



# clio

A M O N G T H E M E D I A

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



notes  
from the head

By David Abrahamson  
Northwestern

## Cuckoo Clock Model uses circular design to ground media history in theory

By Alf Pratte

Brigham Young University

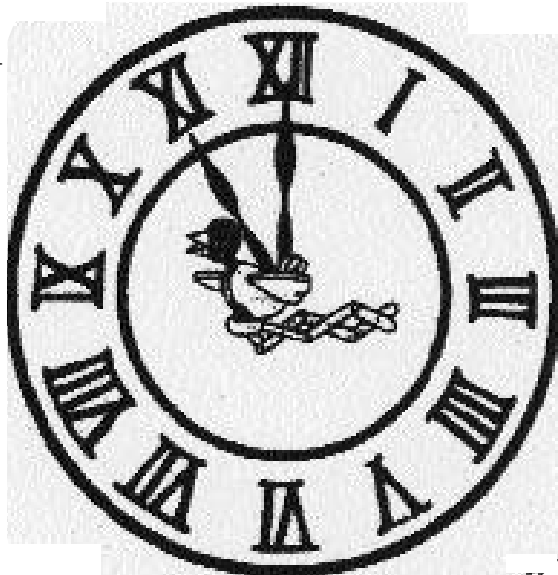
One of the tools I've come to lean on is to incorporate more theory and theoretical models to frame or organize media history, particularly premises relating to the formative years of the nations of North and South America.

It is my belief that theory — particularly normative, functional, and social roles hypotheses — will help students better distinguish the significance, reality, mythology and meta-narratives inherent in the context of the past and relate it to today.

My use of theory continues the conversation started by Sam Wineburg in his *Historical Thinking and Other Unnatural Acts, Charting the Future of Teaching The Past*, honored by the Association of American Colleges as the best book in 2001.

Wineburg argues that most of us

learn facts primarily in the process of answering questions that we believe to be important. Effective instruction draws students into historical controversy, conversations and philosophy that students can't fully decipher without mastering details in historical eras, issues, heroes and villains they confront.



Wineburg believes that the study of history leads to empathy with historical figures, much as the study of literature explores human dilemmas by weighing the practical pressures that characters experience as well as absolute ethical values.

To illustrate this at the AEJMC conference in Miami Beach, I analyzed *The Media in America* textbook. This text has been adopted by 120 schools and is one that I have used in my classes since 1989. Additional theory can

See Theory, p. 5

It is a commonplace to say that journalism is a first draft of history, as if journalism, with a bit of cutting and filling, can be remanufactured into the stuff of history. But there are also very important contrasts between the doing of journalism and doing of history, perhaps even antagonisms between the two, that might be worth examining. And in the course of exploring these antagonisms, we can also perhaps speculate on why the antagonisms exist.

One possible characteristic is the markedly different intellectual underpinnings of the two disciplines. Obviously, there is a presumption about the doing of history that it involves rigor and deliberateness while there is a presumption about journalism that it involves the press of deadlines. It's also obvious that history's use of sources has a reliance on tangible documentary

See Notes, p. 4

# Annual report for 2001-02

## RESEARCH

*Please briefly analyze the strengths and weaknesses of your research activities this year, including the extent to which the Division/Interest Group's research as a whole made a contribution to the field. Please discuss the extent to which your programming was characterized by a range of methods, theories, [and] topics.*

### Strengths

Research has long been an area of excellence for the History Division, and this tradition continued during 2001-2002. We featured a great deal of refereed research at our annual and midyear conferences, rewarding the finest with significant awards. Twenty-seven authors presented refereed research papers at the annual conference, with a faculty presenter and three students receiving awards. As we do each year, we provided travel funding through the Edwin Emery Travel Fund, as well as complimentary conference registration, to the top three student-paper authors for the annual conference.

Research was the primary focus of our sessions at two regional midyear conferences as well, the Southeast Colloquium in Gulfport, MS in March 2002, and the

Northeast Regional Journalism History Conference (co-sponsored with the American Journalism Historians Association) in New York, NY.

Scholars presented refereed research at these conferences, and five awards were given for research by the Division at the Southeast Colloquium. Finally, as in previous years, the Division made awards at the annual conference for the best new book on media history and the best scholarly article on media history (the Catherine Covert Award). All awards and winners are listed in the answer to question #7.

We continue to provide a forum for work done with a range of methodologies and informed by a broad variety of theoretical viewpoints. As in the past, we co-sponsored a research session with the Magazine Division in an effort to emphasize the examination of the history of long-form journalism, and we co-sponsored a research session with the Commission on the Status of Women as a way of spotlighting historical scholarship on gender issues. The topics of work presented in our research ses-

sions (at annual and regional conferences) was far-ranging; examples include framing theory, the use of magazines as historical documents, turning points in the public relations industry, broadcasting ethics, news coverage of race, the origins of women's issues in the press, newspaper history, the evolution of media ethics, the role of radio disk, and images of minorities in the press. Thus the History Division continues in its mission to provide a multidisciplinary and intercultural forum for historical research in all types of mass communication, as well as themes that are relevant across different types of media. This breadth is the primary "contribution to the field" made by this year's Divisional body of research.

The Division continues its outreach to the other major organization of media historians, the American Journalism Historians Association. This year we co-sponsored a midyear conference with AJHA and co-funded Journalism History's publication of The Directory of Journalism and Mass Communication Historians, issued in Fall 2001.

The Division continues to foster discussion of research topics and practice through its quarterly newsletter, Clio among the Media, one of AEJMC's finest newsletters. Clio regularly lists calls for papers, articles, and chapters; announcements of research competitions and conferences; and articles assessing the state of media history.

### Weaknesses

Our overall acceptance rate for research papers presented at the annual conference was 54 percent, exceeding the 50-percent-maximum standard we had held for many years. Although the Research Committee may see this as a weakness, it was the result of a conscious decision made by the Head and Vice Head (who also was the Research Chair). Two years ago we did not participate in scholar-to-scholar sessions since we had received mixed feedback from members who had presented in this format previously. This year, as we did in 2001, we decided to again try the format again since it would enable us to accept a few more papers in a high-quality group of submissions. (We surpassed the 50-percent rate by accepting three additional papers.) High standards for excellence continue to be held by our reviewers.

As the demographic figures indicate on the



# AJHA announces requirements for Doctoral Dissertation Award

The AJHA Doctoral Dissertation Award, given for the first time in 1997, is awarded annually for the best doctoral dissertation dealing with mass communication history.

A cash award of \$300 will accompany the prize.

Eligible works shall include both quantitative and qualitative historical dissertations, written in English, which have been completed between January 1, 2002, and December 31, 2002.

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, 2002.

To be considered, nomination packets must include:

- (a) One copy of the complete dissertation;
- (b) Four copies each of the following items, with all author, school, and dissertation committee identification of any kind whited-out:
  - (i.) a single chapter from the dissertation [preferably not to exceed 50 manuscriptpages, not including notes, charts or photographs],
  - (ii.) a 200-word dissertation abstract,
  - (iii.) the dissertation table of contents;
- (c) a letter of nomination from the dissertation chair/director or the chair of the university department in which the dissertation was written;
- (d) a cover letter from the nominee indicating a willingness, should the dissertation be selected for a prize, both to attend the awarding ceremony and to deliver a public presentation based on the dissertation at the 2003 American Journalism Historians Association Annual Convention, October 2-4, 2003 in Billings, Montana.

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

Nominations, along with all the supporting materials, should be sent to:

Prof. David Abrahamson, Chair  
AJHA Doctoral Dissertation Award Committee  
Medill School of Journalism  
Northwestern University  
1845 Sheridan Road  
Evanston, IL 60208

The deadline for entries is a postmark date of February 1, 2003.



## clio

AMONG THE MEDIA

**Editor:**  
**Pat McNeely**

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

During the 2002-2003 year, it was produced at the University of South Carolina College of Journalism and Mass Communications.

Articles for *Clio* are welcome. Send them to Dr. Pat McNeely, Department of Journalism, University of South Carolina, Columbia, SC 29208-0846. Electronic copy, via ether disk or e-mail, is preferred. For information, call mcNeely at 803-777-3303 or e-mail her at: <mcneely2000@yahoo.com>.

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# Notes.... from p. 1

evidence — often including journalism itself — and a clear privileging of print as a source. In contrast, journalism, in a way, is still very much tied to oral traditions. If you think of what an interview provides in terms of information and the essentially assumed lower level of reliability than a print source, there are also very different intellectual starting points to the two disciplines.

Moreover, in the doing of history, one must start with a premise: an idea about the reality you are trying to explicate, and you then conduct your scholarship to prove or disprove that premise. In contrast, journalists are taught to abhor a premise. Whether this is in fact true is of course debatable, especially in that the whole nature of objectivity is clearly an arguable construct.

The second important contrast concerns the culture of production of the two disciplines. The assumption here is that both disciplines are, in effect, social constructions producing their output under different conditions in different social contexts. For example, the contrast here is the contrast between the culture of the newsroom and the academic culture of the historical profession. Every member of the History Division with experience as a journalism practitioner probably has encountered this in professional life. A laundry list of these cultural contrasts might include the

following:

Journalism is outward looking. History looks inward. This is perhaps a result of the fact that journalism is, by its very nature, intensely collaborative as a discipline. The reporter produces his product, gives it to the editor. The editor does his editing, gives it back to the reporter and very little that appears in its final form is the result of an individual effort. History, in contrast, is far more singular and, despite the role of both mentors and collegial inter-

think of scholarly writing?" she answered that she thought it was "pathologically inclusive." By that, I don't think she was referring to diversity and pluralism. Instead, she was reacting to the inclusion of every single fact, every reference in the relevant literature, etc.

Another contrast is that journalism largely is formulaic in tone and perspective. Think of the standard models of news-writing and how journalists try to force their writing into those models, whereas it seems to me that history is more defined by method and structure rather than the tone of the writing itself — all of which is to say that history is trying to relate the past to the present and journalism is trying to relate the present to the future. If this is true, it might also be true that similar contrasts can be found in

the norms by which these two cultural products are valued. History, for example, has professional standards established and policed by peers of associations such as AEJMC and the scholarly press. Journalism largely relies on marked acceptance by the reading and viewing public. In the same sense, the standards of the doing of history do not vary greatly within the discipline. There are few marked regional differences between topics or study periods, whereas in journalism there are significant differences between media as well as within each medium itself.

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## **One of the interesting things about journalism history is the fact that it calls for the integration of two very different -- even antagonistic -- disciplines.**

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action to be found in sessions such as this, it is largely the product of a single mind working in isolation with its sources.

There is also in journalism, I think, in a cultural sense, a summarizing imperative. The obligation to capture a moment's worth of reality and deliver it in summary form as quickly as possible, whereas the whole of history is the spirit of inquiry attempts to be far more definitive, tends to take far more time, expend far more resources. I recall a wonderful comment by a student whose first encounter with academic writing was in contrast to her previous professions as a journalist. When I asked, "What do you

# Theory... from p. 1

can also be used with other history textbooks.

I also used the teacher's manual to determine the stated or implied theories or interpretations used in each of the 24 chapters, including one I contributed to. My observation was that theory was not used as extensively as it might be.

As options for teachers, I encourage greater use of the following macro and micro theories: frontier, technological determinism, cultural, economic, government and freedom of the press, propaganda, social marketing, news productions and news values, agenda setting, cultivation analysis, spiral of silence, knowledge gap and phenomenistic (reinforcement).

In particular, in an era of global economy it is valuable to acquaint and re-acquaint students with the various global and American frontier theories of geographical determinism set forth by Halford Mackinder, Frederick Jackson Turner, Walter Prescott Webb and Max Lerner as well as other technological and religious determinists.

Historical discussions of government and the press need to go beyond that of the four models developed by Siebert, Petersen, and Schramm in 1956. To help students see the connections between the various approaches to the press, I use what I describe as the "cuckoo clock model" which goes beyond a linear presentation with a circular design.

It suggests that philosophical approaches move from: 1.)

minimal freedom of totalitarian, 2.) Soviet Communist, 3.) authoritarian, 4.) developmental, 5.) scientific technocracy to 6.) the more expansive democracy, 7.)

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It is my belief that  
theory will help  
students better  
distinguish the  
significance,  
reality, mythology  
and meta-narratives  
inherent in the  
context of the past  
and relate it to  
today

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social responsibility, 8.) libertarian, and 9.) revolutionary to 10.) First Amendment Absolutist, 11.) radical libertarianism, to 12.) convergence.

The approach helps students see how one form of authoritarian control may change to one that is more libertarian only to descend again to the agenda setting, propaganda and manipulation of the convergence of crony capitalism. The most media friendly forms of government are in the lower half of the clock from 4 to 9.

The theoretical model I

have found most illuminating, however, is a modification of social roles, normative theories assigning priorities and ideal "weights" to the various roles of the media. The archetype suggested by Harold Lasswell, Harold Mendelsohn and Denis McQuail combines functional and normative roles for the media in general or individually working in concert with other institutions including the family, school, church, government and business to achieve maximum societal balance and equilibrium.

When priorities and equal weights are assigned to surveillance (20 percent), correlation of societal components (20 percent), transmission of social heritage (20 percent), entertainment (20 percent) and advertising (20 percent) we can see how the roles and values have been reversed by today's corporate journalism as well as government. Media may be said to be dysfunctional.

The use of more theory in my history classes has been especially helpful when I am teaching international students – particularly those from neighboring countries Canada and Mexico as we explore global issues such as the North American Free Trade Association (NAFTA). But additional theory in history has value for students from the USA.

It may not always be the best way to frame history. But for me it has been as worthwhile as any strategy I have used

## Report... from p. 2

attached sheet, our group of paper reviewers was not as diverse as it has been in the recent (the falloff in the past two years has been noted in the number of minority judges). We don't know why this happened, and it is hard to control, since reviewers are volunteers who respond to a call we issue to all division members through our newsletter and listserv; we also do not ask for racial information when soliciting reviewers.

Finally, many of the research-paper presenters at our annual conference this year were not members of the division. This may be good news, given that submitting and presenting research to the Division is generally how young scholars first become involved in our activities. On the other hand, it could be a sign of a slowing of active research participation by members in a Division with fewer young (or new) members than we have had in previous years. A possible solution to this is suggested in the answers to #25 below. If the new presenters join the Division and become active, this phenomenon will become a strength.

### Annual Conference

Number of faculty research paper submissions 30

Number of [faculty research paper] acceptances 16 (53.3%)

### Annual Conference

Number of student research paper submissions 20

Number of [student research paper] acceptances 11 (55%)

[Note: We review papers blindly (with no "student" designation to the judges), so we cannot predict the student acceptance rate within the overall rate.]

### Overview of Refereeing Process (annual conference)

The judging of submitted papers was accomplished as recom-

mended in "Judging the Research Paper Competition Fairly."

The judging process was similar to that followed by the Division in previous years. Experts from across the U. S. and Canada were solicited to serve as reviewers for the Division's annual paper competition. These solicitations were made via the Division's newsletter (Clio among the Media), the Division's own email listserv, and related listservs such as j-history and H-Net.

Judges were selected from the Division's pool, using those known to evaluate research carefully and fairly. No graduate students were used as judges. Judges read five papers each, and each paper was read by three judges. In allotting papers to judges, care was taken to avoid potential conflicts of interest; for example, judges did not receive papers by authors with whom they shared a graduate school background. Additionally, all submitted papers were reviewed before being mailed to judges to insure that all authorial and institutional identification was removed or obscured.

The judges provided quantitative feedback using a Likert scale measuring a list of qualities, as well as qualitative feedback in extensive written comments. Judges also were asked to make an acceptance recommendation for each paper, with the options being accept, accept with revision, or reject. The Research Chair tabulated the quantitative results for each paper, and then accepted or rejected papers based on those numbers as well as on the acceptance recommendations and qualitative comments.

Raw rating scores from the evaluation forms were used to create standardized scores for all the submitted papers. Following the procedures outlined in the "Standardized Scoring" appendix to "Tips on Evaluating Papers from the AEJMC Standing Committee on Research," z-scores were derived from the evaluation forms. Papers with an aggregate aver-

age z-score of 9.26 or higher were selected for presentation. (See Appendix A.)

Given the both Division's success in recent years in encouraging student research and the resulting high quality of student submissions, it was decided to continue the tradition of simply combining student papers with those submitted by faculty for the purposes of judging.

The Research Chair did not submit a paper in this Division.

### Judges:

Total number of judges: 30

Number of papers per judge: 5

### **Faculty/student research awards:**

#### Faculty awards given at national conference, August 2002:

Top Faculty Paper (plaque and \$100 check):

Stacey Cone (Iowa), "Democratic Morality and the Freedom Academy Debate: The Dialectic Over Propaganda Use in America, 1954-1968"

#### Student awards given at national conference, August 2002:

Warren Price Award (Top Student Paper: plaque, \$200 check, travel funding, complimentary conference registration):

Meg Lamme (Alabama), "Literature to Form a More Perfect Union: An Examination of the Anti-Saloon League of America's Early Messages and Methods Through a Framework of Public Relations History"

Student Paper Runners-Up (certificates, travel funding, complimentary conference registration):

Jon Arakaki (Oregon), "Editorial Vigor and Community-ism: Edwin Aldrich and Promotion of McNary Dam"

Doug Cumming (North Carolina at Chapel Hill), "Building Resentment: How the Alabama Press Prepared the Ground for *New York Times v. Sullivan*"

#### Other annual awards given at national

## Report... from p. 6

### conference, August 2001:

Catherine Covert Award (best scholarly article on media history published in the past year: plaque and \$500 check):

Nathan Godfried, University of Maine, "Struggling over Politics and Culture: Organized Labor and Radio Station WEVD during the 1930s," *Labor History*, November 2001.

Book Award (best book on media history published in the past year: plaque and \$300 check):

Jeffrey Pasley, University of Missouri, "The Tyranny of Printers": Newspaper Politics in the Early American Republic (*Charlottesville: University Press of Virginia, 2001*).

Awards given at Southeast Colloquium, March 2002 midyear conference:

Top Faculty Paper:

Kenneth Campbell (South Carolina), "Miserable Miscarriage of Justice": R. Charlton Wright and The Columbia Record's Editorial Crusade in the Aiken, S.C., Triple Lynching, 1926"

Top Student Paper:

Jon S. Arakaki (Oregon), "Irrigation, Navigation and Hydro-Electric Power: The East Oregonian's Promotion of McNary Dam (1929-1933)"

Top Southern History Paper (tie):

Doug Cumming (North Carolina at Chapel Hill), "The Alabama Press and New York Times v. Sullivan"

Pat McNeely (South Carolina), "Ann Timothy and John Miller: South Carolina's First Major Newspaper War"

*What do you consider this year's primary research-related accomplishment?*

The History Division maintains a significant research presence at midyear conferences, and this practice is one way that we are increasingly serving our members by extending the Division's outreach

and fulfilling our mission of creating a broad community of media historians. This year the quantity and quality of research presented at our regional midyear conferences approached that of the national conference, with the number of papers submitted to and accepted for these conferences being roughly the same as those for the annual conference. Also impressive was the fact that, despite the regional nature of these events, they attracted submissions from across the country, not only the two geographic areas where the conferences were held. This development means that media historians see the Division as an ongoing, and not merely annual, forum for communication and support. It also suggests that scholarship in our field of media history is thriving. Therefore the Division is particularly grateful to the organizers of this year's largest regional event; the Division's sessions at the Southeast Colloquium were particularly successful, and were coordinated this year by David Davies (Southern Mississippi).

### **CURRICULUM:**

*What was the total number of in-convention activities? List and describe them, and indicate specifically the role your division played in the events' development and presentation.*

Two: "Reloading the Canon: The Old New Journalism, the New New Journalism," a teaching panel co-sponsored with Magazine with History as the lead sponsor. In addition, History was the lead sponsor (with CCJA) of a teaching panel entitled "Incorporating Oral Histories into the Teaching of Media History." *What was the total number of out-of-convention activities? List and describe them, and indicate specifically the role your division played in the their development and presentation.*

One: "Why Introduction to Communication Must Not Displace Media History," Clio article in

Winter 2001-2002 edition by Paulette D. Kilmer, University of Toledo. The article was a forceful examination of the ongoing trend to eliminate the media history course and roll it into introductory communication courses. *Leadership: What was the total number of in-convention activities? List and describe them, and indicate specifically the role your division played in the events' development and presentation.*

One: "Keeping Scholarship Sound," Clio article in Spring 2002 issue in which author Fred Blevens offers advice on reviewing scholarly manuscripts.

What was the total number of out-of-convention activities? List and describe them, and indicate specifically the role your division played in the their development presentation.

Two, both of them electronic and ongoing: (1) J-history, a listserv organized several years ago by David Mindich when he was an officer of the History Division, continues to serve as a valuable resource for discussion among an international community of journalism historians and media-history teachers (its core membership is the membership of the History Division, but now many others outside AEJMC also subscribe to it), providing a forum for discussion of innovative teaching methods, course content, and faculty concerns. (2) This year our web editor Kittrell Rushing (Tennessee-Chattanooga) maintained our Division web site, posting news of general interest to members; he also created a Division listserv, which we used to solicit member feedback on AEJMC business. In addition, an electronic edition of the Clio newsletter was also published this year.

*Course Content and Teaching Methods: What was the total number of in-convention activities? list and describe them, and indicate specifically the role your division played in*

# Minutes for Miami's business meeting

**Presiding: David R. Davies,  
History Division Head  
August 8, 2002**

Davies called the meeting to order at 8:35 p.m. A motion to approve minutes of the 2001 meeting in Washington, D.C., was made, seconded and approved unanimously.

Davies reported that the division had \$1,368 in the treasury. Monies taken in from membership dues were spent on printing *Clio*, the division newsletter, and on research awards.

Davies noted the large number of excellent panel proposals submitted for the 2002 conference, and he encourage those whose panels were not accepted to resubmit them for the Kansas City conference in 2003.

Paulette Kilmer, PF&R chair, was unable to attend, but Davies noted the PF&R panels presented: "Publishing in Academic History Journals: The Editors' Perspectives" (with the Graduate Education Interest Group) and "Rethinking Journalism History: The 'R' Factor," (with the Religion and Media Interest Group).

Dane Claussen, Teaching Standards Chair, reported on three teaching-related panels presented on "Reloading the Canon: The Old New Journalism, The New New Journalism" (with the Magazine Division) "Incorporating Oral Histories into the Teaching of Media History" (with the Community College Journalism Association) and "Teaching from a Global Perspective" (with the

International Communication Division).

Janice Hume, division secretary and *Clio* editor, reported that four issues of the newsletter had been published, as required. However, she said the winter issue was published on-line only, due to increased costs of printing. Following an anonymous donation, the remaining two issues were printed and mailed as usual.

Davies led a discussion about the future of *Clio*, and suggested that the newsletter be published on-line only, with a PDF version to enable members to print copies themselves. Those attending suggested that membership dues be raised, or that the publication schedule be reduced to three issues to save money. Pat Washburn made the motion to try a one-year experiment publishing four issues of *Clio* on-line, with notification to members by post-card and by e-mail. Chris Allen seconded the motion, which passed unanimously.

Washburn reported on the division book award. He said 17 books were nominated. The winning book was Jeffrey Pasley's "*The Tyranny of Printers: Newspaper Politics in the Early American Republic*," published by the University Press of Virginia. Pasley, an associate professor in the Department of History at the University of Missouri, was unable to attend the meeting.

The winner of the Covert Award in Mass Communication History was awarded. Nathan Godfried, professor in the Department of History at the University of Maine, won for "Struggling over Politics and

Culture: Organized Labor and Radio Station WEVD During the 1930s" published in *Labor History* in November 2001.

Vice Head David Abrahamson reported on the research sessions. He said 50 papers were submitted and 27 accepted, a 54 percent acceptance rate. Of the 30 faculty papers submitted, 16 were accepted for a 53 percent rate for faculty. Twenty student papers were submitted and 11 accepted for a 55 percent acceptance rate for students. Thirty judges participated in the process.

Abrahamson said that three people requested scholar-to-scholar sessions for their presentations, and he encouraged others to do the same. Scholar-to-scholar sessions, he said, have the same criteria for acceptance, and the sessions provide more research paper slots. Davies, too, noted the benefits of the scholar-to-scholar sessions, and pointed to Alf Pratte's poster as being a good poster example.

Washburn, editor of *Journalism History*, told members the journal did not need the traditional \$500 donation from the division.

David Abrahamson was elected head of the division, and Janice Hume vice head. Pat McNeely was elected secretary and newsletter editor.

Plaques were presented to David Davies, outgoing division head, and to Carolyn Kitch for her service as division head in 2000-2001.

The meeting was adjourned.

*Respectfully submitted  
Janice Hume, secretary*



## AJHA seeks nominations for book award

The American Journalism Historians Association seeks nominations for the AJHA book award to recognize the best volume in journalism history or mass media history published during calendar year 2002.

Qualifying books must have been granted a first-time copyright in 2002. Edited works are not eligible. Entrants should submit five copies of their books to the book award coordinator by Feb. 1, 2003. Send materials to David R. Davies, AJHA Book Award Coordinator, University of Southern Mississippi, 2609 W. 4th St., Box 5121, Hattiesburg MS 39406-5121. E-mail: <david.davies@usm.edu>

The award will be given at AJHA's 2003 annual convention to be held in Oct. 1-4, 2003, in Billings, Mont. The winner will be asked to make a presentation at the conference.

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## Report... from p. 7

*the events' development and presentation.*

Two: "Incorporating Oral Histories into the Teaching of Media History," noted in Answer 10 above, and "Teaching From a Global Perspective," panel session co-sponsored with International Communication. History played the lead role in organizing this panel, which was combined with a similar panel proposed by IC.

*What was the total number of out-of-convention activities? List and describe them, and indicate specifically the role your division played in their development and presentation.*

One: "Engaging Students in Media History When They'd Rather Be Watching Oprah," article in the Fall 2001 issue of *Clio*. In the article, Karen List of the University of Massachusetts explores the myriads ways of getting students involved in history, specifically the use of "interviews" with historical figures.

### Assessment:

*What was the total number of in-convention activities? List and describe them, and indicate specifically the role your division played in the events' development and presentation.*

*What was the total number of out-of-convention activities? List and describe them, and indicate specifically*

*ally the role your division played in their development and presentation. Please describe your division's use of its newsletter relative to teaching:*

Two of the three issues of *Clio* issued by the time of this report included articles on teaching. Karen List's article on "Engaging Students in Media History When They'd Rather be Watching Oprah" (Fall 2001) went to the heart of every teacher's biggest difficulty—engaging students. Paulette Kilmer's article in Winter 2001-2002 on "Why Introduction to Communication Must Not Replace Media History" argued for history's place in the curriculum.

*Your research efforts related to teaching: Our annual practice of providing travel funding and complimentary registration (as well as awards) to four top graduate-student paper-presenters encourages students' participation in our sessions and promotes mentorship relationships (often long-lasting) between students and faculty from schools other than their home schools; thus, it fills a "leadership" function in the teaching area. Your division's activities this year as compared with previous years in the area of teaching:*

Our commitment to teaching issues and activities has remained consistent with our work in previous years.

## Notes... from p. 4

One more aspect needs to be included, without, I hope, unduly over-idealizing the academy. It may be fair to say that the standards are legitimized in history because they seek to serve some higher goal of knowledge. On the other hand, in journalism -- while the goal is not money per se -- the role of the market in media decisions is infinitely more central than in the discipline of history.

Perhaps the sharpest contrast -- when the two professions meet in the classroom. It is, I suspect, an alliance destined to be an uneasy one, and one about which two notions might be profitably kept in mind. The first is that as educators both journalistic and historical, we must always retain a clear sense of the inevitable contrast between history and journalism, to be aware of the differences in message content, in each discipline's politics (by which I mean "politics" with a small "p," or more specifically, each discipline's stance towards reality). We would do well to acknowledge what these differences are, what their possible causes are and what are their likely effects.

Lastly and perhaps paradoxically, we must always try to explain the ways in which the two disciplines are co-dependant on each other. By this I mean that, despite the contradictions, it is clear that not only do historians need journalism, but that journalism, if it is to fulfill its social mission at all, clearly has a desperate need for a sense of history.

# Call for Judges

## AEJMC History Division

### Kansas City Convention

#### July 30 - August 2, 2003

The AEJMC History Division needs judges to review papers submitted for presentation at the 2003 AEJMC convention in Kansas City. Papers will be sent to judges shortly after the April 1, 2003, submission deadline. Judges will have two weeks to evaluate them.

The Division's judging form has been simplified, allowing more room for written comments. In exchange for judges' willingness to provide detailed remarks, the research chair promises to send no more than four papers to each judge. Judges may not submit papers to the History Division but may submit to other AEJMC divisions.

If you are willing to serve as a judge, please contact the research chair by February 1, 2003:

Dr. Janice Hume  
 AEJMC History Division Research Chair  
 Grady College of Journalism and Mass Communication  
 University of Georgia  
 Athens, GA 30602-3018  
 706-542-5980  
 jhume@arches.uga.edu

You may return this form by mail or email your reply. Please provide the following information:

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**Areas of expertise** (please choose and number your top four areas from this list):

- |                                |                             |                            |
|--------------------------------|-----------------------------|----------------------------|
| _____ 18 <sup>th</sup> Century | _____ Cultural/Intellectual | _____ Minority             |
| _____ 19 <sup>th</sup> Century | _____ Economics             | _____ Multicultural        |
| _____ 20 <sup>th</sup> Century | _____ Ethics                | _____ Newspapers           |
| _____ Advertising              | _____ Film                  | _____ Progressive          |
| _____ Alternative Media        | _____ Frontier              | _____ Public Relations     |
| _____ Biography                | _____ Government/Politics   | _____ Quantitative         |
| _____ Broadcasting             | _____ Historiography        | _____ Religion             |
| _____ Content (coverage)       | _____ Institutional         | _____ Technology           |
| _____ Content (style/method)   | _____ International         | _____ Visual Communication |
| _____ Media Criticism          | _____ Journalism Education  | _____ War                  |
|                                | _____ Law                   | _____ Women                |
|                                | _____ Literary              | _____ Other: _____         |
|                                | _____ Magazines             | _____                      |

# Call for Papers

AEJMC History · Law · Magazine · Newspaper · Open  
SOUTHEAST COLLOQUIUM

Little Rock, Arkansas · March 6-8, 2003

Hosted by the Schools of Law and Mass Communication  
University of Arkansas at Little Rock

## PAPER COMPETITION RULES

Please send three blind copies, one original, and a 250-word abstract. On the cover page of the original, state the division for which the paper is intended; the paper's title; and the name, title, affiliation, address, office phone, home phone, fax, and e-mail address of every author. On the cover page of each of the three blind copies, state the division for which the paper is intended and the paper's title, but no information identifying any author.

Authors may submit papers in any and all divisions, but a single paper may not be submitted to multiple divisions simultaneously.

Papers must be sent to the division chairperson (below) and postmarked on or by Dec. 6, 2002. Papers may not be faxed or e-mailed. Authors who include a self-addressed, stamped postcard will be notified that their papers arrived. On or before February 1, 2003, all authors will receive notice on whether their papers were accepted. Judges' scores or comments will be included where possible.

Authors of accepted papers will be expected to attend the Southeast Colloquium and present their papers March 6-8, 2003, in Little Rock, Arkansas. See the other side of this flyer for details. All conference attendees, including authors, must pay the conference registration fee.

Detailed panel proposals also may be submitted to division chairpersons by the paper deadline.

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### HISTORY DIVISION

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**POSTMARK DEADLINE: DECEMBER 6, 2002**

*fall 2002 clio 11*

# Division taking entries for 'best book of 2002' award

The History Division of the Association for Education in Journalism and Mass Communication is soliciting entries for its award for the best journalism and mass communication history book of 2002.

The award is given annually, and the winning author will receive a plaque and a \$500 cash prize at the August 2003 AEJMC conference in Kansas City.

The competition is open to any author of a relevant history book, regardless of whether he/she belongs to AEJMC or the history division. Authorship is defined as the person or persons who wrote the book, not just edited it. Only those books with a 2002 publication date will be accepted. Compilations, anthologies, articles and monographs

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

Entries must be mailed no later than Feb. 1, 2003.

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

Patrick S. Washburn  
AEJMC History Book Award Chair  
E.W. Scripps School of Journalism  
Ohio University  
Athens, Ohio 45701

## History division announces new officers for 2002-03

Head & Programming Chair, David Abrahamson (Northwestern)  
Vice Head & Research Chair, Janice Hume (Georgia)  
Secretary & Newsletter Editor, Pat McNeely (South Carolina)  
PR&F Chair, Dane Claussen (Point Park)  
Teaching Standards Chair, Ford Risley (Penn State)  
Intellectual History Chair, Carolyn Kitch (Temple)  
Graduate Education Liaison, Kim Wilmot Weidman (Wisconsin - Stout)

CSWomen Liaison, Meg Lamme (Florida)  
CSMinorities, Meta Carstarphen (North Texas)  
Webmaster, Kittrell Rushing (Tennessee-Chattanooga)  
SouthEast Colloquium Coord, Mary Lamonica (Bridgewater State)  
NorthEast Colloquium Coord, Elliot King (Loyola-Maryland)  
Book Award Chair, Patrick Washburn (Ohio)  
Covert Award Chair, Karen List (Massachusetts)

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