

AEJMC

AMONG THE MEDIA

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

Professionals, scholars present in D.C.



LISA BURNS | QUINNIPIAC

Maurine Beasley of Maryland, far right, was one five panelists on the "Washington Women Journalists" panel at the 2013 AEJMC conference along with Kimberly Voss of Univ. of Central Florida, Darlene Superville of the Associated Press, freelancer and former Washington Post reporter Anna Groer, and Lisa Burns of Quinnipiac Univ. (not pictured).

NOTES FROM THE CHAIR

What we talk about when we talk about theory

Kathy Roberts Forde



Chair
Univ. of South
Carolina

For the last few years, historians in our field have been actively discussing the role of theory in our scholarship, in well-attended conference panels and in notable essays in our journals. I have followed this conversation with interest and have contributed to it in small ways myself. The main thrust has been to explore how various sociological and cultural theories can usefully expand the

historical questions we ask and complicate and extend our knowledge of media history. I have found the conversation fascinating, intellectually challenging, and exciting. And my own work and life of the mind are much richer for having been privy to it.

Yet I've gathered, through informal chats at conferences, that some among us have

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CALL for PAPERS



39th Annual Southeast Colloquium March 20-22, 2014

University of Florida
College of Journalism
and Communications
Gainesville, FL

- DIVISIONS**
- Law & Policy
 - History
 - Magazine
 - Electronic News
 - Newspaper & Online News
 - Open Division

Due date:
December 9, 2013

FOR MORE INFO...
www.jou.ufl.edu/colloquium14



What we talk about

Forde

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found this conversation less salutary than I have. I don't understand all the reasons this is so, and I look forward to having more conversations about this topic, I hope at the 2014 AEJMC annual conference in Montreal. That said, in this inaugural column as chair of the AEJMC History Division, I want to think through what I perceive to be potential areas of misunderstanding when we talk about the use of theory in media history.

The title of my column is a reference to Raymond Carver's well-known short story "What We Talk About When We Talk About Love." The story's setting and plot involve a kitchen table conversation between two married couples having drinks before going out for dinner. They talk about love, and that's the entire stuff of the story—a conversation about the nature of love. The story is radically thin on action, yet it is riveting. Across one evening, the characters tell different stories that demonstrate what they think love is, what it isn't, and why it matters. And their stories suggest competing and conflicting visions. What do we talk about when we talk about love? Many different things, and we often don't understand each other at all. This misunderstanding might be willful, but more often, Carver suggests, it stems from different life experiences and perspectives. And so it is when we talk about theory.

When we talk about theory in historical scholarship, we can be pretty sure we are *not* talking about scientific theory. That is, we are not attempting to explain, by way of a covering law based on successive experimental testing and large bodies of evidence, some aspect of the natural world. And we are not attempting to predict future natural phenomena. Most of us agree, after all, that history is not a science and

that media are not part of the natural world.

But whether history is a social science or a humanities-based discipline is an open question. And our ideas about and use of media and communication theory in our historical research often depend on whether we view our work—if not our collective work, then at least an individual project—in social-scientific or humanistic terms. Things are complicated further when we consider that different knowledge paradigms inflect our ideas about and uses of theory. Is our work positivist, post-positivist, interpretive, or critical? To top it off, historical studies of media make use of different types of theory. An empirical theory of the media attempts to explain how and why media operate in society (agenda setting, framing, cultivation, and social learning are familiar examples). A normative media theory suggests what media ought to do in society (consider free press theory and public sphere theory). A critical theory of media critiques the operation of power and domination in media ecosystems and often attempts to disrupt the status quo (for example, feminist media theory and political economic theory).

All of this to make the point: when we talk about theory in our historical scholarship, we are often talking about many different things from many different perspectives. If we aren't careful and precise in our conversations, we might well misunderstand one another.

Perhaps most importantly, we need to remind ourselves that our use of theory in our histories is often implicit rather than explicit. And when it is implicit, we—both authors and readers—too often fail to see and to acknowledge the theoretical orientation of the work. We should remember that all historical narratives and explanations are tacit theories because they attempt to explain the residue of the past, to make sense of what happened and why. Our narratives and explanations depend not only on the material remains of the past but also

on our assumptions about what matters in past relationships among institutions, individuals, ideologies, social practices, and cultural contexts. In this sense, our histories are always already theoretical in nature. While we certainly don't always need to make these assumptions explicit in our work, we need at least to be able to recognize, discuss, and critique them after the fact. When we are not able to do this, we are in trouble. But if our recent conversation about theory is any indication, scholars in our field are increasingly interested in exactly this kind of talk. I guess it depends on your perspective, but I think we are in a moment of change. And I welcome that change.

Now is the time to make clear that while I am writing as the chair of the AEJMC History Division, I also serve as the associate editor of *American Journalism*, the journal of the American Journalism Historians Association. In other words, my next point is informed by my work in journal publication.

I suspect that some who find the theory conversation unsettling worry that the use of theory will come to be expected in journalism and media history and that journal editors and reviewers will reject work that is not self-consciously theoretical. I don't believe this is happening or should happen or will happen.

Here is what *is* happening, though: narrow descriptive histories that do not engage broader historiographical issues, problems, and conversations, and do not engage in deep historical contextualization and explanation, are unlikely to be published in our journals these days. I believe that is a good thing. It's true that narrow descriptive histories rarely invoke theory. But plenty of deeply contextualized and richly explanatory media histories that have been published in our journals the past few years do not explicitly invoke theory. I believe that is a good thing, too. Finally, I believe it is a good thing

Minutes of the 2013 annual business meeting

Division Chair Lisa Burns called the meeting to order at 6:48 p.m. on August 9, 2013. The first order of business was a review of the 2012 meeting minutes,

Yong Volz



Vice Chair Univ. of Missouri

which were approved as submitted. The next order of business was the presentation of awards. Burns first presented the Covert Award on behalf of the award chair Nancy Roberts, who could not be at the meeting. Ten articles were nominated this year and judged by the committee members including Susan Henry, Elliot King, Lisa Burns and Nancy Roberts. The winner was Kathy Roberts Forde, associate professor at the University of South Carolina, and Katherine A. Foss, assistant professor at Middle Tennessee State University, for their article, “‘The Facts—The Color!—The Facts’: The Idea of a Report in American Print Culture, 1885-1910,” which was published in the 2012 issue of *Book History*.

Book Award Chair John P. Ferré thanked his committee of three judges who reviewed this year’s 25 entries: Linda Steiner (Maryland), Joe Campbell (American), and Fred Blevens (Florida International). The Book Award went to Chris Lamb of Indiana University at Indianapolis School of Journalism for his book “Conspiracy of Silence: Sportswriters and the Long Campaign to Desegregate Baseball” (University of Nebraska Press, 2012).

Research chair Kathy Roberts Forde presented the top paper awards. The top student paper was awarded to Carrie Isard (Temple) for “Great Hopes Forgotten: A Narrative Analysis of Boxing Coverage in Black Press Newspapers, 1920-1930.” Second place went to Will Mari (Washington) for

“‘Bright and Inviolatē’: The Growth of Business-Newsroom Divides in the Early Twentieth Century.” Third place went to Justin Hudson (Maryland) for “Reagan or Carter? Wrong Questions for Blacks’: Race and 1980s Presidential Politics in the Black Press.”

Three faculty papers were awarded, too. The top faculty paper went to Edgar Simpson (Central Michigan) for “‘An Offense to Conventional Wisdom’: Press Independence and Publisher W.E. Chilton III, 1960 to 1987.” Second place was awarded to Erika Pribanic-Smith (Texas-Arlington) for “Partisanship in the Antislavery Press During the 1844 Run of an Abolition Candidate for President.” Third place went to Stephen Bates (Nevada-Las Vegas) for “From Researcher to Redbaiter: The Odyssey of the Hutchins Commission’s Ruth Inglis.”

Burns announced that the Best Poster Award was changed into Top Three Poster Awards this year. The first place went to Stephanie Bluestein (California State-Northridge) for “From Switchboard Operator to City Editor: Agness Underwood’s Historic Rise in Los Angeles Journalism.” The second place was Amber Roessner and Jodi Rightler-McDaniels (Tennessee) for “‘Modern Joan of Arc’: Coverage of Ida Wells-Barnett and the Alpha Suffrage Club.” The third place was presented to Miles Romney (Arizona State) for “The Voice in the Night Unheard by Scholars: Herb Jepko and the Genesis of National Talk Radio.”

The third order of business was reports from officers. Burns presented the Chair’s report, noting that all of the Division’s goals from last year were met. Among the Division’s accomplishments were the creation of membership chair, graduate student liaison co-chairs and webmaster positions, the launch of a new Division website and two Facebook groups, and the addition of a “News & Notes” section to the Division’s

newsletter Clio. Burns reported that with all these new additions and the Division’s continuing efforts to support Media History Exchange and highlight scholarship and the importance of historical knowledge through conference programming and Clio, the Division received a very positive evaluation at the Council of Divisions assessment meeting on August 7. Burns thanked the fellow officers for their assistance throughout the year. She then reported that the Division presented an excellent slate of high-quality programming at this year’s convention. The Division had 10 program slots plus a Poster Session, partnered with Commission on the Status of Women, Cultural and Critical Studies, Entertainment Studies, Magazine, Public Relations, and AEJMC Council of Affiliates (American Journalism Historians Association).

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Forde

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when media histories use theory in an explicit, sophisticated, and sensitive way.

Let a thousand flowers bloom, I say. But don’t neglect to pull the weeds.

In the coming academic year, I will use this column to explore the connections, both historical and contemporary, between communication history and sociology and to introduce civil sphere theory to media and journalism historians. I will also discuss the importance of internationalizing our field. At the 2014 AEJMC annual conference in Montreal, you can expect to see panels on these topics in the program, and I hope you will attend and join the conversation, whether you are an enthusiast, a skeptic, or an agnostic. We create our field together. In the end, it is *this* pragmatic theory of knowledge and democratic conversation that matters most.

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Burns noted that there would be no “chip auction” for next year’s conference programming; instead, the programming will be done online and coordinated by the Council of Divisions. She reminded the members that the deadline for the panel proposals is October 1, 2013.

Vice head and research chair Kathy Roberts Forde reported that 68 papers were submitted this year, down from 83 in 2012 but up from 64 in 2011. Thirty-four papers (by 22 faculty and 12 students) were accepted (50 percent acceptance rate), grouped by theme in three traditional research sessions and one large poster session. Forde clarified that the decision to place papers in research sessions versus poster section was not based on the quality of papers but the themes. One problem Forde pointed out was that almost 40 percent of submissions left author’s identifying information in the document properties, which was fixed by the AEJMC headquarter officer. Forde talked about different ways to communicate with members about this problem and to provide authors with more detailed instructions on removing author’s identifying information. Forde concluded by thanking the 64 reviewers and encouraged more senior scholars to help with the review for future conferences.

Clio editor Yong Volz reported that four issues of the newsletter were published across the year, each issue on time. Other than the regular columns contributed by the division chair, PF&R chair and teaching chair, two new regular columns were created and contributed by graduate student liaisons and the webmaster. A new section, “News & Notes,” was also added for members to share their updates on research, teaching and public service. She thanked the officers and members for their contributions.

Membership chair Kristin Gustafson

History Division Goals: 2013-14

■ **Optimize** usage of communication outlets (Clio newsletter, Division website, listserv, Facebook groups, and Media History Exchange) to connect History Division members and provide them with useful information related to research, teaching, and PF&R issues. Also, encourage members to become active contributors to these outlets.

■ **Expand** efforts to grow membership, specifically targeting young scholars and international researchers. Cultivate a network of members willing to mentor new members, sharing their expertise, ideas, inspiration or strategies in teaching and research.

■ **Communicate** what it means to be a History Division member and celebrate the breadth and depth of our scholarship. Promote more research and teaching in the specific areas of international media history

and sociological theory useful in media history.

■ **Articulate** the importance of historical knowledge in contemplating and solving contemporary problems facing media and communication industries and professionals. Encourage members to use various channels to turn their historical scholarship into public knowledge.

■ **Broaden** the History Division’s conference programming to serve the interests of both the Division’s membership and AEJMC’s broader membership.

■ **Support** research and networking opportunities/outlets for Division members, including the Joint Journalism and Communication History Conference, the Southeast Colloquium, the Media History Exchange, and the AEJMC annual conference.

reported that membership stands at 321 members in 2013 (332 in 2012, 342 in 2011), which makes it the fourth largest division of AEJMC. Gustafson explored different ways to increase the membership especially to attract more international and young scholars. She then reported that only 12 members responded so far to the online membership survey. She will revise the survey and ask more members to participate so we can have a clearer picture of who our members are.

Finally, Gustafson reported that 2013-14 would be the second year of the AEJMC Mentorship Program. There were 50 mentorship program pairs across different divisions and

interest groups at the 2013 AEJMC national conference. Among those, four were from the History Division, up from one from last year. The five new pairs are: Justin Hudson and Gwyneth Mellinger, Paula Hunt and Lisa Burns, Jessica Anne Gresko and Maurine Beasley, Carrie Teresa Isard and Peggy Lewis.

Webmaster Keith Greenwood presented a report on the Division’s new website. The new website has shifted to a WordPress-based template which has greater options for collaboration and participation from members. It is now hosted on AEJMC’s servers

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at <http://aejmc.us/history>, which can remain consistent as others take over site administration. He laid out goals for further development of the site including expanding the resources area and increasing member participation. He encouraged the members to contact him if they have something to share through the new website.

Ann Thorne, as co-coordinator of the Joint Journalism and Communication History Conference (JJCHC), presented a report on this year's event at New York University's Arthur L. Carter Journalism Institute, on March 9, 2013. There were 35 papers presented in 12 research sessions. The 2014 conference is scheduled for Saturday, March 8, at NYU. Call for submissions will appear in the Fall issue of *Clio*. Burns noted that Thorne has completed her two-year term and that a new co-coordinator for JJCHC will be needed for the 2014 conference. She encouraged anyone interested in the position to contact her for more information.

Burns offered a report on this year's Southeast Colloquium on behalf of its research chair, Harlen Makemson, who could not be at the meeting. It was reported that nine papers were submitted and four accepted (44 percent rate). Best faculty paper went to Orly Schachar (Iona College) and best student paper went to Elaine Sponholtz (University of Florida). The 2014 conference will be held at the University of Florida from March 20-22 and the deadline for submission is December 9, 2013. Burns announced that Erika Pribanic-Smith would be the Colloquium's new research chair for the History Division.

Burns also reported on the Division's budget. The Division currently has \$11,852.11 in its general account, including 2012-13 income of \$2,290.00. The expenses for 2012-13

were \$3,347.17, which paid awards and plaques, winter travel reimbursement, and the Media History Exchange (in the amount of \$2,000). Some members at the meeting made suggestions for the expenditure. Carolyn Kitch (Temple) suggested that the Division funds all the graduate students whose papers are accepted in order to create a sense of loyalty among young scholars. Annie Sugar (Colorado) suggested that it would be helpful if graduate students can also be funded for their conference posters.

Elliot King (Loyola), the site administrator of Media History Exchange, presented a report on MHX. The Division's \$2000 fund was used for the website space and the tech support for MHX. King said this year's goals include using social media such as Facebook to drive the subscription and setting up a collections feature to archive conference proceedings and share resources among members.

Carrie Isard and Annie Sugar, as graduate student liaisons co-chairs, reported that they worked together well for the *Clio* column over the last year. They launched a Facebook page for the graduate student members of the History Division, which has 13 members now. They welcomed faculty members to join the group to share ideas and resources about teaching and research. They would like to actively recruit graduate students as part of their goals for 2013-14 to increase the presence of graduate students in the Division.

Burns then reviewed the Division's goals for 2013-2014:

- **Optimize** usage of our communication outlets (*Clio* newsletter, Division website, listserv, Facebook groups, and Media History Exchange) to connect History Division members and provide them with useful information related to research, teaching, and PF&R issues. Also, encourage members to become active contributors to these outlets.

- **Expand** efforts to grow our

membership, specifically targeting young scholars and international researchers. Cultivate a network of members willing to mentor new members, sharing their expertise, ideas, inspiration or strategies in teaching and research.

- **Communicate** what it means to be a History Division member and celebrate the breadth and depth of our scholarship. Promote more research and teaching in the specific areas of international media history and sociological theory useful in media history.

- **Articulate** the importance of historical knowledge in contemplating and solving contemporary problems facing media and communication industries and professionals. Encourage members to use various channels to turn their historical scholarship into public knowledge.

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In her final act as Chair, Burns presented the slate of officers for 2013-2014:

- Chair: Kathy Roberts Forde, South Carolina

- Vice Chair/Research Chair: Yong Volz, Missouri

- Secretary/Newsletter Editor: Kimberly Wilmot Voss, Central Florida

- Co-Coordinator, Joint Journalism & Communication History Conference: TBD

- Teaching Chair: Doug Cumming, Washington & Lee

- PF&R Chair: Lillie Fears, Arkansas

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State

- Membership Committee Chair: Kristin Gustafson, Washington-Bothell
- Webmaster: Keith Greenwood, Missouri
- Graduate Student Liaisons Co-Chair: Carrie Isard, Temple; Annie Sugar, Colorado-Boulder

Burns concluded by thanking the leadership team for their hard work. She continued the tradition of presenting the incoming head with a souvenir from the host city, giving Forde a Lincoln Memorial coffee mug and a March on Washington pin.

Forde then presented the Council of Divisions Report. First, she noted that next year's conference would be held in Montreal, Canada, August 6-9. She reminded the Division members to apply for or to renew passports for the conference travel. She also announced that the 2017 AEJMC location would be in Chicago.

Forde then reported that the AEJMC centennial Fundraising Campaign has been launched for two years and that this year it was able to fund 25 graduate students (\$500-800 each) to attend the conference but there were about 100 travel requests. The Council asked every division to continue to contribute to the campaign. Forde laid out two options for the Division: contribute \$300 or 10 percent of the Division's current balance. There was some discussion on the floor and Tim Vos made a motion that the Division supports the campaign with \$500. Annie Sugar seconded it and the motion passed unanimously.

Webmaster Keith Greenwood reported that the Division will launch a new listserv as another channel of communication among members. The listserv will include the most updated email addresses of the Division members provided by the AEJMC and is expected to be launched this fall. David Mindich (Saint Michaels) reminded members that the Jhistory listserv is still open for



KRISTIN GUSTAFSEN | WASHINGTON-BOTHELL

Kathy Roberts Forde presents outgoing History Division Chair Lisa Burns with a plaque thanking for all of her service.



KRISTIN GUSTAFSEN | WASHINGTON-BOTHELL

John Ferre presents Chris Lamb of Indiana University with the Book Award.

LISA BURNS | QUINNIPIAC

Tom Mascaro of Bowling Green State University won the Tankard Book Award.



signup.

Forde thanked Burns for serving as the Division chair with tremendous ability and commitment. She presented Burns with a plaque and thanked her.

The meeting was adjourned at 8:13 pm.

Celebrating women and journalism: 25 years of the National Women and Media Collection

Kimberly Wilmot Voss
University of Central Florida

For several years I had been trying to track down the story behind a 1972 investigative article in the *Columbia Journalism Review* that accused female newspaper food journalists of various forms of wrongdoing.¹ My search had yielded no evidence supporting the findings in that article and instead had discovered numerous anecdotal examples indicating that these food editors were quite ethical. But after years of study, I felt as if I had still not been able to get to the bottom of the story.

In my research, I tell the stories of women journalists who rarely leave personal papers behind. That means I am always hoping for a brief note or reference to my women somewhere. My “a ha” moment came recently in the papers of Marjorie Paxson, who went from women’s page editor to newspaper publisher. Paxson’s papers are located in the National Women & Media Collection (NWMC) at the State Historical Society of Missouri,² and that collection has been at the heart of more than a dozen of my papers.

In one of the many folders of Paxson’s recently indexed papers was the back story on this food journalism investigation. I learned the writer did not even interview some of the people he quoted. I had all the evidence I had been looking for in a collection of transcribed speeches about food journalism from a 1972 conference in Houston that Paxson had attended. A dozen questions about food journalism were answered in the speeches.³

Archives are wonderful for the secrets they hold. The papers of journalists in the NWMC are helping bring stories up from the footnotes of history – a place described by journalism historian

Marion Marzlof.⁴ Over the past decade, I have spent many days going through the archives – several of the boxes were initially unindexed, which meant each folder held potential surprises.

The NWMC turns 25 years old this fall. Coincidentally, more papers of the above mentioned Paxson were recently added and indexed. While I had written about Paxson in the past, the recent additions to her papers have helped fill in the blanks about early aspects of her career. I learned more about her days as a reporter, and I discovered more about her personal friendships and viewed wonderful photos.

There were also small moments that provided context. For example, there is a signed going-away card and photos from a well-attended farewell party when she left the *Miami Herald* for the *St. Petersburg Times* – where she was treated poorly and later fired. Seeing the celebration made the later heartbreak seem that much worse.

It was Paxson’s later success that led to the founding of NWMC. After retiring from the Gannett newspaper chain where she served several years as a publisher, she made a monetary donation that helped establish the Collection at the University of Missouri. She also began donating her own papers. Paxson’s friends quickly followed and began donating their papers as well.

One such friend was women’s page journalist and later Kansas State University journalism professor Roberta Applegate.⁵ Her papers gave me the material that led to her successful nomination and induction into the Michigan Journalism Hall of Fame. I hope to do the same for Paxson’s friend Dorothy Jurney, whose papers are also in the Collection.

It was in the papers of the Penney-

Clio

AMONG THE MEDIA

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

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

TEACHING STANDARDS

GIFT:*Giving from Classroom to Convention to Classroom*

GIFT is a fitting acronym. It stands for “Great Ideas for Teaching,” and it really does give them away for free, 25 gift-wrapped ideas for your classroom displayed in a poster session at every AEJMC convention since 2000.

Doug Cumming**Teaching Chair
Washington &
Lee Univ.**

I felt a little like a pickpocket the first time I snatched a couple of these great ideas in 2002 at the convention in Miami Beach. One idea that caught my attention was called “Enliven History and Public Record Research—in the Cemetery.” The professor had her students select an interesting gravestone in a cemetery in the university’s city, Kearney, Neb., and then begin digging into local archival records about that person. One lesson was the value of primary documents that could not be found on the Internet: old newspaper obits, cemetery records, city directories, the U.S. Census (of course this is online now through 1940), school census records, court records. By the fourth week, students present the story of their dead guy, mostly pretty sad stories of suicide, consumption or time in the mental asylum, as it turned out for that frontier town in earlier days.

The process taught the journalistic skills of accurate note-taking, using documents and storytelling, but it also opened up history as something lying in thick strata right underfoot. The

professor, Carol S. Lomicky, won the GIFT Grand Prize for that year.

These ideas are not only great and free, but also flexible. I’ve adapted Lomicky’s cemetery exercise for my own purposes, in a media-history class as an exercise in using primary sources, and in a magazine feature writing class as an exercise in storytelling. My town of Lexington, Va., happens to have a cemetery full of history-book history – Stonewall Jackson Memorial Cemetery.

GIFT ideas have the advantage being laboratory tested in somebody else’s classroom, then selected by peer-review. This year in Washington D.C., the 25 winners were picked by a nine-member panel out of 54 entries.

The contest is co-sponsored by the Small Programs Interest Group (SPIG) and the Community College Journalism Association. GIFT coordinator John Kerezy, at Cuyahoga Community College in Parma, Ohio, said the response has been phenomenal. “AEJMC’s core mission is teaching and this is one of the few activities that is dedicated to that topic,” he says.

All 350-plus teaching ideas are still available for plundering. Through 2009, the winning lessons were put into booklets that sold at convention for \$5. You can find these online as PDFs for free at <http://www.aejmc.org/home/2010/11/giftbooklets/>. Since then, each year’s 25 winners were put on a CD you can order for \$5 – or get as your reward for being one of the 25.

I once submitted an idea that was rejected. This year, older and wiser, I got my idea picked as one of the 25.

I’ll share my secrets of heady success.

First, look at the good tips that the GIFT program provides in the 10-year anniversary special booklet for 2009. Starting on page 62, there’s a study of all the winners since 2000 by two serial-GIFT winners, David Cuillier and Carol B. Schwalbe. Their analysis included useful hints from a handful of repeat winners and judges. “Keep it simple. You want students to remember your teaching point.” “Assess course weaknesses and solicit feedback.” “When submitting your great idea. . .write clearly and come up with a clever title.”

My other suggestion is to draw on ideas from other, wiser teachers. For instance, I adapted an item from one of Melvin Mencher’s irascible “Update” emails – those fun follow-ups to his classic *New Reporting and Writing* textbook. This item repeated something from Poynter Institute senior scholar Roy Peter Clark, 16 historic documents that Clark considered essential to understanding the craft of writing (and Mencher called must-reads for J-Students). It’s a quirky list, from the Magna Carta of 1215 A.D. to Tom Wolfe’s “manifesto” published in the 1973 anthology *The New Journalism*.

I stretched this out into a two-part assignment in my J101 mass media survey course. The first part was to find each document online, a natural reflex for most students when asked to look up something. Happily, about half these documents are online now, even the entire *Elements of Style* of Strunk and White and Orwell’s “Politics and the English Language.” A bit harder to Google as original texts are documents

Cumming

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such as the Hutchins Commission report and CBS News manual of standards and practices under Richard Salant.

The next step nudged students into intellectual history. In teams of two, they had to present two of the documents to the class – my random pairing of any two – and extract whatever underlying principles connected the two documents (or made them clash). Does the First Amendment imply the open government advanced in the Freedom of Information Act? Can they hear the John Peter Zenger defense of 1735 echoed in Justice Brennan's 1964 ruling in *New York Times v. Sullivan*?

I called this exercise "What's the Big Idea?"

The Grand Prize winner this year was from a couple of journalism professors at Massey University in New Zealand. One of them, Catherine Strong, traveled all the way from New Zealand to Washington – a long way for a \$100 prize, which she didn't know she'd won until the end of the poster session. Their winning idea was a four-week course, very intense sounding. Students learn-by-doing all the newest digital media – audio reporting, interviewing and editing, video scripting and editing, online writing and photography. Then, in the final week, each student finds a local real-world news story and reports it using the entire multimedia palette – all within a day.

A similar contest with the National Communication Association has a similar name – Great Ideas for Teaching Students – GIFTS. <http://www.natcom.org/gifts/> (The NCA convention is in Washington DC Nov. 21-23).

And you can check out other great teaching-idea resources from AEJMC: <http://www.aejmc.org/home/resources/teaching-resources/>

Celebrating Women

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Missouri Awards that I learned about Seattle women's page journalist Bobbi McCallum.⁶ She was a strikingly beautiful woman who died during some minor facial surgery at the age of 25. Correspondence found in McCallum's papers led to more questions I was able to pose to the editors at the *Seattle Post-Intelligencer* (before it went out of print). From this information I was able to publish an article that led to a wonderful thank you note from her cousin and helpful emails with McCallum's boyfriend at the time of her death. It was a great reminder that history is also personal – something I have experienced firsthand as my son is named for the first Penney-Missouri Award Director Paul Myhre (who also has letters in the collection).

Recent additions to the Collections include the papers of late journalist and historian Kay Mills. Included in the Mills' papers are journals in which she wrote lengthy entries almost daily from 1983 to 1990 and detailed her personal and professional life. Other highlights of materials added since the 20th anniversary include the papers of journalists Geneva Overholser, Micheline Maynard and Christy Bulkeley. I hope the NWMC is still collecting papers on its 30th anniversary and that other historians are having some "a ha" moments of their own.

This column is reprinted with permission from the State Historical Society of Missouri.

Kimberly Wilmot Voss, PhD, is an associate professor at the University of Central Florida. She is writing a book about newspapers, food and feminism. She blogs at womenspagehistory.com.

(Endnotes)

- 1 Richard Karp, "Newspaper food pages: credibility for sale," *Columbia Journalism Review*, November/December 1971, 36.
- 2 Kimberly Wilmot Voss and Lance Speere, "Marjorie Paxson: From Women's Editor to Publisher," *Media History Monographs*, 2007-2008, 1-18.
- 3 Papers of Marjorie B. Paxson, f.35, Food Editor's Seminar, 1972. National Women & Media Collection, State Historical Society of Missouri.
- 4 Marion Marzlof, *Up From the Footnote: A History of Women Journalists* (New York: Hasting House Publishers, 1977)
- 5 Kimberly Wilmot Voss, "Roberta Applegate: Breaking Barriers in Michigan," *Michigan History Magazine*, March/April 2008.
- 6 Kimberly Wilmot Voss, "The Short but Promising Career of the Seattle Post-Intelligencer's Bobbi McCallum," *Columbia Magazine*, Spring 2010.

The United States Postal Service sponsors two biennial prizes for scholarly works on the history of the American postal system. Conference papers, theses, dissertations, or published works by students are eligible for a \$1,000 award; published works by faculty members, independent scholars, and public historians are eligible for a \$2,000 award. The next deadline is Dec. 1, 2013. For further details, see the web site for the Rita Lloyd Moroney Awards, <http://about.usps.com/who-we-are/postal-history/moroney-award.htm> or contact Richard Kielbowicz, Dept. of Communication, Univ. of Washington, kielbowi@uw.edu.

CALL FOR PAPERS, PRESENTATIONS, PANELS AND PARTICIPANTS

The Joint Journalism and Communication History Conference

When: SATURDAY, MARCH 8, 2014

Time: 8:30 a.m. to 5 p.m.

Place: Arthur L. Carter Journalism Institute, New York University, 20 Cooper Square, 6th Floor, New York, NY 10003 (website: <http://journalism.nyu.edu/>)

Cost: \$50 (includes continental breakfast and lunch)

You are invited to submit a 500-600 word proposal for completed papers, research in progress or panel discussions for presentation at the Joint Journalism and Communication History Conference—the American Journalism Historians Association and the AEJMC History Division joint spring meeting. Innovative research and ideas from all areas of journalism and communication history and from all time periods are welcome. Scholars from all academic disciplines and stages of their academic careers are encouraged to participate. This conference offers participants the chance to explore new ideas, garner feedback on their work, and meet colleagues from around the world interested in journalism and communication history in a welcoming environment. Your proposal should include a brief abstract detailing your presentation topic as well as a compelling rationale why the research is of interest to an interdisciplinary community of scholars.

All submissions will be uploaded to the Media History Exchange, an archive and social network funded by the History Division of the AEJMC in conjunction with the Loyola Notre Dame Library National and administered by Elliot King (Loyola University Maryland), the long-time organizer of this conference.

To join the Media History Exchange (membership is free), go to <http://www.mediahistoryexchange.org> and request membership. Once you have joined, follow the step-by-step instructions describing how to upload an abstract to a specific conference.

Please follow the corrections carefully. If you leave out a step, it will not work. If you have any questions or run into any problems, contact Kim Gallon kgallon@muhlenberg.edu. **Upload all submissions (electronic submission only) by January 5, 2014**, to the Media History Exchange, <http://www.mediahistoryexchange.org>.

Networking Session: For the second consecutive year we will offer an afternoon networking session with coffee and cookies. Attendees will be invited to make a brief, two-slide PowerPoint presentation about their research interests. Following the presentation, there will be time for everyone to exchange ideas. For more information, contact Kim Gallon, kgallon@muhlenberg.edu.

Authors: If you published a book in the past year (2013) or have a book coming out in the spring of 2014 and would like to talk about your book at the conference, please contact conference co-coordinator Kim Gallon kgallon@muhlenberg.edu, with a brief statement about your book.

Also, if you want to serve as a submission reviewer or panel moderator, please contact Kim Gallon, kgallon@muhlenberg.edu.

Acceptance Notification Date:
February 3, 2014

Last year's program can be accessed at <http://journalismhistorians.org>. Any questions? Contact conference co-coordinators Kim Gallon and Ann Thorne (programming or submission questions), kgallon@muhlenberg.edu or aethorne@mac.com.

HISTORY DIVISION OFFICERS 2013-14

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PROFESSIONAL FREEDOM & RESPONSIBILITY

History Division successfully promotes inclusiveness

As the new PF&R chair, I have been pondering for several days now about what my first contribution to the *Clio* would be. Many topics have crossed my mind. Days before the submission deadline, I went through most of the past issues to see what topics previous PF&R chairs had written about. Indeed, those topics are diverse and well researched,

Lillie Fears

PF&R Chair
Arkansas State
Univ.

which is why my survey of the archives left me still struggling to settle on a topic to write about.

So, I thought that perhaps a review of what AEJMC defines as the scope for the PF&R standing committee might be what I need to develop that ‘ah-ha’ moment needed to get me started. In sum, the Association’s Professional Freedom and Responsibility (PF&R) Committee expects all divisions and interest groups to conduct activities in the following five areas of professional freedom and responsibility over a period of a few years: Free Expression; Ethics; Media Criticism and Accountability; Racial, Gender, and Cultural Inclusiveness; and Public Service. Having spent the past six years working as the assistant for diversity initiatives in the provost’s office on my campus, the PF&R area that captured my attention at first was racial, gender, and cultural inclusiveness.

The following two questions come to mind when I am reminded that racial, gender, and cultural inclusiveness is part of the charge set before the History

Division, *our division*:

Are members of the History Division perceived as leaders in exemplifying racial, gender and cultural inclusiveness in their classrooms (teaching)?

Is the History Division perceived as a leader in conducting activities within AEJMC that exemplify racial, gender, and cultural inclusiveness?

In response to the first question, I have reason to believe that our members do make the effort to be inclusive of racial, gender and culture in their teaching. I am inclined to believe that this is so because of the topics I see colleagues presenting papers on at the annual AEJMC meeting every year. As for me, although I feel I do a fairly decent job giving the African American and woman perspective in my classes, there is so much more that I long to learn about other racial and ethnic groups in the hopes that I can make my classes even more inclusive.

Take, for example, the other three major people of color groups in the United States—Hispanic/Latino, Asian and Native Americans. Each semester, as the classes that I teach at my majority white institution become more diverse, the challenge for me continues to be that of expanding my knowledge about these groups in the hopes of being able to present material that is more inclusive of their contributions to the history of the press and media in the world. This is why membership in the History Division has been so important to me: By networking with our members throughout the year via email, I get to learn about the achievements of others. If necessary, I can also engage colleagues about their work during the annual AEJMC conference, which brings me to my thoughts about the second question

that I’ve posed.

In response to the second question, the 2011-2013 summer issues of *Clio* reveal that the History Division has been quite successful in planning panels that have achieved racial, gender and cultural inclusiveness. Specifically, during this past summer’s conference in Washington, D.C., we (History Division) served as the sole sponsor for a PF&R panel that celebrated 40 years of the Commission on the Status of Women, and we co-sponsored another PF&R panel that focused on Washington women journalists. For the 2012 Centennial meeting in Chicago, we sponsored a research panel on African American historical perspectives on race. Two research panels, one on the media and civil rights, and another one on the significance of ethnic and foreign language and labor newspapers, made the list of programs featured during the 2011 meeting in St. Louis.

In sum, and in my humble opinion, members of the History Division are perceived as leaders in exemplifying racial, gender and cultural inclusiveness in their classroom teaching. As well, we are as leaders in conducting activities within AEJMC that exemplify all aspects of diversity.

Is there room for growth and improvement? I think we will all agree that we can do more to help improve our classes, AEJMC and the world. So, borrowing from the words of the nation’s First Lady, “let’s move” as we embark upon an even stronger and bolder showing of racial, gender and cultural diversity in our classrooms in 2013-14 and at AEJMC in Montreal, Canada in August 2014!!

Teaching panel emphasizes connections between past and present

Erika J. Pribanic-Smith
University of Texas-Arlington

Panelists in the teaching session “Content and Complements: Media History in the Curriculum” at the AEJMC national conference universally emphasized that history remains relevant to the mass communication curriculum, connections are necessary between historical and current concepts, and historical topics can and should be incorporated into non-history classes.

The panel, presented on the morning of Aug. 11, was co-sponsored by the AEJMC History Division and Council of Affiliates (American Journalism Historians Association).

Moderator Therese Lueck said that the panel continued discussion from a session at the October 2012 AJHA convention, which focused on the structure of implementing history in the curriculum.

Panelist Osabuohien Amienyi set the tone for the session by laying out the challenges of incorporating history into the curriculum. He pointed out that curriculum revisions in the wake of budgetary cuts often result in the elimination of history courses, citing the common misconception that history belongs in the past.

“Growing up in Nigeria, I understood from the beginning that history provides context for what I know today,” Amienyi said. “You have to know where you’ve been to know where you’re going; we need to pass along our culture.”

Therefore, he said, we ought to have



ERIKA PRIBANIC-SMITH | TEXAS-ARLINGTON

Presenters on the History in the Curriculum panel at AEJMC were, from the left, Osabuohien Amienyi, Jon Marshall, Therese Lueck (moderator), Mike Murray and Kathy Bradshaw.

history in everything we do.

Specific to mass communication, Amienyi argued that professional principles were established long ago, and students ought to understand that foundation. Furthermore, he said that students can learn from the successes and failures of those who came before them.

“A lot of changes occur in our profession, and our students don’t seem to understand those changes,” Amienyi said.

Amienyi’s program at Arkansas State University no longer has a history course. Administrators expect that historical concepts will be implemented in non-history courses across the curriculum. One suggestion Amienyi provided for accomplishing that was incorporating historical elements into assignments.

“If a photo assignment requires shooting a building, ask students to talk about the history and architecture of the building,” Amienyi said.

Other panelists built upon Amienyi’s presentation by suggesting other ways to incorporate history into non-history courses.

Jon Marshall whispered that he sneaks a lot of history into the media issues class required of all freshmen in his program at Northwestern

University. Marshall argued that his approach, which ties together historical and current events, allows students to learn how other journalists approached similar issues and tackled similar challenges.

Marshall takes a thematic approach as he moves through the various issues discussed in the course. For instance, he demonstrates that sensationalism and entertainment journalism go back to the very first newspaper and that Benjamin Franklin was a multi-media journalist in that he worked in a number of different genres and formats.

Another example Marshall provided was the discussion of technological change, which he explained has happened many times during the history of media.

“The printing press put scribes out of business and led to outcry at the time, but it also presented a lot of opportunities,” Marshall said. “Now, social media may enable different forms of journalism than what we’re used to.”

Michael Murray also is incorporating history into an introductory course required of all students in his program at the University of Missouri-St. Louis.

Murray noted that curricular revision often centers on textbooks, and most textbooks for basic survey courses either

BOOK EXCERPT

THE STRUGGLE FOR CANADIAN COPYRIGHT IMPERIALISM TO INTERNATIONALISM, 1842-1971

SUSAN BANNERMAN

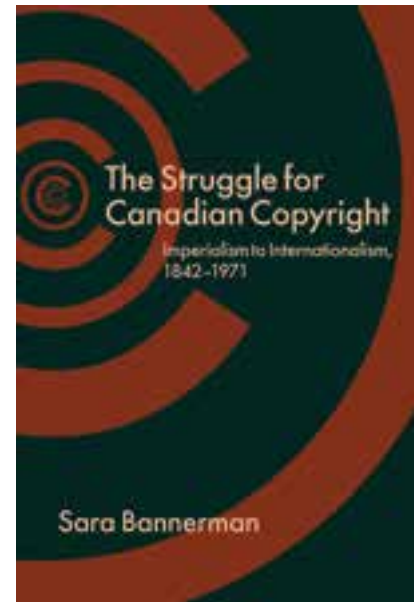
■ *By examining a less powerful country and a former British dominion's historical experience with international copyright, this book reveals the roots of today's international copyright system in an imperial copyright system that preceded it. This book shows that conflicts in international copyright between net copyright exporters like the United States and the so-called developing countries are not, as some suggest, relatively recent problems.*

The struggle for Canadian copyright is more than a struggle for formal sovereignty over Canadian copyright law. Even after such sovereignty was achieved in the 1920s, Canadian policy makers struggled to identify and implement a copyright law that reflected Canadian interests while also taking into account imperial and international copyright norms and pressures. Outside interests have had a tremendous influence on Canadian copyright lawmaking up to the present day, when American pressure seems able to trump widespread Canadian opposition to some copyright provisions. Treaty-making remains an important vehicle of influence over domestic copyright policy.

Canada's experience with the Berne Convention can be viewed as the struggle of a former British colony to move from imperialism to internationalism – to find a place within the international system and to project an image of a country engaged in a community of the most powerful nations while also reflecting the reality of Canada as a net copyright importer with a relatively small but growing creative industry. In a sense, Canada's international copyright policy has been used as a vehicle for portraying Canada to the international community – as a

sovereign country, a good international citizen, a developed and developing country, and a middle power. Canadian international copyright has been used as an exercise in image building, to win prestige and respect for Canada and to dispel the image of Canada as a hewer of wood and drawer of water. Copyright policy has been communication policy: not only has it regulated the reproduction and use of works but it has also been influenced by larger concerns about guarding and shaping Canada's international image.

Canada quietly joined the Berne Convention in 1886 as a British colony before attempting to denounce (exit) the treaty in 1889. Canada would have been the first country to withdraw from the Berne Union, and fears that such an act would destroy the nascent union led the British government to use its imperial control to prevent Canada's withdrawal. For many years, Canadian governments maintained that the treaty should be denounced by the British government on Canada's behalf, but Canada eventually joined the union as a full-fledged signatory in the 1920s. Canada's relationship to the Berne Convention continued to be conflicted, however: it refused to ratify the 1948 revision of the treaty, did not sign the 1967 or 1971 revisions, and was largely



disengaged from the Berne Union up to the late 1960s. Debates in the late 1960s and early 1970s regarding the place of developing countries within the Berne Union led to Canada's re-engagement, but the country did not accede to the most recent (1971) revision of the convention until 1998. Canada's path from imperialism to internationalism has been marked by resistance to elements of an international copyright system that did not at the time reflect the interests and economic objectives of significant Canadian groups.

On the matter of international copyright, Canada is currently aligned with the coalition of industrialized countries that includes the United Kingdom, the United States, and European countries. This book shows how such an alignment developed as a result of the historical structures of the norms and institutions of Canadian international relations. Although Canada has never been considered a "developing" country under the

UN system – a term that came into prominent use only after Canada’s development from a British dominion into an independent state – common interests between Canada and today’s developing countries have long been acknowledged. Canada’s nineteenth-century copyright history highlights these commonalities. The major concerns of the Canadian government during that period were similar to those of many developing countries today: encouraging a diverse domestic industry, which included a printing and publishing sector, and the need to ensure affordable access to imported works. From the 1920s onward, there was greater concern for encouraging domestic creators by ensuring that Canadians had robust international copyright provisions, but a focus on Canada’s status as a net copyright importer re-emerged in the 1960s and 1970s. It was during the latter decade that Canada’s representatives at international copyright negotiations proclaimed,

“We are all developing countries.” However, the historical structures of the norms and institutions of Canadian international relations, and moves to align Canada with more powerful nations, took precedence, to some extent, over the realization of the alternative copyright norms once advocated in Canada, norms that have more recently been advocated by India, Brazil, and numerous African countries.

Today the international copyright system has as its foundation the Berne Convention, but this convention represents only one model of international copyright. Competing models of international copyright have also existed, including copyright nationalism or protectionism, whereby copyright is primarily granted to nationals rather than to foreign nationals as a protectionist strategy for encouraging domestic access to and production of foreign works; copyright bilateralism, whereby international copyright is negotiated

on a bilateral rather than multilateral basis; and other multilateral copyright treaties, such as the 1952 Universal Copyright Convention, which offered an alternative set of norms governing international copyright. Competing norms and alternative conceptualizations of copyright have also existed within domestic laws. The American approach to copyright, for example, differed significantly from the norms of the Berne Convention up to the 1980s. To comment on the international copyright system today, therefore, is to comment on the particular set of copyright norms that now stand unrivalled as the foundation of international copyright.

A number of specific norms are at the core of the Berne Convention. First, under this convention, countries agree to the principle of national treatment; nationals of countries of the Berne Union, as well as other nationals who first or simultaneously publish their works in a country of the Berne Union, are to be treated the same as nationals of the country in which protection is claimed. Second, the convention sets out a number of minimum standards that each country of the Berne Union must conform to in its own copyright system. These minimum standards set out the types of works in which copyright must subsist, certain minimum rights that must be granted to the creators and copyright holders of such works, and the minimum term for which these rights should subsist.

Several of these norms have been historically controversial. Provisions requiring that countries grant copyright for a minimum period of the life of the creator plus fifty years have been considered by some to be inordinately long. It has also been argued that different terms of protection would be appropriate for different types of works. Provisions that prohibit member states from requiring domestic registration or manufacture of works as a condition for the grant of copyright have also been controversial; the Berne

Convention requires copyright to be granted automatically without such formalities, although such registration requirements would facilitate the location of rights holders for royalty payment and licensing negotiations. Also controversial has been the right of translation, which under the convention is deemed generally to rest with the copyright owner for the full term of copyright. Since foreign copyright owners have often declined to license their works to local printers, publishers, manufacturers, and translators, these provisions have been especially problematic to developing countries wishing to develop domestic printing, publishing, or manufacturing industries, and to countries wishing to encourage more strongly the local availability of foreign works in translation. Such countries have therefore sought to limit translation rights in foreign works.

These contested norms have been challenged by alternative norms in domestic legislation and in other international treaties. For example, the 1952 Universal Copyright Convention required a minimum period of protection of just twenty-five years after the death of the creator, was more flexible in allowing countries to require domestic manufacture or registration (although these requirements were waived among countries party to the agreement), and allowed compulsory licensing mechanisms that would permit the unauthorized translation of a work after seven years from the date of first publication. The more relaxed provisions of the *Universal Copyright Convention* catered more fully to developing countries and to contemporary American policy preferences.

Excerpt from Chapter 1, Introduction, and reprinted with permission from UBC Press. Susan Bannerman is an assistant professor in the Department of Communication Studies and Multimedia at McMaster University, Hamilton, Ontario.

WEBNOTES

More communication channels for members

The History Division has added two new email tools that offer more

Keith Greenwood



Webmaster
Univ. of Missouri

communication options for members.

The first tool is the creation of a new email listserv, expanding the ability to send email to all the division members. In the past the division has relied on one person keeping a list of member email addresses

or on other lists, like the J-History listserv. Relying on one person to keep the list added extra layers for updating email addresses and offered little in the way of backup in case that person was incapacitated or the data was lost. The J-History list has provided another option over the past year, but some division members might not subscribe to that list while other subscribers may not be division members. The focus of J-History is broader than the division's emphasis, making it not the best choice for communicating specifically to

division members.

The new list is called aejhistory-l, and is managed through the IT system at the University of Missouri. The new list has been created from the division membership list provided by AEJMC headquarters. Your email addresses have already been entered, and there's nothing you need to do in order to join the list. In fact, you should have already received at least one message from Kathy Forde about panel proposals for next year's annual conference. The list is accessible by all the division members, so all division leaders can send news and requests directly to the membership. As subscribers, you can control some settings for the messages you receive, such as to suspend messages if you're going to be away from email for an extended period of time or to change the email address your messages come to. To make changes, send a command in an email message to listserv@po.missouri.edu. Here are a couple of examples:

To temporarily turn off mail: SET aejhistory-l nomail

To restore mail access: SET aejhistory-l mail

To change your email address: Change aejhistory-l newaddress

The aejhistory-l listserv will not replace or duplicate J-History. There is still plenty of good information that comes through that source. This new list simply provides a way to communicate information specifically related to the division and its members.

The second tool is an additional way to keep up with information posted to the division website by email. The website has an RSS feed to keep up with new entries or comments posted to the site. The new tool allows you to also subscribe to updates via email. Rather than using an RSS reader to keep up with the new information, subscribers receive a message in their email inbox informing them that new content has been added. For irregular users of RSS readers, the email notification provides a means to receive timely information about updates.

There is plenty of room on the website for resources related to research and teaching in journalism history. What's your "go-to" resource that you think others should know about? Send ideas to me at greenwoodk@missouri.edu, or add them as comments on the Resources page of the History Division website.

Panel

Continued from Page 13

inadequately address historical concepts or are too cumbersome and expensive to be practical for undergraduates.

His solution was to put together his own textbook to suit the needs of his course; it will not be sold widely.

"One benefit of this approach is that you can locate hyper-local examples that students can relate to," Murray said.

The Pulitzers' work in St. Louis and coverage of the St. Louis Cardinals are among the examples Murray discussed.

Murray also took special care to include ample information on

journalists' role in the Civil Rights movement. He said that recent interviews he conducted with current practitioners, including Dan Rather, indicate that topic has not been taught well.

Civil Rights was among the topics Kathy Bradshaw taught as she incorporated history into a media diversity course at Bowling Green State University.

Bradshaw's aim was to help students understand representations of women and people of color in the media as well as their positions in the industry. She wanted to demonstrate how those things have changed and what students

could do about it now.

Bradshaw broadened the reach of her message beyond her classroom by inviting diverse guest speakers to campus and enticing students outside of her class to attend. A recent panel brought together academic historians and a professional journalist to provide historical and current perspectives on the black press.

Bradshaw emphasized that such a subject must be treated historically and that connections must be made.

"Today and this cultural structure has to be connected to then," Bradshaw said. "The past is not over."

NEWS AND NOTES

AEJMC Mentorship Program continues successful pairings at annual conference

Welcome back to our autumn “News & Notes” section of *Clio*—a place to find updates on our History Division’s members. Please share the news you find here. This edition features **Updates, Awards, and Publications.** In the future, we will also share your news about **Promotions and Top Papers.** Send the news to gustaf13@u.washington.edu for *Clio*’s future



Kristin Gustafsen
Membership
Univ. of
Washington
Bothell

editions. You can also share your media history research and teaching materials via our Facebook group (AEJMC History Division) and the Media History Exchange at <http://www.mediahistoryexchange.org/content/welcome-media-history-exchange>, a site that includes the 2013 AEJMC History Division Archive.

Updates

We made four History Division matches for the AEJMC Mentorship Program. The program identified first-time conference attendees and matched them with division members. Our mentee-mentor pairings brought together four new attendees—Justin Hudson, Paula Hunt, Jessica Anne Gresko, and Peggy Lewis—with four returning attendees—Gwyneth Mellinger, Lisa Burns, Maurine Beasley, and Carrie Teresa. They were eight of about 50 other AEJMC program

participants this year. The new members and their mentors were invited to the New Member Breakfast and met informally as well. Beasley, one of the mentors paired this year, said she met Gresko for lunch and shared insights about AEJMC, the History Division, and journalism education in general. In the process of their brief time together, Beasley said that she learned from Gresko more about the teaching perspective of adjunct faculty and lecturers in journalism education. So the learning was mutual. This is the second year for AEJMC’s Mentorship Program. Beasley said, “I hope the program will continue.”

Awards

Tom Mascaro won the AEJMC Tankard Book Award for *Into the Fray: How NBC’s Washington Documentary Unit Reinvented the News*. It is AEJMC’s top book award. The Standing Committee on Research administers the award, which recognizes the best book relevant to journalism and mass communication published in 2012. Mascaro is an associate professor at the School of Media and Communication, Bowling Green (Ohio) State University. The book tells a 30-year history of NBC News documentaries produced from the bureau in Washington, D.C. *Into the Fray* is his first book. The winner was announced Aug. 8 at a session where he and two other finalists spoke—Maurine H. Beasley, author of *Women of the Washington Press: Politics, Prejudice, and Persistence*, and David M. Ryfe, author of *Can Journalism Survive? An Inside Look at American Newsrooms*. (Mascaro and Beasley are History Division

members. See *Clio*’s Fall 2012 issue for more about their books.)

Dr. David Abrahamson won the American Journalism Historians Association 2013 Sidney Kobre Award for Lifetime Achievement in Journalism History. Abrahamson is a professor and also has the Charles Deering McCormick Professorship of Teaching Excellence at Northwestern University’s Medill School of Journalism. The Kobre Award is AJHA’s highest honor. It reflects a career of excellence in research, teaching, and service. The AJHA announcement noted some of Abrahamson’s achievements, including teaching, publishing close to 40 journal articles and a book (and editing a book), and service to AJHA, AEJMC, and the International Association for Literary Journalism Studies. He is editor of Northwestern University’s *Visions of the American Press* series.

Dr. Earnest Perry won the 2013 American Journalism Historians Association National Award for Excellence in Teaching. The AJHA Education Committee selected Perry, an associate professor and chair of journalism studies in the University of Missouri School of Journalism, for the award that recognizes teaching excellence in the areas of journalism and mass communication history, making a positive impact on student learning, and offering an outstanding example for other educators. For more than a decade, Perry taught one of the country’s first required courses on diversity in journalism. He teaches courses on U.S. journalism history,

News & Notes

Continued from Page 17

historical methods, media and civil rights, and he coordinates the Missouri School of Journalism's Doctoral Teaching Program.

Publications: Books and Articles

Bannerman, Sara. 2013. *The Struggle for Canadian Copyright: Imperialism to Internationalism, 1842–1971*. Vancouver: UBC Press.

Bannerman, an assistant professor in McMaster University's Department of Communication Studies and Multimedia, examines the history and evolution of Canada's copyright laws and explores related contemporary problems that affect people today. The book is set against the backdrop of Canada's development from a British colony into a middle power and reveals deep roots of conflict in the international copyright system. Bannerman argues that Canada's signing of the *Berne Convention for the Protection of Literary and Artistic Works* in 1886 can be viewed in the context of a former British colony's efforts to find a place on the world stage. Research for the book surprised Bannerman. She explained: "When I began my work on this book about Canadian international copyright, I expected to find a dry and uneventful history in which Canada played a rather uninteresting role." But what she found was the opposite. Her study of hundreds of files at the National Archives of Canada (many are available on the [companion site](#) to the book) revealed the unique relationship Canada had with international copyright. This history of conflict was one "in which Canada had rebelled against imperial and international copyright, and this rebellion had threatened to break apart the international copyright union in its earliest days."

Lucht, Tracy. 2013. *Sylvia Porter: America's Original Personal Finance*

Columnist. New York: Syracuse University Press, 2013.

Lucht, an assistant professor in Iowa State University's Greenlee School of Journalism and Communication, has a new book coming out in the fall about the pioneering journalist Sylvia Porter (1913–1991). Porter was the nation's first personal finance columnist, established a genre of newspaper writing that would last into the twenty-first century, and carved a space for women in a predominantly male field. This is the first biography of Porter. It makes extensive use of primary sources, including the papers of both Porter and *New York Post* publisher Dorothy Schiff, Porter's published articles and columns, interviews with people who worked for her, and press coverage of her during her many years in the public eye. Lucht said she became interested in Porter while in graduate school and "came across a short article about [Porter] that made her seem quite formidable but also feminine, which was something of a contradiction at the time." With further research, Lucht saw that Porter "had created an entirely new form of financial journalism, speaking directly to the middle class and translating jargon in a conversational way." Although the Associated Press and others initially told Porter that no one would trust financial information from a woman, she began writing about finance during the Great Depression with a byline S.F. Porter. Eventually, Lucht said, Porter was syndicated in 350 newspapers, which reached 40 million readers, and U.S. Treasury secretaries and presidents consulted her for her financial insight.

Mellinger, Gwyn. 2013. *Chasing Newsroom Diversity: From Jim Crow to Affirmative Action*. Ill: University of Illinois Press History of Communication Series.

Mellinger, an associate professor and chair of the communication arts department at Xavier University, published a historical analysis of the American Society of Newspaper Editors

newsroom diversity initiation. The book is part of the University of Illinois Press History of Communication Series. Using whiteness and critical race theory, Mellinger examines the production of a professional norm in newspaper journalism. This norm privileged white, male, and heterosexual journalists and complicated the effort to make newsroom staffs more representative of the public they served. The publisher's notes about *Chasing Newsroom Diversity* explains how Mellinger drew upon archival materials of the ASNE, which was "an elite organization that arguably did more than any other during the twentieth century to institutionalize professional standards in journalism and expand the concepts of government accountability and the free press." The organization emerged as a leader in the newsroom integration movement in the 1970s. But, "its effort would be frustrated by structures of exclusion the organization had embedded into its own professional standards."

Spencer, David R. 2013. *Drawing Borders*. New York: Bloomsbury Academic.

Spencer, a professor and faculty for University of Western Ontario's Information and Media Studies, published a book that brings together journalism history, cartoons, media studies, communication, and international relations. *Drawing Borders* addresses journalism history studies issues that emerged during the second half of the nineteenth century between Canadians and Americans, including wars over fishing rights, military deployments, and free trade. The research is based in 140 editorial cartoons and one drawing composed by Canadian editorial artists and published in U.S. and Canadian magazines and journals between 1849 and the 1990s. The publisher's notes about *Drawing Borders* explain that, "Canada has not always had the role of 'friendly neighbor to the north.'" Spencer examines the two countries' cultural and political

differences and similarities, conducts deeper analysis of political perspectives found in editorial cartoons, and reveals the complexities of the relationship between the two nations.

Tworek, Heidi J.S. 2013. "The Creation of European News: News Agency Cooperation in Interwar Europe," *Journalism Studies*, 14, 5.

This article by Dr. Heidi J.S. Tworek, lecturer on history and assistant director of Undergraduate Studies for Harvard University's Department of History, explores the changes in news agency mechanisms that accompanied the restructuring of Europe after World War I. Tworek works on the transnational history of news in the twentieth century, particularly in Europe. She examines a new form of negotiation that occurred during the interwar period and affected the collection and dissemination of news. Tworek argues, "that the

private and business-oriented nature of news agency cooperation enabled it to outlast better-known political attempts at multilateralism" and that "it often produced more concrete results by offering different incentives for cooperation to all involved."

Voss, Kimberly & Lance Speere. 2013. "Fashion as Washington Journalism History: Eleni Epstein and Her Three Decades at the *Washington Star*," *Media History Monographs*, 16, 3.

Voss, Kimberly & Lance Speere. 2013. "Food Fight: Accusations of Press Agency, a Case for Ethics, and the Development of the Association of Food Journalists," *Gastronomica: The Journal of Food and Culture*, 13, 2.

These articles by Kimberly Voss and Lance Speere look at the soft news found in the women's pages of newspapers from the 1950s and 1960s: fashion and food. These areas of the

newspaper are often overlooked in journalism history. In the first article, the significant career of fashion editor Eleni Epstein is explored through archival research. It concludes with a list of other fashion editors to be explored. Their second article examined the establishment of the Association of Food Journalists following an attack on the female-dominated field of food editors in the early 1970s by a United States senator and some journalism industry critics. An examination of the food sections of the time proved the accusations wrong and revealed ethical practices by the journalists. Their article clarifies the historical record regarding food journalists of the 1950s and 1960s. Voss is an associate professor of journalism at the University of Central Florida. Speere is a visiting assistant professor of journalism at the University of Tampa.

BOOK REVIEW

Sylvia Porter: America's Original Personal Finance Columnist

Tracy Lucht, Syracuse University Press, 2013

Before there were the Jim Cramers or Paul Krugmans of the world, there was Sylvia Porter, a name largely unknown or forgotten by those who follow business or journalism and the intersection of the two. Tracy Lucht's new book, *Sylvia Porter: America's Original Personal Finance Columnist*, hopes to change that and raise awareness about this significant journalist.

Porter had a 60-year career during which she counseled numerous Treasury secretaries and U.S. presidents. At the height of her career as a syndicated columnist, Porter reached 40 million readers across 350 papers. Some of the topics she wrote about are relevant today. Porter railed against gender-based pay inequities and called for child-care expenses to be tax deductible.

Porter is a fascinating woman, and Lucht's book provides perspective by looking at seven professional strategies Porter used to achieve her success. These include practices used by other female journalists, such as "Porter allied herself with her readers rather than her peers" and "Porter used gender ideology to her advantage."

In using primary sources to understand Porter's work, Lucht provides an understanding of the economic and social change of the time. Most interesting is her analysis of the role that women's rights played during the course of Porter's career. Lucht observed, "Gender influenced the how of Porter's career more than the what." Further, "Porter supported feminism as a public endeavor but not always as a private one, eliding one of the key tenets of second-wave feminism."

Lucht, an assistant professor at Iowa State University, also demonstrates that the historical narrative of women in the pre-liberated era is more complex than previously described. She writes

that Porter's work shows that the 1950s "was neither as simplistic nor as uniformly conservative as scholars and cultural critics have portrayed it."

The book writes another relevant woman into journalism history and adds to the growing scholarship that has shown women's roles in newspapers was more complex than previously assumed. It is similar to Eileen Wirth's *From Society Page to Front Page*, which revealed a rich history of women at Nebraska newspapers over a 100-year period, and Alice Fahs' book *Out on Assignment*, which profiled the accomplishments of female reporters prior to the 1920s.

Porter's story adds another dimension to a journalism history class or a women in the media class. Lucht's book, however, is even more valuable as required reading in a historical methods class, demonstrating how historical research and analysis should be done. Additionally, Lucht's prose makes the book a gratifying read.

— Lance Speere, Visiting Assistant Professor, University of Tampa

GRADUATE LIAISONS

History is everywhere, every day

We are almost a month into the fall semester, and we continue to be inspired by our experiences at this year's AEJMC

Carrie Isard

Temple Univ.

national conference in Washington, DC. For Annie, this semester is about finishing her coursework. Carrie is ABD now and tackling her dissertation. As both of us continue to evaluate the role history plays in our own

research and teaching, we are becoming increasingly aware of the transformative power of considering historical narratives. For this issue of *Clio*, we considered the role history plays in all of our lives, and invite scholars from other fields to consider how history may play a role in their own research as well.

History is everywhere. It is not only in what we study, or what we teach, but it is also part and parcel of our everyday experience. From the news to popular culture, history finds its way into our lives every day. The power of exploring historical narratives cannot be understated; history tells us who we were, who we are, and who we may become. The study of the past is a means to construct one's own identity and to make sense of one's lived experience in the present day.

The AEJMC conference reinforced for us the important role history plays in media research specifically. Name any subject or any area of inquiry, and it will likely have a historical aspect to investigate. In fact, most research work is incomplete without the context history provides, and nearly every project we undertake as journalism and mass communication scholars is strengthened by historical investigation and analysis. For example, Annie is

spending the semester focusing on two research projects that provide historical context for her dissertation project.

Annie Sugar

Univ. of Colorado

This semester is all about digging into the background to find the "why" and chart the long-range trends of her topic.

Annie is also enjoying teaching a media analysis class that requires that her students to understand how

today's media came to be what it is through the knowledge of what it once was. Understanding the historical context of one's professional field is incredibly important. For example, this semester Carrie is teaching journalism history for the second time, and the first thing she instills in her students – who are exclusively upperclassmen hoping to enter the field in the next year or two – is the importance of historical inquiry. History is important for future journalists because it helps them to anticipate industry trends; to avoid making the mistakes of past journalists and news institutions; and to truly establish themselves as experts of their craft.

Studying the history of journalism offers us something else incredibly valuable: it offers a glimpse of what life was like at a given time and place. Both journalists and historians are storytellers, but journalists are also historians. They record events for the benefit of future generations. As a cultural scholar of journalism, Carrie is conducting a study of the black press in the early twentieth century to ascertain a better understanding of what life was like for African Americans during a particularly tumultuous period of our shared

cultural history. These old newspapers offer a glimpse into the struggles and triumphs, hopes and dreams, and goals and strategies of the audience for which they were written. They transport us into a different time and place, and invite us to re-evaluate our own values and beliefs.

Everything has a history attached to it. All trends are historically situated; in order to truly understand any media phenomenon, you must have an understanding of where, when and why it started. And so, our real takeaway from our experience as students of history is this: historical study is unique in that it offers something for everybody. To that end, the History Division is designed to support that pursuit in all areas of media-oriented research, and we were pleased to see the wide array of historical investigation that the members of the division are pursuing.

To scholars from other divisions thinking about getting involved with the History Division: You do not need to be a historian to conduct historical media research. More importantly, you do not need to be a media historian to join the AEJMC's History Division. Our doors are also open to scholars who have never conducted historical research, don't know where to begin, and would like some help. We are proud of the support and opportunities our division offered to a wide variety of academics interested in media history at the annual conference, and want you to know that that support is here all year at the History Division. Membership is available to all AEJMC members, and we welcome new and diverse researchers. We hope you will consider joining us this year in order to strengthen your scholarship and make new connections in the field.

Top Papers

PHOTOS BY LISA BURNS | QUINNIPIAC



Kathy Roberts Forde presents Edgar Simpson of Central Washington with the Top Faculty Paper Award.

Carrie Isard of Temple receives the Top Student Paper Award from Kathy Roberts Forde.



Katherine A. Foss of Middle Tennessee State and Kathy Roberts Forde of South Carolina receive the Covert Award

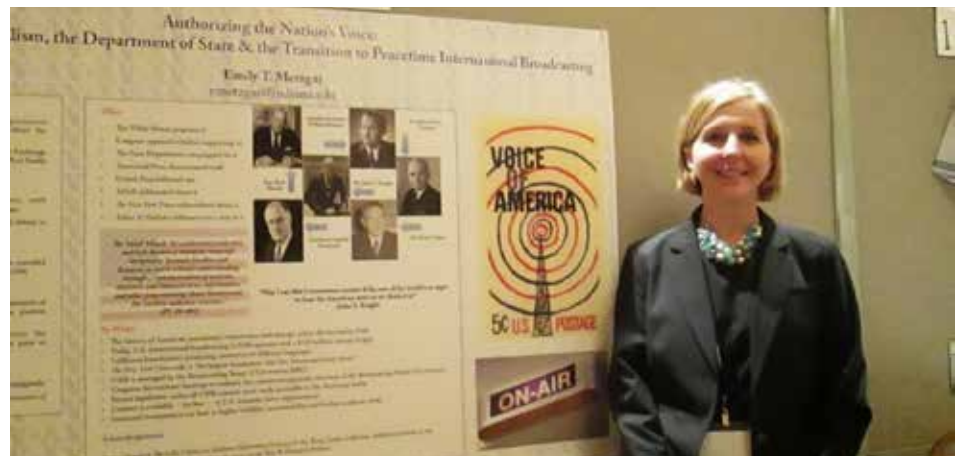


Poster Session

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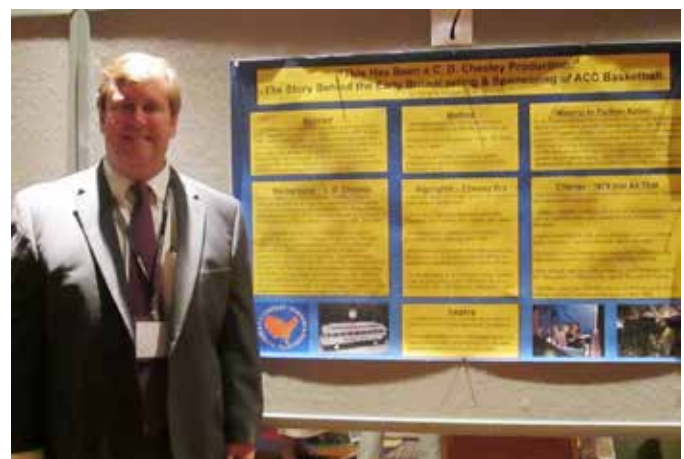
Stephanie Bluestein of California State-Northridge won first place. Amber Roessner and Jodi Rightler-McDaniels of Tennessee won second place. Third place went to Miles Romney of Arizona State.



Emily T. Metzger, Indiana University



Claudia Kozman, Indiana University



Daniel Haygood, Elon University