took the name of saints," visitors would say, and the joke was that locals would respond, "Yes, and what's your point?"

But the name of the leading Rebel general who fought to preserve a system that accommodated slavery is not one that well represents the Christian gospel. Not today. I recently invited W&L's director of special collections to look at a 1906 engraving of General Lee hanging in the parish house, with a Confederate flag and a W&L flag crossed underneath. I asked, Could we swap that with a reproduction of a Michael Miley photograph of "Mr." Lee in civilian clothes? He thinks this might be done.

It's a small thing, against the great ungovernable tides of public history and popular (or unpopular) symbols. But like that statue of Cyrus Hall McCormick (related to news barons Joseph Medill, Col. Robert McCormick and Alicia Patterson), the symbols of our public history need to be occasionally worked on to recover something of their original nature.

Winfield

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possibility of installing public art.

“I’m really playing out what I used to teach on political theory.”

How did you come to your area of scholarship?

For Winfield, “timing is everything,” in her words. “We’re all impacted by the time we’re living in.”

This certainly was the case as a young assistant professor at Washington State University where she was teaching international students in 1973.

In the era of Nixon, journalists were on the enemies list, and they were also being put in jail for not exposing their sources, she said.

Fascinated by the interplay between the presidency and the media, she found herself drawn to political communication, and also to examining it from a historical perspective.

In this, she was a pioneer. While encouraged in her efforts by faculty members at the UW, including Don Pember and Bill Ames, she was largely self-directed in her efforts to take as much history coursework as she could.

For her dissertation, she focused on Franklin Roosevelt’s complex relationship with the press. This project was later published by the University of Illinois Press, in 1990, as *FDR and the News*, and helped to inspire others to look at American presidents and the media in different eras.

How do your teaching/research goals add to the diversity goals of AEJMC History Division?

When she went to Missouri, there was a concern from her new peers about how to get graduate students engaged in rigorous research on the larger media culture.

Mostly on her own initiative, she organized a three-day conference in 1993 that brought together artists, faculty and students to study rap culture from a me-



Betty Winfield

dia-history perspective.

“I was the new kid on block . . . but I was hired as a full prof, so they couldn’t say no,” she said.

Scholars came from as far afield as Japan and Germany, and Queen Latifah and Chuck Berry attended. Largely run by students, some of the panels and papers from “On the Beat: Rock ‘n’ Rap, Mass Media and Society” eventually became *Bleep! Censoring Rock and Rap*, published by Greenwood Press in 1998.

For Winfield, the biggest lesson she drew out of this and other experiences exploring media-history from unorthodox angles was a fresh reminder to think of everything as a potential new topic.

“Opportunity is always there, and there’s always forks in the road, and you have to have fun.”

What advice do you have for junior faculty?

“Ask questions. Everything around us can be a bit of research. [Everyone] needs to be able to communicate, both personally and in a more mass way. . .

not just when they’re issues, but because they’re interesting to learn from in a larger sense.

“You should do things because you love [them], not just because you’re trying to get tenure.”

Winfield also advises a certain academic tenacity. A project in the mid-1990s, with Janice Hume, then a graduate student.

They looked at how 19th-century journalists used history. As she tells the story:

“Over the next years, this study was rejected over and over by every possible scholarly publication in our field. It was too far out from usual journalism historical studies. Readers hated our methodology, or the topic was impos-

sible and on and on. Nevertheless, we kept refining it. In the meantime, Janice finished her dissertation, graduated, took her first, then second university position, received tenure and promotion. My life kept changing, too, my children graduated from college, law school, began careers, married and had their first children as we kept refining and sending out “the beast,” as Janice called it. I shared it with colleagues for comments and Hazel Dicken Garcia gave us some excellent methodological suggestions. We kept working on it until finally *Journalism & Communication Monographs* accepted it.

“Then, for a while ‘it was lost.’ With editors changing and desks needing to be cleared, it was at last published in 2007, some 10 years after we started. At the next August at the AEJMC History we received the Cathy Covert Award for best journalism history publication for that previous year. So, the point is to persevere and don’t despair when you receive rejections. We’ve all received them.”

Dicken-Garcia

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With that background, my interest in the Civil War grew in high school, and one of my first papers written in college focused on the college's history—Berea College, which was founded on the principle of racial equality in education by abolitionist John G. Fee in the tumultuous pre-Civil War years. Increasingly curious about the pre-Civil War era in my hometown area, I studied early southeastern America for years, including writing my dissertation about development of a communication system during the early westward migration into what became Kentucky.

Skip ahead to my first year of teaching at the University of Minnesota: An undergraduate three-pronged course—interrelating histories of media, media law, and ethics in specific contexts—grew out of a weekend faculty retreat focused on curriculum reform. To provide context and depth, the course focused on different segments of U.S. history, in turn. The late Professor Donald Gillmor and I team-taught the course on the Jacksonian Era for a few years, for example. As interest and workload mushroomed in the newly established Silha Center for the Study of Media Ethics and Law, he withdrew from the course when the time was right to focus the course on another U.S. history segment. Choosing the Civil War era was a “no-brainer”: it followed the Jacksonian Era, chronologically, and fit my deep, abiding interest. The press remained central to the course, which continued to interrelate histories of press law and ethics during any period it covered.

Now, for the second part of the question: How I came to study historical journalism standards and practices.

This evolved from an interest in media that crystallized out of a broader concern about (cultural) communication processes while I taught in India after college. What I saw as distorted images of both India and the United States in newspapers and magazines led

What constitutes “good journalism?” I concluded that beginning to gain any understanding of “good journalism” required learning journalism history, at the very least.



Hazel Dicken-Garcia

me to see the critical role of the press (media) in conveying values of different cultures. Concluding that *due diligence in reporting about cultures* could make a positive contribution to international understanding, I formulated a plan to study journalism when back in the United States, thinking I might seek a career in international communication. Central to my plan were certain “guiding principles.”

How one might accomplish “due diligence in reporting about cultures” guided my choice of graduate courses, according to a principle that a journalist must know and understand the subjects she reports about. Therefore, I took courses in anthropology, economics, foreign language, history, political science, and sociology, in addition to those in journalism and mass communication. A second principle, that a journalist must know all she can about good journalism, meant wrestling with a never-ending question: What constitutes “good journalism?” I concluded that beginning to gain any understanding of “good journalism” required learning journalism history, at the very least. This led to a third principle: Everyone needs to know the history of his/her chosen profession, regardless the profession.

Considering what is “good journalism” led me ultimately to distinguishing among “ethics,” “standards,” and “practices.” And that, in turn, led inevitably to studying the history of statements about what was “good” and “bad” journalism—and the whole subject of journalistic standards in history.

What advice might you have for junior faculty?

Keep a healthy balance between work and relaxing nourishment for the soul (art, music, reading for pleasure, family time, hobbies, etc.). Loving one’s work is important (many rightly urge “focusing on what you are passionate about”), but it is equally important to take fulfilling amounts of time away from work. In recent years, I have become increasingly fond of two “adages” we all would do well to remember: 1) No one ever said on her deathbed, “I wish I had worked more.” 2) Life is not a dress rehearsal (paraphrasing a line from a movie).

I suggest generating notebooks containing your ideas for research projects and keeping those notebooks “active.” In other words, know them so well that you will immediately recognize anything you come across that will aid project-development—a citation or other pertinent information, for example—and jot it down in a notebook.

Find colleagues with whom you can share research, “bouncing ideas” off of, informally “brainstorming” frequently, and developing and co-authoring some research. These associations can become foundations of the strongest, most enduring friendships. You will thank your-

Dicken-Garcia

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self for giving yourself such “gifts” many times over as time goes by.

How does your teaching or research add to the diversity goals of the AEJMC History Division?

Having been retired for seven years, I can address this question only in a limited way. I no longer teach or attend conferences, and I feel out of touch with current literature and trends in the discipline and its fields.

I strived from the beginning to incorporate diversity into my teaching, but that was always a work in progress. I saw the main challenge as making courses naturally reflect diversity—making diversity integral in a course rather than seeming to be inserted in, or added to, an already developed course. I moved toward this goal over time but felt there were always miles more to go to begin to accomplish true diversity in course content. A part of the problem was the changing concept of “diversity” over time—something readily apparent in a review of texts used in academia across the years, albeit the concept was not used as now until relatively recently.

My publications mirror *the changing concept of diversity* to some degree, but my earliest publications, especially, contribute little, if anything, to diversity goals. Some of my early research focused on women, but they were white, middle-class women. It is fair to say my early publications reflect the WASP-ish tunnel vision of the ways many generations learned how to conduct research. That is, the indexes and bibliographies that researchers used as starting places for research projects did not reflect diversity. If a researcher did not consciously seek out sources that told the history of American cultural diversity, her research could not reflect diversity. And the hold of tunnel vision on perceptions about anything that might be missing in the record inhibited thinking and searching beyond basic sources.

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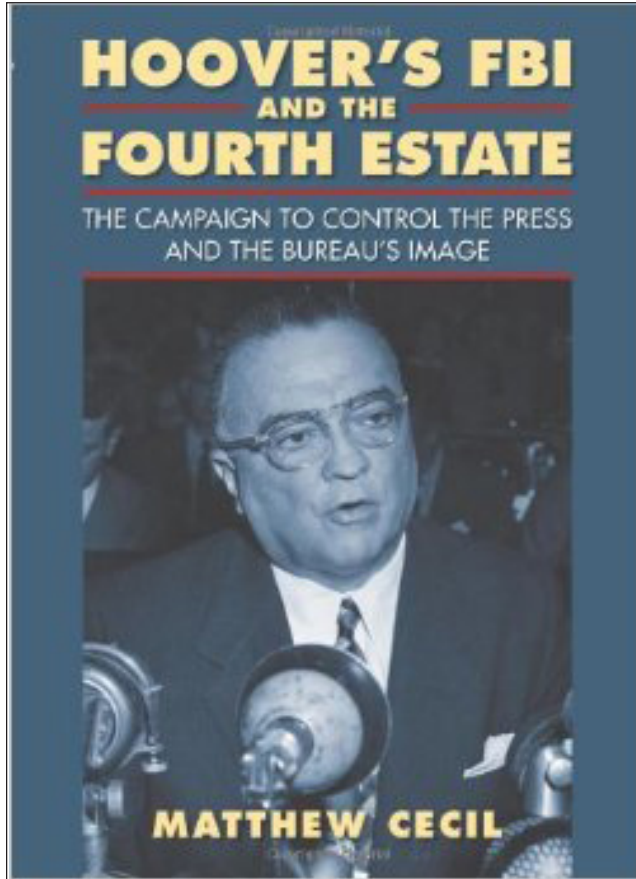
That vision was not deliberate; it was embedded in practices, perspectives, perceptions. I recall hearing an archivist tell a conference of finding in the National Archives a bundle of African American papers (letters, etc.) reflecting experiences in the Civil War and discovering the bundle apparently had never been opened, the papers never looked at. That available source indexes had not pointed to such resources is no excuse, of course; rather, it explains, at least in part, the lack of research reflecting diversity, at least early on.

I will always be grateful to a friend who pointed out, soon after *Journalistic Standards* appeared, that it did not reflect African American journalism. I immediately realized that neither did it reflect standards of Native American, Asian American, Jewish, women’s press journalism, and so on. Reviewing how I might have avoided that deficiency, I quickly realized that I had been influenced by a view at the time that advocacy in (or “activist”) journalism violated “objectivity” and, therefore, did not meet standards of professional journalism. Because I did not examine this as I developed the book, I missed opportunities to highlight culturally different notions of journalistic standards within the larger culture and raise questions about ways journalism advocates—and

about journalism’s role in culture and national history. To say that African American journalism should not have advocated the end of slavery—a singular contribution that hastened the end of that institution—now seems as absurd as saying that “establishment” journalism should not support “Motherhood, the flag and Apple pie”—or political positions so taken-for-granted that they remain unnoticed. Anyone who has conducted framing analyses will likely ask for examples of journalism that does not advocate. Has anyone ever read in an American newspaper that the colonists should not have advocated independence from England? Would anyone today say that Native American journalism should not have advocated rights for Native Americans uprooted by the Removal Act and forced to walk the “Trail of Tears” across all kinds of terrain in all kinds of weather? Advocacy journalism is so much a part of U.S. history that the nation would not be what it is today without it. I certainly am not negating journalistic objectivity—it is an essential, critical professional standard. Rather, I mean to emphasize importance of recognizing the significance and value of different journalistic forms—and to question assumptions. The more commonsensical the assumption seems, the more it should be questioned.

Matthew Cecil of Wichita State University wins 2015 History Book Award

By John Ferré (Louisville), Book Awards Chair



The 2015 AEJMC History Division Book Award, honoring the best journalism and mass communication history book published in 2014, has been won by Matthew Cecil for his *Hoover's FBI and the Fourth Estate: The Campaign to Control the Press and the Bureau's Image* (University Press of Kansas). Cecil is beginning his third year as director of the Elliott School of Communication at Wichita State University, having previously taught at South Dakota State University, Purdue University, and the University of Oklahoma.

A panel of three distinguished media historians chose *Hoover's FBI and the Fourth Estate* from



Cecil

a field of 24 entries. One judge called this study “a graceful, accessible, and thoroughly researched account of Hoover’s propaganda campaign.” Another said, “Matthew Cecil’s work emerges as a clear and very navigable map showing how Hoover’s message-making compromised a press corps that took the roads that the FBI cleverly built for them.”

Cecil, who will receive a plaque and a cash prize, has been invited to speak about his work during the History Division business meeting on Saturday, August 8 (7 - 8:30 p.m.) at the Association for Education in Journalism and Mass Communication convention in San Francisco.

Fink and Schudson win 31st annual Covert Award

By Nancy L. Roberts (Albany-SUNY), Covert Award Chair

The 31st annual Covert Award in Mass Communication History has been won by Katherine Fink, an assistant professor at Pace University, and Michael Schudson, a professor at Columbia University’s Graduate School of Journalism.

Fink and Schudson won the award for their article, “The Rise of Contextual Journalism, 1950s-2000s,” published in *Journalism*, vol. 15, no. 1 (2014), pp. 3-20. The piece was selected from 14 articles nominated.

The award, endowed by the late Catherine Covert, a professor of public communications at Syracuse University and former head of the AEJMC History Division, goes to the article or chapter in an edited collection that represents the year’s best essay in mass communication history.

The Covert Committee includes some longtime members, several of them Cathy’s students and colleagues, as well as the current and past heads of the History Division. Committee

members this year were: Kathy Roberts Forde, University of Massachusetts; Susan Henry, emeritus professor, Cal State-Northridge; Yong Volz, University of Missouri; Timothy Vos, University of Missouri; and Nancy Roberts, chair, State University of New York at Albany.

The History Division will present the award to Fink and Schudson at its business meeting on Saturday, August 8, from 7:00 to 8:30 p.m. at the AEJMC annual convention

CALL FOR MANUSCRIPTS

The Image of the Journalist in Popular Culture Journal seeks manuscripts

The Image of the Journalist in Popular Culture Journal (*The IJPC Journal*), a peer-reviewed journal, seeks submission of original research papers that focus on the images of the journalist in all aspects of popular culture.

Manuscripts should be submitted electronically as a Word document to any of the three co-founding editors: Joe Saltzman of the University of Southern California (saltzman@usc.edu), Matthew C. Ehrlich of the University of Illinois at Urbana-Champaign (mehrlich@illinois.edu), or Sammye Johnson of Trinity University (sjohnson@trinity.edu). Issues of *The IJPC Journal* are available online at ijpc.org as well as style guidelines.

"*The Image of the Journalist in Popular Culture Journal* (*IJPC Journal*) is an online academic journal that adheres to the highest standards of peer review," wrote the three editors in their mission statement. "Its purpose is to further the mission of the Image of the Journalist in Popular Culture project to investigate and analyze, through research and publication, the conflicting images of journalists in every aspect of popular culture—from film, television, radio, fiction, commercials, car-

toons and comic books to music, art, humor and video games—and explore their impact on the public's perception of journalists."

The editorial board members are Maurine H. Beasley, University of Maryland; Bonnie Brennen, Marquette University; Mary-Lou Galician, Arizona State University; Howard Good, SUNY, New Paltz; Loren Ghiglione, Northwestern University; Norma Fay Green, Columbia College, Chicago; Richard Ness, Western Illinois University; Radhika Parameswaran, Indiana University; Karen Miller Russell, University of Georgia; and Barbie Zelizer, University of Pennsylvania.

IJPC founder and director Joe Saltzman says this research field is wide open: "There is a body of work analyzing the image of the journalist in motion pictures and some work done on the image of the journalist in fiction, but relatively little has been done on the image of the journalist in television, in radio, in video games, commercials, music, art, and other aspects of popular culture. We believe *The IJPC Journal* is rectifying that situation."

In memoriam: Dwight L. Teeter Jr.

The History Division of AEJMC mourns the passing of University of Tennessee Professor Dwight L. Teeter Jr., 80, on February 27 in Knoxville, Tenn., after a long illness.

Teeter was president of AEJMC from 1986 to 1987. He began CLIO, the History Division newsletter, in 1968. He also co-founded the Law Division in 1973 and was co-author of the popular college textbook *Law of Mass Communication*.

During his teaching career of more than four decades, he won many awards.

In 2006, he received the Hazel Dicken-Garcia Distinguished Journalism Historian Award. In 2001, he received the Distinguished Service Award from AEJMC. In the area of teaching, he won the Society of Professional Journalists Distinguished Teaching Award in 1991.



HISTORY DIVISION OFFICERS 2014-15

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PROFESSIONAL FREEDOM & RESPONSIBILITY

Change is the one constant in academic life

Now that another semester has come to a close, I've taken some time to reflect on what I've accomplished professionally as well as with the students under

Lillie Fears

PF&R Chair
Arkansas State
University

my tutelage. If I had to choose one word to describe this past year, or to be exact, the past 17 months I've been teaching and learning, it would have to be *CHANGE!*

Change has been all around me and in everything I've pursued! Indeed, creating new preps, updating and using old preps, and stepping up my efforts to acquire more of the knowledge and skills needed to teach courses in our new multimedia curriculum has become my *new normal*.

Specifically, it has become my professional responsibility to embrace change (and there will be more) as I continue moving forward in what human resource officials would categorize as the final decade of my professional teaching career in higher education. After all, in this profession, one cannot get around change if one is to be effective in preparing students for today's media careers.

Although I have sat in meeting after meeting over the past few years discussing what our new multimedia curriculum should encompass, I didn't really jump on board *in practice* until October 2013. That's when I was attending a meeting with our department chair in which he explained that we needed someone to cover a course for a colleague who was on leave. At that time, I also needed an extra course to teach the following semester. He mentioned that Multimedia Storytelling was open, and I immediately agreed to teach it. After all, I had almost three months to get prepared. Right? Well, I did "get prepared,"

and I really enjoyed teaching the course. The entire class of 18 students was great to work with, which made the experience quite pleasant. In fact, I enjoyed the course so much until I applied and was accepted for a 2014 Summer National Association of Television Producers and Executives Professional Development Fellowship.

The NATPE opportunity landed me on the digital content desk at WMC Action News 5 in Memphis, which turned out to be a blast! When our 26-year-old DC director saw that I was skilled in AP style writing and copyediting (aka "traditional newspaper print style"), she anointed me as an "official" DC producer. By the end of the first week I had begun to live and breathe the process of reformatting (editing) reporters' broadcast scripts for the station's website and Facebook page. During that first week, I also assisted the staff with emergency news coverage of what turned out to be the worst storm (June 5) of the summer. To beef up my skills in producing content for Instagram, I also volunteered to cover (photograph) the station's partnership with the Dream Home Giveaway for St. Jude Children's Research Hospital. Together, the experience I gained as a DC producer equipped me with information that I have been able to transfer to several of the classes I teach in the Department of Media at Arkansas State University.

What I probably appreciate most about working at Channel 5 is how the experience in working with various social media apps enriched my ability to both understand and communicate about how some apps work across media platforms. Although I didn't return to teaching a multimedia class the following 2014 fall semester, I did implement more multimedia in the traditional print and lecture courses I was assigned to teach. For example, I taught Feature and Magazine Writing for the first time last fall. Thanks to having worked

as a print publisher, editor and feature writer, that class was quite manageable. Still, I wanted to give the class a taste of what it is like to report across platforms, so I required the students to produce at least one of their stories in a multimedia format. Also, when I desired to get to know better the 75 students in my introduction to mass media class, I taught them how to use Google Hangouts, the instant messaging and video chat platform developed by Google. Using this platform provided a way for me to meet with students in small groups where we could have more intimate discussions and see one another on our individual smart phone and computer screens. Much to my surprise, none of the students, mostly millennials, knew about Google Hangouts. So quite naturally, introducing them to this platform made me come across as somewhat cool (LOL).

As fate would have it, I attended a special meeting later in the fall semester in which scheduling issues were discussed. This time the chair explained that there would be a freeze in hiring adjuncts, which meant each of us would need to take on an extra course. Vacancies included Desktop Publishing and Publication Design, and Communications Research, both undergraduate courses that I had not taught in 10 and eight years, respectively. Given that I had been for some time wanting to polish my quantitative research skills, and I wanted to see what all was new in print design software and trends, I agreed to teach both courses. Actually, I made an exchange to teach one so that I could take a break from the much-loved Public Opinion and Propaganda course I normally teach in the spring semester. However, the one thing I failed to take into consideration was all of the grading that would come with teaching two sections of a skills course. Still, I reached both personal goals: I was able to uncover some of the

BOOK EXCERPT

PAULINE FREDERICK REPORTING

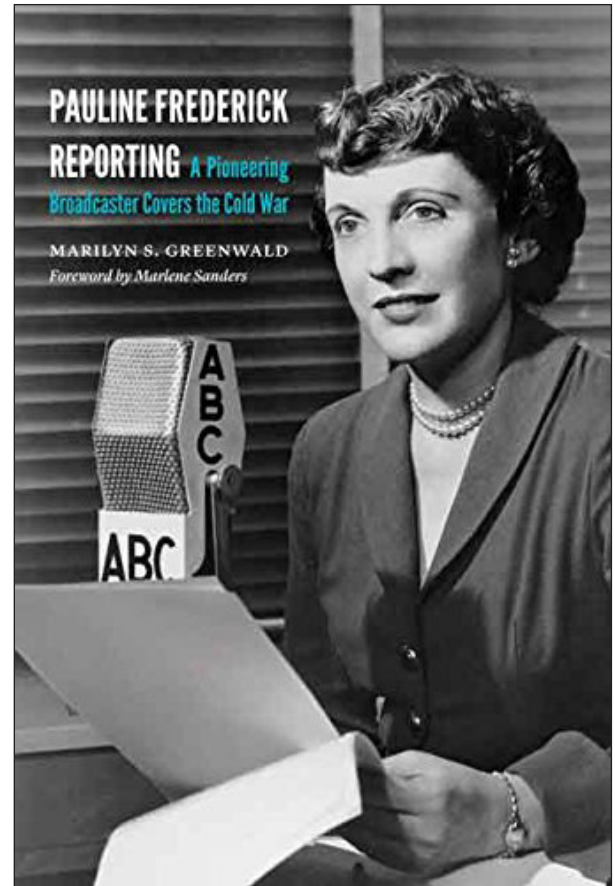
A PIONEERING BROADCASTER COVERS THE COLD WAR

MARILYN GREENWALD, Professor, Ohio University

Editor's Note: By 1965, Pauline Frederick had covered the United Nations for NBC for 12 years. A veteran UN correspondent, she had also covered it for other media outlets since 1947. But accelerated U.S. involvement in the war in Vietnam in some ways changed the nature of her job: although she did not cover the war, many activities related to it took place at the United Nations, so the subject of her reports grew increasingly related to the war. In this excerpt, an exclusive story she was given courtesy of a Soviet diplomat, drew the ire of President Lyndon B. Johnson. This episode illustrates Johnson's sensitivity to journalism about the war, as well as the tough position of many reporters who covered it.

The Cold War spawned a high-stakes tug of war between the world's two military superpowers with the media sometimes playing the role of pawn. American and Soviet policymakers knew that the *Huntley-Brinkley Report*, as the highest rated evening news show, had great influence on the thinking of the American public. The Soviets ordered NBC's Moscow bureau closed in 1963 after a run-in there between correspondents and Soviet officials. The Russians

seemed particularly sensitive to the portrayal of them in the American media and in popular culture—even light ribbing offended them. About a year after the bureau closed, Frederick asked Soviet Ambassador Anatoly Dobrynin when it would reopen; Dobrynin replied that the bureau would not open in the near future because the Soviets took offense at a newspaper advertisement by WNBC, an NBC affiliate in New York City, for a program on the station. The ad, for a call-in radio program called the *Brad Crandall Show*, depicted a caricature of an angry Soviet Premier Nikita Khrushchev shouting into the receiver of a telephone, with a vintage radio in the background: “Hotline, shmot-line,” the caption reads. “Let me talk to Brad Crandall!” The Soviets were not amused. The bureau would reopen, Dobrynin said, “when you stop insulting our chief of



state with those Brad Crandall ads.”¹

As a United Nations correspondent during the Cold War, Frederick and others who covered wars and crises walked

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Fears

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mystery I had about the Adobe InDesign software, and I brushed up on quantitative research terminology, and uses and application of the SPSS software. Needless to say, I was somewhat exhausted by the end of April!

At the time of this writing, I'm getting ready to participate in an online course with Poynter Institute on basic web development that I hope will ex-

pose me to additional digital skills, software and terminology. I am also awaiting the start of a summer program in June for high school students in which I will conduct a series of workshops on multimedia storytelling. It should be a precursor to the Multimedia Storytelling class that I will finally return to teaching at the university in July. Finally, I am scheduled to teach the Reporting for Electronic Media course next fall. It will be another new preparation, and one of my colleagues who specializes in broad-

cast media production has assured me he'll be available to provide training and “bailouts” as needed (LOL).

So, perhaps now you can see why I would choose the word CHANGE to describe the past 17 months of my journey in learning and teaching others.

CHANGE is my “new” normal, and I hope to continue embracing it with a positive attitude for the duration of my career in higher education!

Excerpt

Continued from Page 16

a fine line when it came to reporting the news and becoming part of it—they were very aware that they could be used by both sides to make a point or convey a message. Most veteran reporters knew that they sometimes played this role in high-stakes world events, and most believed it was part of the job.

When asked once if she thought she was “used” by sources, Frederick replied that she would always air a story that she thought would interest or affect her viewers, regardless of the motives of the sources who gave her the information.²

One very public example of this came in 1966 when Frederick got an exclusive story in the middle of a stalemate in the Vietnam War—she reported that an unnamed Soviet diplomat told her that officials in Hanoi, in Communist North Vietnam, would negotiate with the United States if the United States stopped bombing in North Vietnam. The Soviets had no official comment for three days—an unusually long silence—and then issued a denial, declaring that Frederick’s report was “complete fiction.”³ The scoop was picked up by several news outlets, including the *New York Times*.⁴ Frederick, the seasoned UN reporter, was quoted as saying that Russians rarely gave reporters exclusive stories, so there must have been a reason behind this one: “Usually they won’t even discuss the weather with you unless they’ve been directed to do so by the Kremlin.” It was also unusual for them to wait such a long time before denying the story, she said.⁵ Frederick said in an interview that she believed the Soviet diplomat gave her the story because the Soviets did indeed want the Vietnam War to end.⁶

By 1966, however, President Lyndon Baines Johnson apparently thought Frederick *was* friendly with the Soviets. When he heard Frederick’s report about the supposed willingness of the Soviets to negotiate in Vietnam, he was furi-

Still, the Russian attaché incident illustrates the degree to which the public and top policy makers viewed Frederick as one of the nation’s main conduits to American people. And, indeed, her role as a United Nations correspondent became embedded in popular culture.

ous. David Brinkley apparently gave the White House press office a heads-up before it was revealed in the April 22, 1966, *Huntley-Brinkley Report*.⁷ In a telephone recording dated April 22, 1966, at 6:45 p.m., it is obvious Johnson was listening to *Huntley-Brinkley* when he asks his secretary to connect him immediately with U.S. Ambassador to the UN Arthur Goldberg. Goldberg answers the telephone. “You see this Fredericks [sic] story on NBC?” an irate Johnson asks him. Goldberg appeared unaware of the report. “Pauline Fredericks, on *Brinkley*. *Huntley-Brinkley*. She says she was told by the Russian press attache at the United Nations—all week he’s been very friendly and suckin’ up to her—and she was told that if we would stop bombing that they could sit down and talk,” Johnson said. He told Goldberg that he did not tell NBC anything for the record, but said that the news tip to Frederick was a ploy by the Russians:

I just told them well, if we’re gonna stop bombing, when are they gonna stop? Are they gonna stop going down the Ho Chi Minh Trail? Are they gonna stop dropping their hand grenades in Danang and killin’ our Marines? Are they gonna stop mortar fire on our air bases? If they stop, we stop, the moment they do.

Johnson said the Russians effectively manipulated NBC—and Frederick:

They used NBC pretty well to-night; pretty effective propaganda and our state department had no comment. And I told them to tell [Undersecretary of State] George Ball and I think I ought to tell you that I think you ought to tell Pauline Fredericks, “Now, this is very wonderful. That’s good. But let’s bisect this thing. Let’s look at it. You got Jack Dempsey and Jess Willard in a fight and you ask Jack Dempsey not to hit anymore. Now is Willard not gonna hit or are you gonna let him stand up there and punch hell out of him?”

Goldberg said little, but noted that the “little press attaché” from whom Frederick got the information “doesn’t talk with any authority.” Johnson agreed, but implied that that fact was irrelevant because “they [NBC News officials] cover 35 million people.”⁸

Goldberg reassured the president that he had told the American public repeatedly that the bombing of Hanoi was not an act of aggression but instead an act of retaliation for Soviet aggression. “You have made a statement that you are ready to stop everything if they are ready to negotiate a mutual cease fire,” Goldberg said. “That’s right. If they’ll stop, we stop. But we are not gonna stop and let them keep coming down that trail,” Johnson replied, adding, “They’re in a little trouble and they are squealing awfully loud. They’re gonna be squealing

Excerpt

Continued from Page 17

louder. I don't think we ought to let the impression get out over the country that they have made a legitimate offer if we stop." He asked Goldberg to examine Frederick's report and "get to her right quick and say now please point out that they have no proposal at all." "[That] it's propaganda," Goldberg said.⁹ Indeed, Goldberg did immediately call Frederick after his call from Johnson, as she noted years later. The ambassador was honest—he told Frederick that Johnson had just been listening to the NBC news broadcast and had called him. "I had a call from Ambassador Goldberg chiding me for not telling him what I had," Frederick remembered. "He said that if he had known what I was going to say on the air, he could have had a response from the United States which would have been, I suppose, the same kind of line they had followed for a long time."¹⁰ Frederick's report clearly irritated Johnson. About thirty minutes after he talked to Goldberg, he called Undersecretary of State George Ball and repeated much of what he told Goldberg: "I'm calling about the Pauline Frederick propaganda story for Russia," he said. "Somebody [in the administration] said we have no comment; but NBC played it up that we have a new peace offer," he said, adding that "we ought to get it [the story] in the morning papers. . . . They [NBC] got it from a press attaché and that's not how you conduct serious diplomatic negotiations," he said.¹¹

Through these phone calls, Johnson gives the impression that he sat in the Oval Office, obsessed about what the media said about him—an accurate image, according to Chet Huntley. In an oral history interview in 1969, a year before Huntley retired from NBC, he talked at length about Johnson's relationship with the press and his obsession with trying to control what was said about him. "[Johnson] had three receivers [televisions] in [his] office and

he watched all three networks, I think, virtually every night." Huntley added, however, that Kennedy did the same thing when he was president.¹²

Still, the Russian attaché incident illustrates the degree to which the public and top policy makers viewed Frederick as one of the nation's main conduits to American people. And, indeed, her role as a United Nations correspondent became embedded in popular culture. Bil Keane, in his popular syndicated cartoons *Family Circus* and *Channel Chuckles* made reference to her in two separate cartoons that conveyed her role as a fixture in the living rooms of Americans,¹³ and humorist Erma Bombeck mentioned her in her syndicated column, "At Wit's End" as the punchline of a gentle joke. For instance, in one holiday column, Bombeck gives gift suggestions: "Thinking women on your list will appreciate the Pauline Frederick joke book with 1,000 funnies for all occasions (including what Greece said to Turkey in the UN cafeteria)."¹⁴

NOTES

1 Frederick apparently told NBC President Robert Kintner about Dobrynin's response when she asked him about the reopening of NBC Moscow bureau; Kintner referred to the answer she received in a memo to NBC News staff members. Memo, Robert Kintner to NBC News staff, May 27, 1964, Pauline Frederick Papers, Sophia Smith Collection, Smith College Library, Box 14, Folder 12. The incident was reported in "Hurt Feelings," *Broadcasting*, June 15, 1964, 87.

2 Transcript, Pauline Frederick interview, September 8, 1984, by Carol Bennett, Broadcast Pioneers Oral History project, William S. Hedges Collection—No. 36, University of Maryland Library of America Broadcasting.

3 The Soviets' rebuttal of the story came in a news release from the Soviet Embassy dated April 25, 1966. Pauline Frederick papers, Box 14, Folder 13.

4 "Feeler on Peace Is Laid to Hanoi: Russian Quoted on Red Bid if Bombing Ends," *New York Times*, April 23, 1966, 2.

5 Dick Crouch, *Jacksonville* (Florida) *Times-Union*, April 26, 1966, Pauline Frederick papers, Box 14, folder 10.

6 *Ibid.*

7 Memo, Bob Fleming to LBJ, April 22, 1966, filed in the Pauline Frederick Name File, SHCF, box 243, Lyndon Baines Johnson Presidential Library.

8 Recording of telephone conversation between LBJ and Arthur Goldberg, April 22, 1966, 6:45 p.m. Citation #11046, Recordings and Transcripts of Conversations and Meetings, LBJ Library. A tape of it is available online from the Johnson Presidential Library <http://www.youtube.com/watch?v=W7-hgLPAUDA&list=PLE4ezrXJCEORIGndWG-3PutubzIMPJAHN&index=4>.

9 *Ibid.*

10 Frederick spoke about this incident in the Broadcast Pioneers Oral History project.

11 Recording of telephone conversation between LBJ and George Ball, April 22, 1966, 7:15 p.m. Citation #10047, Recordings and Transcripts of Conversations and Meetings, LBJ Library. <http://millercenter.org/presidentialrecordings/lbj-wh6604.0315>.

12 Transcript, Chester R. Huntley interview, May 12, 1969, by Joe B. Frantz, p. 13, LBJ Library online. <http://millercenter.org/scripps/archive/oralhistories/detail/2608>.

13 See, for example, "Channel Chuckles" that appeared the week of June 28, 1967. A couple is watching television, and a row of diplomats are depicted on the screen. "Come quick, Ed," the woman says to the man in the caption. "They're convening the Security Council and Pauline Fredrick isn't even there yet." An original signed copy of this cartoon was left to Frederick's niece, Catherine Cole, and is now housed at the Newseum in Washington, D.C.

14 Bombeck column: This syndicated column is dated December 18, 1969.

GRADUATE LIAISONS

Changing of the guard

Change can be invigorating, but transitions are often challenging. This year is full of both for Meagan and myself as we finish our PhDs and begin the next phase of our academic careers.

Annie Sugar



University of Colorado

Meagan Manning



University of Minnesota

Meagan defended her dissertation in May, and I will defend mine in the fall. For me, this life shift means closing the chapter on my role as a graduate student liaison for the History Division, a position I have had the honor to hold for three years now. Meagan joined the executive committee last fall, and, as a new graduate, she will move on as well. Our transitions spell opportunity for both the History Division and two other graduate students who will step into our shoes and fill the liaison roles for the coming academic year (and beyond?)

I cannot speak highly enough about my experience with the History Division, and it will be difficult to say goodbye to the executive committee. That said, I emphatically urge my fellow graduate students to consider serving on the History Division next year for three very good reasons:

Service

Every academic works to build the “research” and “teaching” sections of his or her CV, but the “service” section sometimes goes neglected. Graduate students often find it difficult to find service opportunities in their field, particularly outside of their departments. The History Division provides a unique leadership opportunity to new academics. Graduate student liaisons have the opportunity to write articles like this one for the quar-

terly issues of *Clio*. The Division gives us the freedom to determine the subjects we want to discuss with the readership and field at large and the space to start or join a conversation on topics that are important to graduate students. Over the last three years, I have written about conducting research, presenting at conferences, the role of history in teaching media and several other issues close to my heart. Graduate student liaisons also help administer the History Division’s Facebook page and take the lead on running the Division’s graduate student page that serves as outreach and a meeting place for your colleagues. We also take part in planning events for the annual conference each year and participate in business meetings, both of which provide useful experience for our faculty years.

Along the way, I’ve found mentors ready and willing to give me feedback on my research, provide me with advice on job hunting, and include me in various business discussions that allow me to see how the Division works from the inside out. All of these conversations and experiences have given me insight I would not have otherwise, and I’m thankful for investment the Division and its members have made in me as an academic-in-the-making.

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Mentoring

One of the most important and lasting gifts my time as graduate student liaison has given me is the supportive friends and mentors I have found in my fellow executive committee members. The academic press often talks about [the important role mentors play](#) in our development as both students and junior faculty and even advocates the cultivation of

[multiple mentors](#) to provide support for various aspects of our growing, changing lives and careers. I am someone who has been fortunate to find many excellent, life-changing mentors in my professional career and academia, and I am always in search of more. It was the AEJMC Mentoring Program that initiated my involvement with the History Division in the first place. I signed up to receive a mentor through the program as a first-year doctoral student attending and presenting at the annual conference for the first time back in 2012. I was fortunate to be matched with Kathy Forde, a caring, compassionate senior faculty member who took the time to welcome me to the Division, help me prepare for my poster session, and generally take me under her wing. Her warmth and guidance as well as the collegial environment I found at both the business meeting and my poster session that year made me eager to become involved in the Division myself. So, when the offer came to serve as a graduate student liaison, I jumped in with both feet. Along the way, I’ve found mentors ready and willing to give me feedback on

Graduate Students

Continued from Page 19

my research, provide me with advice on job hunting, and include me in various business discussions that allow me to see how the Division works from the inside out. All of these conversations and experiences have given me insight I would not have otherwise, and I'm thankful for investment the Division and its members have made in me as an academic-in-the-making.

Networking

Graduate students' contact with major academic conferences and the associations that organize them is often limited to paper submissions and acceptance or rejection notices. On our end, the relationship is often a distant and passive one. I cannot stress how unique and special it is to find a group that invests in and works to include graduate students in its decision-making processes and leadership the way the History Division does. The Division has welcomed my research and the work of my colleagues, provided us with travel support, and urged us to join the conversation about the field at conferences and online. In the process, I have had the opportunity to meet and get to know academics the world over, including my fellow graduate students. The Division's efforts to welcome us to the conversation via social media at business meetings, and by hosting graduate student socials at the annual

conference shows a proven commitment to the development of graduate students. This networking with faculty members helps foster research and job preparation; it also allows students to connect with one another to help us through the challenges of our masters and doctoral programs—a time that can be stressful and lonely. I do not know how I would have survived graduate school without my fellow liaisons Meagan, and Carrie before her. I am excited to know that other graduate students will have the same experiences in the future as they take on the liaison role I leave behind.

I would like to thank the History Division for a wonderful three years on the

executive committee and the opportunity to be a part of something truly special. I look forward to passing the baton so that others may have the same empowering learning experience. If you are a graduate student planning to attend the annual conference in San Francisco this summer and are interested in joining the History Division and serving as a graduate student liaison, please contact me at anne.sugar@colorado.edu, Meagan Manning at manni172@umn.edu, or History Division Chair, Yong Volz at volzy@missouri.edu. We would be happy to hear from you and answer any questions you may have.

COME PARTY IN SAN FRANCISCO

We invite you to join us for
The 2nd Annual Joint History Division/
Graduate Student Interest Group Social
at the AEJMC Annual Conference
Saturday, August 8, 8:45-9:45 p.m.

at

Jillian's Billiards Club
175 4th Street

Shoot pool and enjoy appetizers with
graduate students and faculty!

WEBNOTES

Fresh website on the way for History Division

An updated History Division website will launch soon.

I noted last fall that the current site was approaching two years old, which is a long time in the digital world. It's time to reevaluate the organization of the site as well as the presentation.

Keith Greenwood



Website Administrator
University of Missouri

The current site structure was adapted from the previous site version and examples from other AEJMC divisions. The various areas of the site were designed to reflect the types of content, such as paper calls or useful resources. Organizing by type of content, however, may not be the most useful method, and some of the current category names are not very descriptive of the content of the section. Resources, for example, could relate to a variety of topics and doesn't indicate what a resource is.

The updated structure attempts to reorganize around topic areas rather than descriptions of content. New headings will include areas for content related to research, which could include calls for papers or funding proposals as well as useful tools for research and links to journalism history journals. A teaching heading will include the syllabi and teaching materials that members have contributed as well as columns about teaching journalism history.

The physical update to the site also is meant to improve adaptability for the range of modern devices people use now for accessing information. . . . The new site should provide increased usability between smartphones, tablets and computer screens of different sizes.

As indicated last fall, a members area is being added to the site as well. This section of the site contains information useful to History Division members, such as the background and previous winners of division awards, news about publications, columns and op-ed pieces written by division members and so on. This section should have useful information *for* members and interesting information *about* members of the division.

The updated website will include more information about the division and its purpose. The current information about the division will be updated to include more information about the division's focus and the benefits of being a member to aid in recruiting new members for the division. Plans are in the works for you to have an opportunity at the annual convention to participate in that effort.

In addition to the organization of content, the site was due for an updated look. The current version contains elements that suggest historical

documents, but the value of historical study does not relate to just past events. Historians also provide context and understanding of present conditions. The look of the site should reflect a modern perspective on history.

The physical update to the site also is meant to improve adaptability for the range of modern devices people use now for accessing information. The current site is adaptable to different screen sizes, but much more variety has been introduced since the site template was designed, and standards for responsive web coding have evolved as well. The new site should provide increased usability between smartphones, tablets and computer screens of different sizes. Links to social media sites for the division will remain part of the updated site, as will options to receive news of updated content by rss or email. I am working on more integration between the content of the division Facebook page or member Twitter feeds and the History Division website as well.

The updated version of the site also should offer more opportunities for History Division members to contribute content. The updated website will launch before the annual convention in San Francisco.

The updated version of the site also should offer more opportunities for History Division members to contribute content.

NEWS AND NOTES

Division scholars take on the civil sphere

Welcome to our “News & Notes” section. Here you will find updates on our History Division’s members. Please share the news—Updates, Publications,

Kristin Gustafson



Membership
Chair
University of
Washington
Bothell

A w a r d s , Promotions, Top Papers—that you find here. Send the news to gustaf13@u.washington.edu for *Clio*’s future editions. You can also share your media history research and teaching materials via our Facebook group (AEJMC History Division) and the Media History Exchange

at <http://www.mediahistoryexchange.org/content/welcome-media-history-exchange>, a site that includes the 2014 AEJMC History Division Archive.

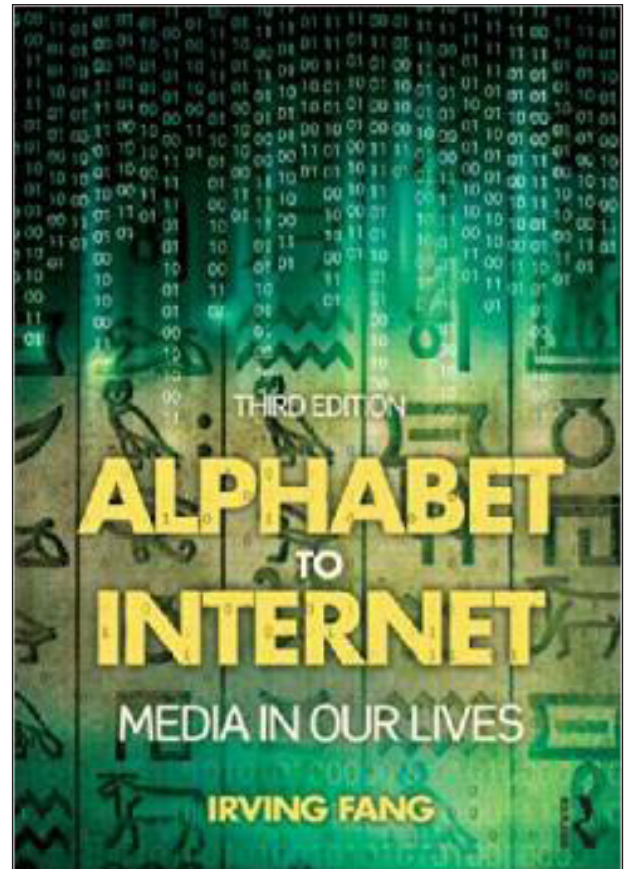
<http://www.mediahistoryexchange.org/content/welcome-media-history-exchange>, a site that includes the 2014 AEJMC History Division Archive.

Publications

The Spring 2015 issue of the *Journal of Communication Inquiry* contains articles by History Division members [Sid Bedingfield](#), assistant professor and Cowles Research Fellow for University of Minnesota’s School of Journalism and Mass Communication; [Kathy Roberts Forde](#), department chair and associate professor for University of Massachusetts Amherst’s Journalism Department; [John Nerone](#), professor of communications and professor of media and cinema studies at University of Illinois’ College of Media; [Dave Nord](#), professor emeritus for Indiana University Bloomington’s School of Journalism; and [Rick Popp](#), associate professor and director of undergraduate studies for University of Wisconsin

Milwaukee’s Journalism, Advertising, and Media Studies. Guest-edited by Forde, the special issue explores the promises and challenges of civil sphere theory for media history and communication scholarship. In Forde’s essay, she says the essayists engaged with “the substantial intellectual work of reading, analyzing, and writing about *The Civil Sphere*,” by Jeffrey Alexander, a cultural sociologist at Yale, and the responses by his fellow sociologists. This special *Journal of Communication Inquiry* issue began as remarks for a History Division/Cultural & Critical Studies Division research panel at the 2014 AEJMC annual conference.

[Irving Fang](#), emeritus faculty for the University of Minnesota’s School of Journalism and Mass Communication, announced that Routledge published the third edition of his media history textbook, *Alphabet to Internet*. Fang said that the new edition, besides being updated and as current as possible, “benefits immeasurably from having two competent Routledge editors who worked with me plus other staff members at a top-of-the-line publishing house instead of trying to do it all by myself.” According to Routledge, Fang looks at media of communication—mass printing, telegraph, film, internet, advertising—across centuries. He asks: What happened? How did society change because of this new communication medium? How are we



different as a result? “*Alphabet to Internet* takes us from the first scratches of writing and the origins of mail to today’s video games, the widespread and daily use of smartphones, and the impact of social media in political uprisings across the globe.”

• Fang, Irving. *Alphabet to Internet: Media in Our Lives*. (New York: Routledge, 2015).

Updates

[Dana Eugene Creasy](#), assistant professor of mass communication and electronic media adviser/compliance and licensing officer for the University of Jamestown, North Dakota, announced that he left his teaching position at the end of this year. Creasy will begin a Ph.D.

News & Notes

Continued from Page 22

in Media and Information Studies at the School of Journalism of Michigan State University in autumn. He joined the University of Jamestown in 2010 and was also general manager of the university noncommercial FM station KJKR.

Christopher B. Daly wrote to say he was promoted to professor for Boston University's Journalism Department. He is also working on a chapter for the forthcoming book, *American Literature in Transition, 1917–1929*, from Cambridge University Press. Daly is the

author of *Covering America: A Narrative History of a Nation's Journalism*, the [Prof Chris Daly's Blog](#), and his [Twitter account](#).

[Therese L. Lueck](#) is retiring from the University of Akron on July 1. Lueck was interim director this year of the university's School of Communication in Ohio. She said the position was a "fitting capstone" for



Therese L. Lueck

her 26 years at the university. Lueck's scholarship includes "Her Say in the Media Mainstream: A Cultural Feminist Manifesto," which was published in *Journalism & Communication Monograph* in 2004. She was also co-author of two books on women's periodicals in 1995 and 1996, contributed articles and chapters since 1989 on women in U.S. media and gender, produced scholarship on teaching and learning, and wrote book reviews. As professor of communication, she has been approved for emerita status, which enables her to continue to pursue her research interests.

AMERICAN JOURNALISM HISTORIANS ASSOCIATION 2016 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, 2015, and December 31, 2015. 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, 2015.

To be considered, nomination packets must include:

- (a) One copy of the complete dissertation in hard copy;
- (b) One digital copy of the complete dissertation on a CD;
- (c) 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;
- (d) a letter of nomination from the dissertation chair/director or the chair of the university department in which the dis-

sertation was written;

- (e) a cover letter from the nominee:

- (i.) containing complete (home and work) contact information including postal addresses, phone numbers and e-mail addresses,

- (ii.) 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 dissertation at the 2016 American Journalism Historians Association Annual Convention 6-8 October 2016 in St. Petersburg, FL.

Note: Regarding Paragraph (c.)(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, 2016.