



Annual Report for 2019

History Division Leadership, 2018-2019

Erika Pribanic-Smith (Texas-Arlington), *Chair*

Teri Finneman (Kansas), *Vice-Chair/Program Chair*

Will Mari (Louisiana State), *Second Vice-Chair/Research Chair*

Kristin Gustafson (Washington-Bothell), *Teaching Standards Chair*

Melita Garza (Texas Christian), *PF&R Chair*

Amber Roessner (Tennessee), Madeleine Liseblad (Middle Tennessee State), and Rachel Grant (Xavier of Louisiana), *Membership Chairs/Clio Staff*

Bailey Dick (Ohio) and Colin Kearney (Florida), *Student Liaisons*

Brian Creech (Temple) and Carrie Teresa (Niagara), *Joint Journalism Conference Coordinators*

Cayce Myers (Virginia Tech), *Southeast Colloquium Research Chair*

Keith Greenwood (Missouri), *Webmaster*

Perry Parks (Michigan State), *Social Media Administrator*

Doug Cumming (Washington & Lee), *Past Chair (ex-officio)*

Committees

PF&R Digital Archives Project: Melita Garza (Texas Christian, chair), Madeleine Liseblad (Middle Tennessee State), Melissa Greene-Blye (Tennessee), Elisabeth Fondren (Louisiana State)

Publications: Therese Lueck (Akron, emerita; chair), Lillie Fears (Arkansas State), Gerry Lanosga (Indiana), David Mindich (Temple), Cristina Mislán (Missouri)

Book Award: Lisa Burns (Quinnipiac, chair), Edward Alwood (Maryland), Kathy Roberts Forde (Massachusetts-Amherst), Earnest Perry (Missouri)

Covert Award: Sheila Webb (Western Washington, chair), Erika Pribanic-Smith (Texas-Arlington), Doug Cumming (Washington & Lee), Richard Kielbowicz (Washington), Nancy Roberts (New York at Albany)

Teaching Award: Kristin Gustafson (Washington-Bothell, chair), John Ferré (Louisville), Melita Garza (Texas Christian), Teri Finneman (Kansas), Earnest Perry (Missouri), Erika Pribanic-Smith (Texas-Arlington), Yong Volz (Missouri)

Thesis Award: Amy Mattson Lauters (Minnesota State, Mankato; chair), Julie Lane (Boise State), Brian Gabriel (Northwestern State), Pete Smith (Mississippi State)

Journalism History staff

Gregory Borchard (Nevada-Las Vegas), *Editor (ex-officio, History Division Executive Committee)*

David Bulla (Augusta), *Associate Editor*

Melita Garza (Texas Christian), *Book Review Editor*

Erika Pribanic-Smith (Texas-Arlington), *Web Content Coordinator*

Kate Roberts Edenborg (Wisconsin-Stout), *Social Media Administrator*

Teri Finneman (Kansas), *Podcast Executive Producer/Co-Host*

Nick Hirshon (William Paterson), *Podcast Co-Host*

Will Mari (Louisiana State), *Podcast Co-Host*

Perry Parks (Michigan State), *Podcast Social Media*

Consultants during the Taylor & Francis contract negotiations and transition: Mike Sweeney (Ohio), Frank Fee (North Carolina, emeritus), Kathy Roberts Forde (Massachusetts-Amherst)

We could not have accomplished everything we did this year without the tireless efforts of the talented team listed on the previous two pages, as well as all of our national and regional conference paper reviewers, moderators, and discussants; journal manuscript reviewers; mentoring program participants; podcast guests; and contributors to our website and newsletter. We owe a debt of gratitude to everyone for the hard work they have put into making this year a tremendous success.

The History Division has had an extremely busy year in which we strove to balance the areas of teaching, research, and PF&R as equally as possible. Many of our initiatives this year encompassed two or three of these areas. Very few fell solely into one area.

Following are the division's major accomplishments and initiatives of 2018-2019. They will be explored in more detail in the coming sections:

- 1) We completed the transition of the academic journal *Journalism History* from an independent publication to the division's academic journal. This accomplishment is primarily a research function of the division, though the journal's new digital presence (described below) crosses all three areas.
- 2) We launched a new podcast that shares the journal's name. Guests have included journal authors as well as other scholars of journalism and mass communication history. The subjects have encompassed a wide range of journalism history research, some of which explore topics related to diversity and inclusion (PF&R). Furthermore, the podcast co-hosts are developing tools to guide instructors in using the podcasts for teaching.
- 3) We launched a new website for the journal, which publishes weekly content including research essays, teaching essays, and podcast transcripts. Again, some of the essays explore topics related to diversity and inclusion. To further the PF&R function of the website, we have a First Amendment essay series running during the 2019 calendar year.
- 4) We began a mentorship program intended to provide practical advice to our members at any stage of their careers by connecting them with more experienced members of the division. These pairings are intended to provide support for members' teaching and research activities as well as job and promotion seeking.
- 5) We instituted three new awards:
 - a. The Transformative Teaching of Media and Journalism History contest emphasizes teaching but also touches on PF&R because it rewards pedagogies involving diversity, collaboration, community, and/or justice.
 - b. The Hazel Dicken-Garcia Award for Outstanding Thesis in Journalism and Mass Communication History honors the research conducted by the thesis author but also recognizes the teaching and mentorship provided by the winner's advisor; both receive a cash prize.
 - c. The Diversity in Journalism History Research Award recognizes the outstanding paper in journalism or mass communication history submitted to the annual paper competition that addresses issues of inclusion and the study of marginalized groups, covering both research and PF&R.
- 6) We began a PF&R/research/teaching project titled "[Diversity in the Digital Archives](#)." In this ongoing catalogue, the committee provides short reviews of digital archives to help division members find diverse online primary sources to further their own research and that of their students. Many of these archives would also be useful tools in a classroom setting.
- 7) We created a handout for members with details about various history conferences they could submit their research to.
- 8) We ran three research paper competitions (the national conference as well as two spring conferences), and we assembled panels for the national conference with an emphasis on PF&R [three PF&R panels, two research (one of which has PF&R themes), and two teaching (both of

which have PF&R themes)]. Except for our teaching award panel, all our panels were co-sponsored with other DIGs/Commissions.

- 9) We produced an e-newsletter (*Clio*) every six weeks. In addition to columns by our leadership team, the newsletter featured a Generations of Scholars column, for which graduate students and junior faculty interviewed a diverse array of senior scholars in the division; mini-profiles of our members; book author Q&A's; and member news. These items all highlight the research and teaching activities of our members, and many of the subjects discussed fall into the PF&R category. [**NOTE: Our newsletters may be accessed at <https://aejmc.us/history/cliol/>**]
- 10) We partnered with the LGBTQ Interest Group to plan an off-site excursion to the ArQuives (Canada's LGBTQ2+ Archives) during the convention—an activity that spans across the research and PF&R functions.
- 11) We launched new Twitter accounts both for the division (@AEJHistory) and *Journalism History* (@Jhistoryjournal) and created a new Facebook page for *Journalism History*. In addition to promoting the activities of the division and journal, we have used these outlets to share information related to research and teaching resources as well as issues facing the academic profession and the journalism/mass communication industries.

Because we introduce the activities that served multiple functions in detail in the Research section of this report, that section is a bit longer than the others, but that is not an indication that we emphasized Research this year over the other two functions. On the contrary, we believe that we have balanced the three areas well.

Although they don't fit into the areas of research, teaching, or PF&R, we have had a few member outreach initiatives to help keep our membership engaged and to recruit new members to the division. Of course, the newsletter interviews and member news items listed in point 9 above are part of member outreach. In addition, we have done the following:

- 1) We planned an off-site social with the Graduate Student Interest Group during the convention, an annual event that allows us to mingle with younger scholars in an informal setting. Graduate Student Liaison Bailey Dick has been primarily responsible for organizing this event.
- 2) We re-animated a Facebook group for our graduate students, offering them a place to vent their concerns as they complete their degrees and begin their job hunts, support each other, and share useful information with each other. Members of our leadership team also post information we think students may find helpful, including information about things students could attend or participate in through AEJMC.
- 3) We reached out to recent members who did not renew, hoping that they would re-join or at least provide helpful insight regarding why they did not renew their membership. We also contacted non-member presenters at our two spring conferences as well as non-member authors with papers accepted for presentation in Toronto to encourage them to join. Membership Co-Chair Madeleine Liseblad has led these outreach activities.
- 4) We focused on improving communications with members, reaching out more frequently via our existing listserv and division Facebook group as well as our new social media accounts.

Finally, we have crafted [a series of Constitution and Bylaws amendments](#) that primarily serve to outline the duties and makeup of our standing committees, including a newly formed membership committee consisting of our membership chair(s), student liaisons, and others as needed.

Meeting our goals for 2018-2019

In addition to creating greater synergy and balance among PF&R, teaching, and research, our primary goals were to complete the transition of *Journalism History* and increase student involvement in the History Division. We accomplished all of these goals. As noted above and detailed in the Research section, the *Journalism History* transition is complete.

We also have increased student involvement in the division. Our two student liaisons have actively participated in our initiatives this year, particularly in coordinating the Generations of Scholars columns in our e-newsletter, which involved several of our student members in addition to our liaisons. Two of our initiatives—the graduate student Facebook group and mentorship program—grew directly out of a video conference the division’s officers had with the student liaisons, and both of those initiatives have engaged several student members. Furthermore, a graduate student was part of the PF&R Committee’s digital archives project. Finally, some of the students who will be presenting at this year’s conference, including our Diversity Award winner and Thesis Award winner, have not participated in the past.

Goals for 2019-2020

Our goals for 2019-2020 are to maintain the programming we launched in the past year while undertaking a few new initiatives. These include:

- 1) Exploring the creation of an award that recognizes a senior scholar in our field.
- 2) Establishing a virtual conference that provides our faculty and graduate students with more research sharing opportunities and community building throughout the year.
- 3) Working with our members to implement Journalism History podcast episodes and essays into their curriculum.
- 4) Establishing a finance committee that creates a proposal for how to best use our division money that members will vote on during the 2020 AEJMC division business meeting.
- 5) Continuing our efforts to address diversity and inclusion within the division.

RESEARCH

We had 34 papers submitted to the History Division’s research paper competition for the annual conference in Toronto, but two of those submissions were transferred to other divisions. Of the remaining 32, 21 papers were submitted by faculty and 11 by students. Note: One paper of mixed authorship was counted as a faculty paper because it had two faculty authors and one student.

Using the form included as Appendix A to this report, 50 judges each reviewed an average of two papers; each paper had three reviewers assigned. Of the 32 papers judged within the History Division, we accepted 16 (50%). Looking at raw scores as well as accept/reject recommendations, we accepted 10 of the 21 faculty papers (47.6%) and six of the 11 student papers (54.5%). Because neither category was an even number that could be divided neatly in half, we accepted slightly more than half of the student papers because reviewers unanimously agreed on acceptance for those six papers. We accepted slightly less than half of the faculty papers because the 11 rejected faculty papers had a least two reject recommendations from judges.

We reward the top three faculty papers, the top three student papers, and the paper that best addresses issues of inclusion and the study of marginalized groups. We also present stipends equal to

the amount of student conference registration to students who were the sole or lead author of an accepted paper that is not among the top three (AEJMC already comps the registration of our student paper award winners).

Other refereed competition

The AEJMC History Division launched a teaching-idea contest to feature original and tested transformative teaching ideas and practices that address pedagogies of diversity, collaboration, community, and/or justice. Spearheaded by Kristin L. Gustafson, the division's teaching standards chair, the AEJMC History Division Transformative Teaching of Media and Journalism History contest acknowledges and shares best practices publicly that journalism educators and media historians use in their classrooms. The contest was designed to serve three AEJMC History Division goals: 1) help the division grow and diversify by inviting people from other divisions; 2) encourage pedagogies of diversity, collaboration, community, and justice; and 3) support an equal balance of History Division attention to teaching standards, research, and professional freedom and responsibility. The 2019 recipients were Nick Hirshon (William Paterson), Gerry Lanosga (Indiana), Kimberley Mangun (Utah), Shearon Roberts (Xavier of Louisiana), and Amber Roessner (Tennessee). Each winner will present at the 2019 conference in a Saturday morning panel moderated by Gustafson. They will each receive a \$75 prize.

The AEJMC History Division Transformative Teaching of Media and Journalism History contest had nine submissions and five winners. The acceptance rate for the peer-reviewed competition was 55.5%. The peer review used both quantitative evaluations based on six criteria—originality; tested; transferability; degree of transformative nature; degree of focus on diversity, collaboration, community, and/or justice; and degree of clarity—and qualitative comments for each entry. The judges represented a diverse (age, gender, race, ethnicity) pool of experienced media and journalism history scholars/teachers. The five judges were John Ferré (Louisville), Melita Garza (Texas Christian), Teri Finneman (Kansas), Earnest Perry (Missouri), Erika Pribanic-Smith (Texas-Arlington), and Yong Volz (Missouri). One prize was to go to a student scholar or team entry with a student; however, there were no student entries this year. Winners may publish their ideas on the History Division's website and will be featured in the Division's *Clio Among the Media* newsletter.

This contest will be discussed further in the Teaching section of our report.

In-convention research activities

In addition to our 16 refereed research papers (split among three History Division paper sessions and one AEJMC Scholar-to-Scholar session), our division has two research panels scheduled at the conference as well as an archival trip with the LGBTQ Interest Group. Finally, we are recognizing several scholars for their research via a variety of awards.

Research Panels

We had 15 total panel proposals submitted to our division (13 by our members, two suggested by outside divisions/groups). We wanted to put more emphasis on PF&R and teaching this year after focusing heavily on research in recent years. Therefore, we selected two research panels from those proposed, as well as three PF&R and two teaching. Both research panel proposals were submitted by History Division members and programmed in partnership with other DIGs.

We partnered with the American Journalism Historians Association (via the Council of Affiliates) to assemble the panel **“Don’t Count the Articles: Assessing Diversity and Breadth of Historiographical Research.”** This group of five scholars, who are members of both AJHA and the AEJMC History Division, seeks to bring understanding to historiography so that reviewers and readers can better understand the important role that historical research plays in creating context to help us understand our disciplines and the numbers that make up big data social science research today. We programmed this panel because historical research spans AEJMC’s divisions, interest groups, and commissions, but reviewers and readers—even within our own division—struggle to understand the different types of research methodologies that historians employ. Panelists are Michael Fuhlhage (Wayne State), Candi S. Carter Olson (Utah State, panel coordinator), Pamela E. Walck (Duquesne), and Will Mari (Louisiana State). AJHA President Ross Collins (North Dakota State) will moderate.

For the panel **“Walking Tall and Carrying Words: A History of Violence Against the Media,”** scholars from the History and Mass Communication & Society divisions address the current spate of violence against the media. Recognizing that American journalists continue to die for the principles of truth, freedom, and democracy, the panelists provide context by looking at and analyzing the long history of perpetrators who have attacked the media. They will explore partisan, personal, yellow, jazz, minority, and new journalism, all of which have had their heroes who suffered and sometimes died. Although presented as a research panel, this panel also has a PF&R element. Moderated by Nan Yu (Central Florida), the panel includes Sharon Bramlett-Solomon (Arizona State), Caryl Cooper (Alabama), Lillie M. Fears (Arkansas State), and Cathy M. Jackson (Norfolk State).

Research Awards

In addition to honoring the top three student and faculty research papers submitted to the conference, we will be giving the following awards at the conference to recognize excellent research on topics in journalism and mass communication history published or presented in a number of forums.

1. Book Award – Directed by Book Award Chair Lisa Burns, a panel of three distinguished media historians reviewed a field of 22 entries to select the best journalism and mass communication history book published in 2018. The winner was Matthew Pressman (Seton Hall) for his book *On Press: The Liberal Values That Shaped the News* (Harvard University Press).
2. Covert Award – Directed by Covert Award Chair Sheila Webb, a committee of long-time division members, the current and past heads of the History Division, and previous winners of the award reviewed a field of 18 entries to select the article or chapter in an edited collection that represents the year’s best essay in mass communication history. The winner was Ana Stevenson (University of the Free State, South Africa) for her article “Imagining Women’s Suffrage: Frontier Landscapes and the Transnational Print Culture of Australia, New Zealand, and the United States” in *Pacific Historical Review*.
3. Michael S. Sweeney Award – The division’s Publications Committee, chaired by Therese Lueck, selected from five finalists provided by the editor of *Journalism History* to recognize the outstanding article published in the previous volume of the scholarly journal. The winner was Teri Finneman (Kansas) for her Summer 2018 article “‘The Greatest of Its Kind Ever Witnessed in America’: The Press and the 1913 Women’s March on Washington.”
4. Hazel Dicken-Garcia Award – The division launched its new thesis award this year in memory of the late Hazel-Dicken Garcia, a preeminent journalism historian whose estate funds the award.

The purpose of the award is to recognize the outstanding master's thesis on a journalism or mass communication topic. Directed by Amy Mattson Lauters, a panel of three judges selected from a pool of six theses. The winner was Laura Purcell (Virginia Tech) for her thesis "Getting People to Wish What They Need: How the United States Government Used Public Relations Strategies to Communicate Food Policy during World War II, 1941-1945." Because this award also recognizes the thesis advisor, it will be discussed further in the Teaching section.

5. Diversity Award – The division launched a new award for Diversity in Journalism History Research this year. The division's officers and PF&R chair selected the outstanding paper in journalism or mass communication history submitted to the annual paper competition that addresses issues of inclusion and the study of marginalized groups. The winner was Michelle Rotuno-Johnson (Ohio) for her paper "Cultural Hegemony in New York Press Coverage of the 1969 Stonewall Riots." Because this new award was an initiative of PF&R Chair Melita Garza, it will be discussed further in the PF&R section of our report.

Research Archives Visit

Planned by History Division member Robby Byrd, who also is the head of the LGBTQ Interest Group, this co-sponsored excursion takes members to the ArQuives, Canada's LGBTQ2+ archives. While there, our members will see what research materials are available for studying LGBTQ2+ topics and issues, including the world's largest collection of LGBTQ2+ periodicals as well as more than 33,000 vertical files, photographs, posters, sound recordings, and artifacts. This visit will be discussed further in the PF&R section of our report.

Out-of-convention research activities

Out-of-convention research activities have consisted of publishing our quarterly scholarly journal, publishing research essays on the journal's website, conducting research competitions for two spring conferences, launching a mentoring program and a "Diversity in the Digital Archives" project, creating a handout of research outlets, and discussing research activities and issues in our podcast and newsletter. The following pages will discuss these research activities in detail.

Journalism History

Last year, our division completed the process of adopting *Journalism History* as the official scholarly journal of the division and appointed Greg Borchard as editor. This year, one of our main goals was to complete the transition of the journal from an independent publication to one published by the division. Although editorial duties shifted to Borchard in July 2018, Ohio University continued maintaining subscriptions, managing the journal's finances, contracting for printing, and mailing out the journal until January 2019. In order to fully transfer operations away from Ohio University, it was necessary for the division to secure an academic publisher. Chair Erika Pribanic-Smith led contract negotiations with Taylor & Francis, with valuable assistance from the division's leadership team as well as division members Frank Fee, Kathy Roberts Forde, and Mike Sweeney. Division members voted to accept the terms of the contract, and AEJMC, thankfully, approved the contract at the December meeting. This contract places the responsibility for maintaining subscriptions as well as designing, copy editing, printing, promoting, and distributing the journal upon Taylor & Francis. Our division further benefits from this contract in that we receive a \$5,000 royalty advance, enabling us to monetize our annual best article award and pay our editor a quarterly \$500 stipend. Furthermore, the contract provides us with

\$1,000 in support of our new podcast and \$1,000 for an annual meeting at the AEJMC conference. Journal staff and division officers—along with former editor Mike Sweeney—worked with Taylor & Francis staff during the first months of 2019 to make the transition as seamless as possible. With the recent transfer of remaining funds from Ohio University to the division, the transition is now complete.

Taylor & Francis published the first issue under our new publishing agreement in March 2019. In total, we have published four issues in the past year: two under the independent publishing model and two with Taylor & Francis. For abstracts of research from those publications, see <https://journalism-history.org/journal-issues/>

In addition to the research published in the journal itself, the journal's new website, podcast, and social media outlets provide additional avenues to discuss research activities and issues. Designed by Erika Pribanic-Smith, History Division chair and *Journalism History* web content coordinator, journalism-history.org launched in August 2018. The site includes information about the journal as well as original content published weekly. Among the original content on the website are research essays and author Q&A's, both of which allow authors of articles published in the journal to discuss their research processes and agendas. We have published [four research essays](#) and [two author Q&A's](#) so far.

Pribanic-Smith also ran a First Amendment Essay contest toward the end of 2018 to build a slate of essays that are running each month during the 2019 calendar year. These essays discuss authors' research related to free expression issues and will be discussed further in our PF&R section.

The website's weekly content also includes transcripts for episodes of the journal's podcast (see <https://journalism-history.org/podcast/>). Managed by a team of eight across the country (including two interns), the Journalism History podcast launched in October 2018. The aim was to incorporate more multimedia/social media into our field with the following research goals: 1) provide a contemporary (and incredibly popular) platform for our researchers to discuss their work; 2) increase a sense of research community among the division by having year-round content; 3) give our historians a timely opportunity to share the relevance of their work to recent news trends (i.e., the death of George Bush, the Nixon/Trump comparisons); 4) provide a free and accessible platform for a global, nonacademic audience to learn more about journalism history research; and 5) illustrate to academia that journalism history research is indeed critical and relevant. As of June 10, 2019, our first 24 podcast episodes were downloaded 2,236 times in 43 states and 34 countries.

The new social media accounts for the journal, run by Kate Roberts Edenberg with assistance from the web and podcast teams, promote research contents in the journal, the website, and the podcast. Edenberg also follows a social media strategy rotating "news you can use," "did you know..." and "flashback" posts, some of which highlight research resources.

Spring Conferences (Southeast Colloquium and Joint Conference)

Between national conferences, our division participates in two spring conferences: the AEJMC Southeast Colloquium and the Joint Journalism and Communication History Conference (JJCHC; co-sponsored with the American Journalism Historians Association).

Cayce Myers served as the research chair for our Southeast Colloquium paper competition. Six research papers were presented in two sessions at the South Carolina conference on March 8. Top paper awards were presented to Gheni Platenburg (Montevallo, faculty) for "Thinking Black: An Analysis of the Impact

of Black Racial Identity on the Discourse and Work Routines of Cable Media Practitioners” and Daniel Haun (South Carolina, student) for “The Coke Side of Life: The Religiosity of Coca-Cola Advertisements.”

Brian Creech and Carrie Teresa served as co-coordinators with two AJHA members (both of whom are also members of the History Division) for the one-day JJCHC in New York City on March 9. In addition to 56 research presentations, the conference included three research panels, a keynote speech by division member Nick Hirshon (speaking about his recent book *We Want Fishsticks: The Bizarre and Infamous Rebranding of the New York Islanders*), and a screening of and panel discussion about the film *Joseph Pulitzer: Voice of the People*. The inaugural Elliot King award for outstanding research was presented to Juraj Kittler (St. Lawrence) for “Tracking Down the Enigmatic Avvisi: The Genesis of the Earliest Known News Networks in Early Modern Europe.” Organizers also recognized Elliot King for his lengthy service to the conference.

Mentorship Program

The AEJMC History Division launched a Mentorship Program this year, intended to provide practical advice to our members by connecting them with more experienced members of the division. All division members are eligible to participate, either as a mentor or a mentee. A variety of pairings may come out of this process that could assist scholars at any phase of their careers. For instance, recently-graduated assistant professors or lecturers may be paired with students to assist them with the process of becoming professional academics. Senior scholars may be paired with junior faculty to mentor them through the tenure process. Full professors and professors emerita/emeritus may be paired with associate professors to assist with later-career transitions.

Members interested in becoming a mentor or mentee had a deadline of March 29 to apply; History Division officers reviewed the application data and created the nine pairings in early April. Those paired will maintain a mentor-mentee relationship for one calendar year. The participants in our inaugural mentor program are Madeleine Liseblad (Middle Tennessee State), Ghenni Platenburg (Montevallo), Nathaniel Frederick II (Winthrop), Elisabeth Fondren (Louisiana State), Bailey Dick (Ohio), Julie Lane (Boise State), Colin Kearney (Florida), Brandon Storlie (Wisconsin), Caitlin Cieslik-Miskimin (Wisconsin), Tim Vos (Michigan State), Frank Fee (North Carolina, emeritus), Mike Conway (Indiana), Mike Sweeney (Ohio), Ford Risley (Penn State), Lisa Burns (Quinnipiac), Kimberly Wilmot Voss (Central Florida), Jon Bekken (Albright), and Charlene Simmons (Tennessee-Chattanooga).

This program serves a research function for several reasons. First of all, mentors and mentees were asked to describe their research interests on their applications, and those interests were a key factor we considered when pairing our mentors and mentees. Second, reviewing specific research projects and generally discussing ways to strengthen scholarship are among the services mentors may provide for their mentees. Finally, research is an integral part of the job-seeking and promotion processes, which are core areas for which the program seeks to provide support. Because teaching support also is a component of this program, it will be discussed further in the Teaching section of this report.

Diversity in the Digital Archives Project

Under the direction of PF&R Chair Melita Garza, a committee that also included Madeleine Liseblad, Elisabeth Fondren, and Melissa Greene-Blye began compiling short reviews of digital archives that will help division members find primary sources to further their own research and that of their students on

minorities and other understudied topics. Because this is a PF&R committee project, it will be discussed in detail in the PF&R section of this report. This resource has potential for classroom use, so it will be discussed briefly in the Teaching section as well.

History Conference Handout

At the 2018 AEJMC conference, a member stated it would be nice to have a list of venues where journalism historians could submit their work. Because members typically work on multiple projects throughout the year, the list is not intended as an alternative to presenting at AEJMC but a complement. Division Vice Chair Teri Finneman solicited information from organizers of other conferences that take place throughout the year. The resulting handout—distributed to members via listserv and social media in September 2018—offered details such as conference dates and locations, submission deadlines, registration fees, focus and goals, and contact information for five conferences (including the History Division’s two spring conferences). We plan to update and expand the handout after the AEJMC convention this year.

Clio Among the Media Newsletter

The Membership team of Amber Roessner, Madeleine Liseblad, and Rachel Grant has published eight issues of the *Clio* newsletter since the last AEJMC conference; we will have one more before the 2019 conference. Items written by Liseblad, Grant, and others in the division are posted to the blog at the division’s website (aejmc.us/history). About every six weeks, Roessner compiles items using the Chrome FlashIssue extension and sends them from the division’s gmail address to members via listserv. Each issue of the e-newsletter also is archived at aejmc.us/history/clio.

Because our new journal website contains weightier teaching and research essays, we have focused our newsletter on news about our division’s activities and our members. Each issue generally contains a column by one of our leadership team members, a Q&A with an author of a recent book, mini-profiles of our members, and a round-up of member news, along with any news about division activities that have taken place since the last issue. Furthermore, we have re-instituted a Generations of Scholars feature that the newsletter contained in 2015-2016. For this feature, a graduate student or junior faculty person interviews a more experienced member of the division.

The research function of the newsletter lies in its discussion of members’ research in the various items. The book author Q&A focuses on the research conducted for a specific book, including the impetus for the research and resources used, as well as advice the author may have for other scholars. The Generations features and member mini-profiles both pose questions related to research, such as what the subject’s research area is and why, what their most recent research project was, and what they’re working on now. Some of the member news round-up items promote members’ research activities. Because the newsletter also serves Teaching and PF&R functions, it will be discussed further in those sections of this report.

Research goals

Our research goals align with those of the Research Committee in that we emphasize diversity in our research activities. Through our refereed competitions (in the national conference and the two spring conferences), we of course cannot control who submits research papers and which the judges will deem worthy of acceptance. However, the three outlets draw from different pools of participants. There is

some overlap, but our New York City conference attracts more international scholars than our other two research competitions, as well as more students from that area of the country. Meanwhile, the Southeast Colloquium attracts more scholars from the southern United States, especially whatever area is local to the host school. This ensures diversity not only in participants but also in research topics.

Furthermore, we aim for diversity in topics and participants through the podcast, journal website essays, and newsletter. Topics cover the gamut of media (informational, persuasive, and entertainment; print, electronic, and other) as well as historical time periods. As will be discussed in our PF&R section, many of these topics address issues of free expression as well as diversity and inclusion. Finally, we have sought to highlight the work of a number of different scholars. The podcast, journal website essays, book Q&A's, Generations features, and mini-profiles combined have featured 82 different individuals who are as diverse in their career stage and research interests as they are in race and ethnicity.

TEACHING

In-convention teaching activities

The AEJMC History Division will present two teaching panels in 2019. These highlight the work and ideas of 11 scholars (panelists and moderators).

The first of these, **“Transformative Teaching of Media and Journalism History,”** brings together the five winners of our inaugural teaching-idea contest. As detailed in the Research section (under *Other refereed competition*), this contest and panel features original and tested transformative teaching ideas and practices that address pedagogies of diversity, collaboration, community, and/or justice. Spearheaded by Kristin L. Gustafson, the division’s teaching standards chair, the competition acknowledges and shares best practices publicly that journalism educators and media historians use in their classrooms. The contest was designed to serve three AEJMC History Division goals: 1) help the division grow and diversify by inviting people from other divisions; 2) encourage pedagogies of diversity, collaboration, community, and justice; and 3) support an equal balance of History Division attention to teaching standards, research, and professional freedom and responsibility. The teaching ideas shared on this panel collectively speak to the AEJMC Teaching Standards Committee’s focus on curriculum, leadership, course content and teaching methods, or assessment. In all cases, the ideas are original, tested practices within the individual scholar’s institution that were selected based on their potential for transferability of the course content and teaching methods to curriculum in other institutions. The contest brings to the foreground the teaching leadership of these five scholars, as well as the judges. Additionally, several teaching projects facilitated student leadership.

The second teaching panel, **“Votes for Women Then and Now: Teaching Suffrage in the Media Classroom,”** is a collaboration between the Division and Commission on the Status of Women. Carolyn Kitch (Temple) will moderate the panel. Timeliness is central to the panel, as seen in its description: “2019 marks the beginning of a year-long celebration of the 100th anniversary of women’s suffrage. States around the country will host events to recognize the anniversary, but how can we cover this in the classroom? This panel provides lecture, assignment, and interdisciplinary collaboration ideas to incorporate suffrage and women’s history into your teaching this year and beyond.” The four panelists and their cross-discipline teaching strategies address gender, race, ethnicity, disabilities, politics, international students, and more, therefore incorporating a PF&R element of diversity and inclusion. The teaching ideas most clearly speak to the AEJMC Teaching Standards Committee’s focus on

curriculum and course content and teaching methods, although leadership and assessment is also embedded. The four panelists are Candi Carter Olson (Utah State), Teri Finneman (Kansas), Melony Shemberger (Murray State), and Jane Singer (City, University of London).

In addition to these panels, as mentioned in the Research section of this report, we are giving the inaugural Hazel Dicken-Garcia Award at the conference to recognize the outstanding master's thesis on a journalism or mass communication topic. The award also has a teaching function in that we recognize not only the thesis author but also the advisor, to emphasize the important role of teaching and mentoring in producing an excellent thesis. Cayce Myers (Virginia Tech) will be recognized this year as advisor for the winning thesis by his student, Laura Purcell.

Out-of-convention teaching activities

AEJMC History Division's out-of-convention activities related to teaching standards have taken up the Teaching Committee's focus on curriculum, leadership, course content and teaching methods, and assessment. This has occurred via discussion of teaching practices and issues in the division's newsletter *Clio*, on the *Journalism History* website, in Journalism History podcast episodes, and in our new mentorship program, as well as by providing teaching resources via our podcast and "Diversity in the Digital Archives" project.

During the past year, Teaching Standards Chair Kristin Gustafson has written two columns highlighting the work and/or including the voices of 13 scholars (see "[Teaching-contest winners prepare mini-tutorials for conference](#)"; "[Hazel Dicken-Garcia Continues to Give to Her Students](#)").

As journalism and media historians/educators, we have excellent classroom practices and curriculum designs. Since taking on the teaching standards chair position in 2015, Gustafson has invited Division members to share their best practices that encourage pedagogies of diversity, collaboration, community, and justice. The ideas and examples matter, and they stretch us to explore new strategies.

Additionally, the Generations of Scholars features and member mini-profiles in the division newsletter have strong teaching components. One of the questions posed in the Generations of Scholars interviews is "How does your research inform your teaching?" For the mini-profiles, subjects are asked to discuss their favorite class that they teach. These newsletter items allow our members to share their ideas for course content, teaching methods, and curriculum.

The same is true of teaching essays on the *Journalism History* website. From each issue of the division's scholarly journal *Journalism History*, Web Content Coordinator Erika Pribanic-Smith selects one article to feature with a teaching essay that explores how that article could be used in various classes, including journalism/mass communication and history courses as well as business/economics, women & gender studies, media law, political science, research methods, English literature or rhetoric, and more. The [four teaching essays](#) published in the past year provide possible discussion questions, ideas for class activities, and suggested projects that may span anywhere from one class meeting to an entire term.

Some of the Journalism History podcast episodes have had a specific focus on teaching, including one on strategies for advising theses and dissertations on topics related to journalism or mass communication history. The podcast team also is developing handouts that will guide instructors in the use of podcast episodes as part of their course content. They have compiled a list of 12 courses beyond History of Journalism that would benefit from the use of these episodes. The new "Diversity in the Digital Archive"

project also offers teaching resources. Discussed in more detail in the PF&R section, the mini-reviews from this project are intended to enhance teaching and scholarship of issues related to minority groups.

Finally, as detailed in the Research section, the division launched a Mentorship Program this year, intended to provide practical advice to our members by connecting them with more experienced members of the division. All division members are eligible to participate, either as a mentor or a mentee. This program serves a teaching function because reviewing specific teaching materials and generally discussing ways to strengthen teaching are among the services mentors may provide for their mentees. Furthermore, teaching is an integral part of the job-seeking and promotion processes, which are core areas for which the program seeks to provide support. In addition to addressing course content and teaching methods, this program ties into the AEJMC Teaching Committee's focus on standards of appointment, tenure, and promotion as well as academic and professional preparation for teachers.

Teaching goals

The History Division identified in the “most important goals for the upcoming year” portion of the 2018 report the need for us to emphasize the impact of our division's scholars in the classroom. To do this, we established a teaching competition to highlight best practices in history pedagogy. This special competition focused on four pedagogies of diversity, collaboration, community, and justice.

For 2019–2020, our two Teaching Standards Chairs (Kristin L. Gustafson and Lori Amber Roessner) identified two primary goals and activities to support them.

The first goal is to **highlight the best practices in history pedagogy with a special focus on pedagogies of diversity, collaboration, community, and justice**. To do this we will continue the “Transformative Teaching of Media and Journalism History” contest. Additionally, we recommend expanding the History Division website's categories around teaching to include these four categories and adding content:

- 1) Teaching materials
- 2) Teaching syllabi
- 3) Teaching columns
- 4) Transformative Teaching Contest winners and ideas

The teaching materials section could include tools such as classroom lessons and media relations strategies on topics relevant to our classrooms. The teaching contest section creates a permanent home featuring the annual contests.

The second goal is to **advocate nationally and internationally for the importance of historically informed students in journalism and mass communication curriculum**. This is a multi-year and multi-faceted endeavor, which builds on efforts happening within and beyond our AEJMC History Division. We recommend exploring more collaboration with AJHA related to its recent survey on journalism and mass communication history in the curriculum, as well as working with ICA's History Division. For the upcoming year, we recommend specifically that we create a journalism and mass communication history teaching salon with a sole focus of supporting public scholarship (such as blog posts in Higher Ed) that makes the argument for the importance of historically informed students in journalism and mass communication curriculum. The salon would create an intentional group dedicated to this goal that would provide a sounding board for members to reflect, revise, and share materials before going public, as well as amplify the message once public.

PROFESSIONAL FREEDOM & REponsibility

In-convention PF&R activities

Our panels at this year's convention strongly favor Professional Freedom & Responsibility. We have three panels specifically presented as PF&R panels. Additionally, one of our research panels and both of our teaching panels address themes related to PF&R. We also have an off-site tour planned and a new research paper award to be presented during the convention that fall into the PF&R category.

Convention Panels

Our three PF&R panels each had different co-sponsors, a feature that helped us address three critical elements of the PF&R mission: ethics, First Amendment, and diversity issues. Our panel **"Ethics Versus Propaganda in the Age of Trump: Lessons for Strategic Communications"** was organized by Wendy Melillo, who teaches strategic communication at American University and is a member of both the Advertising Division (ADVD) and the History Division. Concerns over conflict of interest, deception, individual privacy, and social justice, among other things, are of universal interest to our members, whether dedicated to the study of journalism, advertising, or public relations. This panel will explore how strategic communication in the age of Trump, and direct messaging through social media, may have slipped the bounds of traditional ethics codes. If this is so, in what ways has it followed the historical patterns of propaganda, whether consciously or not? What lessons can history offer strategic communicators interested in carving out an ethical path forward? What can professional industry associations do? Moderated by former History Division Chair Doug Cumming (Washington & Lee), the panel features five scholars as well as an industry professional: Melillo, Jami Fullerton (Oklahoma State), Alice Kendrick (Southern Methodist), Ross Collins (North Dakota State), Michael Socolow (Maine), and Wally Snyder (Institute for Advertising Ethics).

History Division Chair Erika Pribanic-Smith and Law & Policy Division member Jared Schroeder co-coordinated the panel **"From Emma Goldman to the Marketplace of Ideas: Marking the 100th Anniversary of Free Speech at the Supreme Court."** Goldman's anti-war statements landed her in a federal courtroom in 1917. Her widely publicized trial, and appeal before the Supreme Court, was the first of a wave of cases that, fueled by the Espionage Act of 1917, pushed the Supreme Court to squarely address the First Amendment promise of freedom of expression for the first time. Justice Oliver Wendell Holmes's opinion for the Court in *Schenck v. United States* in March 1919 provided the clear and present danger test and the court's first clear statement about the meaning of the First Amendment. In the fall of that year, his groundbreaking dissent in *Abrams v. United States* introduced the marketplace of ideas theory of the First Amendment, which remains the Court's dominant tool for communicating how it understands freedom of expression. This panel will mark the 100th anniversary of this crucial moment. Pribanic-Smith and Schroeder (Southern Methodist) are panelists, along with Brooke Kroeger (New York) and Jeff Smith (Wisconsin-Madison). Aimee Edmondson (Ohio) will moderate.

The History Division organized the panel **"Using Media History to Contextualize Current Events: Providing a More Nuanced Understanding of Today's News"** and is the primary sponsor, with the Critical & Cultural Studies Division (CCSD) as the co-sponsor. History Division member Lisa Burns assembled the panel, which also includes PF&R Chair Melita Garza, two CCSD members (Katie Foss, Middle Tennessee State, and Chelsea Reynolds, Cal State-Fullerton), and an industry professional, Kyle Edwards from *Maclean's* news magazine. As many of today's news stories deal with issues such as race,

gender, immigration, and other social justice issues, this panel correlated strongly with the PF&R issues of unequal treatment of women and underrepresented groups. Moreover, the panel's content relates to First Amendment issues arising from Donald Trump's denunciation of the media as "fake news" and his other related attacks on the free press. This panel will examine how understanding media history can help journalists, citizens, students, and faculty contextualize current events.

In addition to the three PF&R panels, three of our other panels have strong PF&R components. Our teaching award panel features original and tested transformative teaching ideas and practices that address pedagogies of diversity, collaboration, community, and/or justice. Our "Votes for Women" teaching panel also addresses issues of diversity and inclusion in that the four panelists and their cross-discipline teaching strategies address gender, race, ethnicity, disabilities, politics, international students, and more. Our research panel on violence against journalists also has a PF&R element in that it recognizes American journalists continue to die for the principles of truth, freedom, and democracy, specifically addressing minority journalists in part.

LGBTQ Archives Tour

Our convention's off-site tour was co-sponsored with the LGBTQ Interest Group. Robby Byrd, who is a member of both the History Division and the LGBTQ Interest Group, organized the tour. The ArQuives, Canada's LGBTQ2+ archives, was established to aid in the recovery and preservation of LGBTQ2+ history. It now holds the world's largest collection of LGBTQ2+ periodicals. This tour was important to our PF&R mission as it familiarizes scholars with important research tools to further the study of a population that persists in being historically marginalized, even at this time, 50 years after the Stonewall riots that ignited the movement for LGBTQ rights.

Diversity Award

The winner of our new Diversity in Journalism History Research Award (detailed further in the Research section) specifically addresses coverage of that event in LGBTQ history. The new Diversity Award recognizes the outstanding paper in journalism or mass communication history submitted to the annual paper competition that addresses issues of inclusion and the study of marginalized, historically underrepresented groups and topics. Michelle Rotuno-Johnson has won the inaugural award for her paper, "Cultural Hegemony in New York Press Coverage of the 1969 Stonewall Riots." Rotuno-Johnson will receive a cash prize during the division's business meeting on Friday, Aug. 9, at the AEJMC National Convention in Toronto.

Out-of-convention PF&R activities

Out-of-convention PF&R activities included the establishment of the division's "Diversity in the Digital Archives" project as well as newsletter items, podcast episodes, and *Journalism History* website essays that address PF&R issues.

All members of the PF&R committee contributed to the "Diversity in the Digital Archives" project, located at <https://aejmc.us/history/diversity-in-the-digital-archives/>. This is an ongoing initiative in which committee members submit mini-reviews of archives around the country that offer online resources to enhance teaching and scholarship of minority groups. The contributors to this project included PF&R Chair Melita M. Garza and PF&R committee members Melissa Greene-Blye, Madeleine Liseblad, and Elisabeth Fondren. Digital archives reviewed so far cover a diverse range of minority

topics: Native publications, materials related to the US-Mexico borderlands and immigration, “Free People of Color” in colonial and antebellum America, LGBTQ history, Arizona farmworkers, and Latin American citizens.

The Journalism History podcast has made a concerted effort to address diversity in its show guests and topics. Episodes in our first season (October 2018 through July 2019) have included discussions about Mexican immigration, African American public relations practitioners, press portrayals of Native Americans, notable women in journalism history, first ladies and the press, and suffrage movement history. Additional episodes related to PF&R include shows focused on aspects of media law. Essays on the *Journalism History* website also have covered topics addressing diversity and inclusion, including disability history, race and sports, and women’s press associations. [An essay on the journal’s founder](#) specifically highlights the journal’s contributions to inclusion in historical study.

The First Amendment essay series on the *Journalism History* website focuses specifically on the issue of free expression. Division Chair Erika Pribanic-Smith, the journal’s web content coordinator, posted a call in October 2018, seeking essays placing concepts related to First Amendment rights, particularly free speech and free press, in historical context. The impetus for this essay series is the 100th anniversary of multiple famous Supreme Court cases that shaped legal thought on free expression. Though essays may examine First Amendment rights from a legal standpoint, including discussion of 1919 landmark cases, any and all topics exploring free expression throughout history were welcome. Topics related to minority rights were particularly encouraged. Essayists also may discuss current free expression concerns through an historical lens. [Seventeen essays](#) will be posted by the end of 2019, at least one per month; six of them were posted as of June 12. The variety of free expression issues explored also encompass ethics, media criticism and accountability, and diversity and inclusion. This essay contest attracted submissions from several members of the AEJMC Law & Policy Division in addition to members of the History Division.

PF&R goals

In summary, although the History Division’s PF&R activities touched on nearly every core focus of the PF&R Committee, we had two major foci: diversity and inclusion and First Amendment issues. These issues were reflected in our institution of a new diversity award to recognize and reward scholarship of underrepresented groups, the “Diversity in the Digital Archives” project to aid in such scholarship, our ArQuives tour, and the diverse thrust of our conference panels, podcast topics, and website essays.

Through the column “[Pleading the Case for a Powerful, Inclusive Canon of Journalism History](#),” which appeared in the January 2019 issue of the History Division newsletter, *Clio Among the Media*, PF&R Chair Melita Garza drew our membership’s attention to the connections between First Amendment issues and issues of diversity. The article discussed recent efforts by President Trump, and other members of the Trump administration, to stifle reporters, particularly women and minority reporters.

APPENDIX A

History Division Research Paper Judging Form, 2019 National Conference

<i>Criterion Title/Description</i>
Clarity of purpose 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent
Grounding in appropriate literature 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent
Clarity of research method 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent
Appropriateness of research method 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent
Evidence relates to purpose of paper 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent
Evidence is presented clearly 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent
Evidence supports conclusions 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent
Writing and organization 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent
Relevance of focus of History Division 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent
Significant contribution to field 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent