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Clio AMONG THE MEDIA

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

NOTES FROM THE CHAIR

Beyond citation counts: In search of conviction, commitment and conversation

Yong Volz

Chair
University of Missouri

Traditionally research universities have assessed faculty research productivity based on how often they publish in "high-impact" journals. More recently, the measurement of scholarly impact has been shifting toward a tally of citation counts of one's published articles. This new citation metric is said to provide a more "accurate" (compared with a journal's impact factor), more "objective" (compared with the subjective and qualitative peer evaluations) and more "convenient" (compared with the lengthy peer review process) measure of one's research quality. According to this rationale, the evaluation process for tenure and promotion cases can also be greatly simplified, and administrative allocation of research funding and resources streamlined.

This new trend has certainly infiltrated the field of journalism and communication and garnered some serious discussion along the way. A couple of months ago, I served on a panel at the AJHA conference exploring the implications of this new assessment measure on media historians, especially those seeking tenure and promotion. The discussion became heated with divergent perspectives from journal editors, university administrators, and both established and emerging scholars. Still, it was a valuable discussion, and one that we as members of the History Division need to continue. It is my hope that ultimately we might work together as an academic community to develop an alternative to citation counts that can provide a more comprehensive and integrated assessment of historical scholarship.

My own stand on the issue is unequivocal: although the use of citation counts may capture certain dimensions of research impact, it is seriously misguided as a measure of research quality, especially for humanities and historical scholarship. The tally often depends on factors that have little to do with the originality, rigor and sophistication of a particular study, and which are particularly vulnerable to manipulation and gaming. In the specific field of journalism history, I would argue, the adoption and undifferentiated use of

See **Volz** | Page **2**

ONLINE
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INSIDE THIS ISSUE

Volz

Continued from Page 1

this new metric can only be detrimental to the academic standing and development of our field.

First, counting citations is a flawed way to measure the quality and significance of historical scholarship since the influence of a particular historical work often takes much longer to manifest itself than that of science and social science. Historical research is not applied research that aims at offering a practical and immediate solution. Some of the most important historical research may not be picked up until years later. The current practice of emphasizing the citation counts of one's newly published articles is therefore fundamentally biased considering the long and slow life cycle of historical scholarship. It is especially discriminatory against young historians who need time and capital for their work to accumulate visibility and influence.

Second, historical research also differs from the universally applicable science and the theory-driven social science. Even when a historical work is widely read and well received by scholars and the general public, it may not necessarily lead to higher citations because of the particular and contingent nature that is characteristic of most historical scholarship. Oftentimes, we gain historical knowledge and intellectual insights or sometimes have pure enjoyment when reading a good historical piece, but we won't necessarily cite the work if it is not closely related to our own specific research. I read David Nord, for example, and have been greatly influenced by his institutional approach to journalism history, but I don't necessarily cite him when I write about the specific case of Chinese journalism. His work is required reading for my undergraduate and graduate history students, but again it is unlikely this leads to any short-term increases in the citation count for his works. I have borrowed ideas from the syllabus he shared with me to create my own course and have enjoyed his presentations at conferences when he challenged us to push boundaries of our work and views. In short, the impact and value of one's work cannot simply be reduced to citation numbers. In addition to published work and the citations, it is as a teacher in the classroom, a mentor of junior scholars, a leader in an organization, and a challenger through numerous conversations with others that one may have the most reverberating impact on the field.

Third, citation rates are highly dependent on the size of a particular field or subfield. As such, over-dependence on citation counts as a measure of research quality creates a systematic bias that penalizes those historians who choose a less-explored but more challenging subfield, for example, international and comparative media history, history of photojournalism, or immigrant press. These scholars are less likely to be cited for the simple reason that there are fewer scholars in their subfield. The citation metrics will also penalize those historians who choose to develop long-term research projects that may yield few publications in the short term. Such misuse of citation metrics may ultimately kill the incentive for historians to delve into archives to develop book-length projects and encourage instead a scramble to write short articles on popular topics. In the long run, citation metrics will discourage novel and innovative research in neglected fields and instead facilitate the usual, the routine and predictable research that can gain immediate citations by chasing after mainstream trends. The scope and diversity of our field will only grow more and more limited as time goes on.

Lastly, I find this new evaluation system most problematic because it will continue to systematically discriminate against the work of women and minorities. Research has repeatedly shown that in various fields, female scholars' works, even though published in top journals, have significantly fewer citations than their male counterparts. Study has also shown that men are more likely than women to cite their own work and that they also tend to cite work of their own sex.[1] Since reputation of a researcher factors significantly into the citation rate, in a male-dominated field where professional networks also bifurcate along gender lines, it is no surprise that women would be less likely to be cited. If this general tendency holds true in our field, a field that is disproportionally represented by male scholars (based on the most recent membership analysis of our Division as shown in my last chair's column), then women, and very likely minorities too, will be at an increasing disadvantage when their work is evaluated by these new citation metrics for their tenure and promotion. This will not only put diversity in danger but will also lead to a greater gender gap in our field.

So, what should we do about it? There has been wide criticism among scholars of this irrational obsession with citation counts. But many scholars at the same time feel trapped in this increasingly accepted evaluation system when their work is to be evaluated and when they have to judge others' work. I would suggest that, as members of the AEJMC History Division, as part of this closely knit academic community, we make a concerted effort and have a clear stand on the issue. We need to develop a common response to those outside our field, especially administrators who are pushing for the use of standardized citation metrics in the tenure and promotion process. It would be very helpful if senior scholars took the initiative and spoke out to help ease the pressure of citation counts imposed on junior scholars on the tenure track, who otherwise will have to fight for the value of their own work

See **Volz** | Page 3

Volz

Continued from Page 2

using only limited and flawed criteria.

As a scholarly community, we should also work together to offer a potential alternative method for articulating 1) the value of historical research in the general field of journalism and communication; 2) the working principles and life cycle of historical research especially in comparison with social scientific research and applied research; and 3) more importantly, and working more proactively, a more comprehensive, long-term-based integrated assessment of historical scholarship. For example, the impact of historical research should include a diverse range of parameters such as to what extent it was used as readings for undergraduate and graduate courses, or whether the research has been referenced in the media and other public forums. We should also advocate continuing the practice of research quality being assessed by external anonymous peers in an individual's field.

Ultimately, we are calling for the return to the core values of scholarship, values that drive our conviction to foster intellectual curiosity and academic innovation, values that reflect our commitment to social responsibility and public engagement, and values that emphasize the importance of conversation and dialogue in moving the field forward. These are the values we want to pass on to our graduate students and junior scholars and to reaffirm among ourselves.

NOTE

[1] Daniel Maliniak et al., "The Gender Citation Gap in International Relations," *International Organization* 67 (2013): 889-922; and Gudrun Østby, et al., "Gender Gap or Gender Bias in Peace Research? Publication Patterns and Citation Rates for Journal of Peace Research, 1983-2008," *International Studies Perspectives* 14 (2013): 493-506.

Call for AEJMC 2015 conference History papers

Kim Voss

Vice Chair
University of Central Florida

The History Division invites submissions of original research papers and historiographical essays on all aspects of media history for the AEJMC 2015 conference in San Francisco, CA. All research methodologies are welcome.

Papers will be evaluated on originality and importance of topic; literature review; clarity of research purpose; focus; use of evidence to support the paper's purpose and conclusions; and the degree to which the paper contributes to the field of journalism and mass communication history. The Division presents awards for the top three faculty papers.

Papers should be no more than 25 double-spaced pages, not including notes, references or appendices. Papers should have 1-inch margins, and use 12 point Times New Roman font. Authors should also submit a 75-word abstract. Multiple submissions to the Division are not allowed and only one paper per author will be accepted for presentation in the History Division's research sessions. Authors of accepted papers are required to forward papers to discussants and moderators prior to the conference.

Papers must be electronically submitted using the services of All-Academic, you can find the link at www.aejmc.org. The deadline is 11:59 P.M. (Central Daylight Time) Wednesday, April 1, 2015. **Please make sure there is no identifying information in the body of the paper or in the electronic file properties. Papers uploaded with author's identifying information will not be considered for review and will automatically be disqualified from the competition.** Please refer to the AEJMC general paper call for this year's online submission guidelines especially for how to submit a clean paper for blind review.

Student Papers: Undergraduate and graduate students enrolled during the 2014-15 academic year may enter the Warren Price Student Paper Competition. The Price Award recognizes the History Division's best student paper and is named for Warren Price, who was the Division's first chair. Student papers should include a separate cover sheet that indicates their student status but omits the author's name or other identifying information. Students who submit top papers are eligible for small travel grants from the Edwin Emery Fund. Only full-time students not receiving departmental travel grants are eligible for these grants.

Call for Reviewers: If you are willing to review papers for the History Division research competition, please contact Kimberly Voss at voss.kimberly@gmail.com and indicate your areas of expertise and/or interest. We will need approximately 85 reviewers for the competition. Graduate students are not eligible to serve as reviewers and, in general, reviewers should not have submitted their own research into the competition.

Contact information: For more information, contact History Division Vice Head and Research Chair Kimberly Voss, University of Central Florida, at voss.kimberly@gmail.com.

History Division begins new efforts to connect members through mentoring

Kristin L. Gustafson,
Membership Chair

Beginning with this issue, Clio adds a new feature—our "Generations of Scholars" articles. The stories produced are part of the History Division's larger attempt to recognize, strengthen, diversify and expand our membership. The effort brings together junior and senior members through the interviewing process. Then in August, our Division will play host to a special event that brings all of the participants face to face at the AEJMC Conference in San Francisco.

The "Generations of Scholars" idea builds on the mentoring program previously coordinated by all of AEJMC. However, we wanted to do more.

Being a History Division member is a "hidden gem," says Carrie Teresa, one of our former graduate student chairs and now an assistant professor at Niagara University. Our Division's welcoming approach to junior scholars such as herself and opportunity to network are invaluable, she says.

The Division's head, Yong Volz, recently called our attention to why diversity matters to us. "The cornerstone of an inclusive history," she says in Clio's fall issue, "begins with a diverse body of historians in the field." One step toward diversifying our membership is to increase efforts to "recruit and retain women, minority and international historians, especially among graduate students and early career faculty," she says.

In October, Teresa, Yong and I sat down at a Starbucks to see how we might do this. Although our membership—at about 320 members—has been decreasing in recent years, the list includes recognized idea leaders in media history. Some of our scholars have been members for 30, 40 or 50 years. At the same time, we have new members who bring fresh insight and thoughtful scholarship

See **MENTORING** | Page **6**

Jinx Broussard and 'Generations of Scholars'

Jinx Broussard, Louisiana State University

Carrie Teresa Isard,
Niagara University

I first encountered the work of Dr. Jinx Broussard as a graduate student. I was researching one of my earliest projects on the Black press for a History of Media course at Temple University. Finding her collaboration with John Maxwell Hamilton, "Covering a Two-Front War: African American Foreign Correspondence during World War II," one of the few sources that seemed to spend what I thought was adequate attention celebrating the work of individual Black press journalists, was one of the many "aha!" moments I had as a graduate student. She had given a voice to those brave journalists whom history has inadvertently silenced, and I became convinced I should focus my intellectual energy on doing the same. Dr. Broussard's work deeply influenced how I approach discussing Black press celebrity journalists in my own work.

Dr. Broussard is a faculty member of LSU's Manship School of Communication, where she teaches a variety of courses commensurate with her extensive professional background as both a journalist and public relations professional. Her research on the Black press has been recognized most recently by AEJMC's History Division, which, at their annual meeting, presented her 2013 book, *African American Foreign Correspondents: A History*, with the annual Top Book award.

I had the opportunity to correspond with Dr. Broussard

See **BROUSSARD** | Page 5

BROUSSARD

Continued from Page 4

on her current research, the historical trajectory of her impressive career, and her vision for promoting diversity within AEJMC's History Division. I also, of course, sought her advice for junior faculty journalism historians as well.

What new project are you working on?

I am working on a project about Hans Massaquoi, the son of a German mother and African father, who grew up with his mother in Nazi Germany. He eventually came to the United States, studied journalism and became an editor of *Ebony* magazine. I'm looking at what he wrote and the extent to which his experiences in Germany informed his journalism.

Another project includes exploring Ida B. Wells as a public relations practitioner. In the back of my mind is a project on William Worthy Jr., a black journalist who helped transform modern foreign correspondents. He gets a chapter in my book, but he deserves a book.

On another note, I have been asked and have accepted becoming the associate editor of *American Journalism.*

How did you come to your area of scholarship? What was the key moment or turning point when you decided on this approach to historical research?

I became interested in historical research, specifically on the black press, when I was working on my Ph.D. at the University of Southern Mississippi and discovered a whole body of work about which little had been studied or written. I became fascinated when I learned about invisible 19th and early 20th century black women journalists who used their pen and voices to be bulletin boards, advocates and champion for the race. I remember vividly sitting in the cafeteria when a colleague asked me if I had heard of one of the women. I had not; that was the key moment. Some of the women were the subject of my first book. Imagine my excitement several years later when I was looking for information about one unheralded black foreign correspondent, and not only found that dozens had been foreign war correspondents, but, more importantly, African Americans had been engaged in foreign correspondence since the mid-1840s. Who these people were and how and why they reported had to be put in the public sphere.

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

The focus of my research contributes to the diversity goals of the Division, which, in turn, informs, enlightens, and often breaks new ground. Regarding teaching, I incorporate diversity into every course I teach, be it media history where ethnic, alternative/other media, or public relations where students learn that the *publics* or *stakeholders* include people who might look or think differently. Diversity is not just a unit or a lecture during a semester; it's a process through which students learn about a world that began long ago and has, through media and technology, has become a global society. Media history becomes an avenue for that discovery.

What advice do you have for junior faculty?

I tell junior faculty to be focused, to find an area they are interested in, and develop a doable research agenda. I also explain to them that historical research can be time-consuming and expensive but that it makes major contributions to advancing journalism and mass communication; therefore, as junior faculty, they must commit to devoting the necessary time and energy. Having a sharp research focus is immensely beneficial.

Call for Entries: Best Journalism and Mass Communication History Book

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 2014. The award is given annually, and the winning author will receive a plaque and a cash prize at the August 2015 AEJMC conference in San Francisco.

The competition is open to any author of a relevant history book regardless of whether he or 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 2014 copyright 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 received by February 6, 2015. Submit four copies of each book—along with the author's mailing address, telephone number, and email address—to:

John P. Ferré
AEJMC History Book Award Chair
Department of Communication
310 Strickler Hall
University of Louisville
Louisville, KY 40292

Please contact John Ferré at 502.852.8167 or ferre@louisville.edu with any questions.

MENTORING

Continued from Page 4

to our Division. Making connections among our membership can help everyone involved. For example, Maurine Beasley was a mentor for Jessica Anne Gresko in the 2013 AEJMC mentor program. Beasley said afterward that she shared the Division's history with Gresko and learned from Gresko more about the experiences of adjunct professors in universities today.

During our October meeting, we redesigned the mentoring program. The new iteration focuses on the History Division specifically. "Generations of Scholars" connects our junior faculty, including graduate students, with senior faculty through the interviewing process and the published Clio articles. The questions we ask are these:

1. What new project is the senior scholar working on? (This could include media history research or leadership or curriculum.)
2. How did the senior scholar come to study his/her area of scholarship? Or, what was the key moment when that scholar decided on this approach to historical research?
3. What advice might the senior scholar have for junior faculty?
4. How does the teaching or research of the senior scholar add to the diversity goals of AEJMC History Division, if at all?

The style of the articles are informal and even "chatty," as Clio editor Mike Sweeney says, "like a professor talking in a coffeehouse with grad students who are picking her brain." If you are interested in getting involved or have suggestions about these articles, please contact me at gustaf13@u.washington.edu.

Teresa reflected on her experience of interviewing Jinx Coleman Broussard for this issue. "I really enjoyed this experience," she says. "Jinx and I had connected for the first time in person at AJHA, so this was a great way for me to have an excuse to reconnect with her and to show her just how influential her work has been on my own."

Broussard, a professor at Louisiana State University's Manship School of Mass Communication, recently won the Division's annual Book Award for *African American Foreign Correspondents: A History*, which traces Black participation in international newsgathering from 1870s to present. The book was also a finalist for the Kappa Tau Alpha's Frank Luther Mott best researched book in mass communication in journalism and mass communication award. Broussard has been a Division member for more than a decade.

Teresa was one of eight division members who won top AEJMC History Division paper awards at the 2014 conference. Her paper, "A Rainbow of Hope—The Black Press's Engagement with Entertainment Culture, 1895–1935," won third place.

To assist our effort to recognize, strengthen, diversify and expand our membership, please keep reaching out to other scholars who can find a home in our History Division. Our past head, Kathy Roberts Forde, encouraged us to "engage the broader field of communication scholarship more fully." This advice is timely for our membership. The advice can help our scholarship and us reach across disciplines. As we do so, remember to invite others to consider our Division as a home. The greatest benefit to our members is networking with other members at the AEJMC annual conference, the Joint Journalism and Communication History Conference in NYC (sponsored jointly by the AEJMC and AJHA), and the Southeast Colloquium. These conference events happen every year, and it is through these events that we get to know one, share research expertise, plan edited books and special symposia together, learn about publication venues, etc. Membership also includes reaching a wider audience about our scholarship and accomplishments through Clio's News & Notes. The link for the AEJMC membership is here: http://www.aejmc.com/home/?p=710.

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AMONG THE MEDIA

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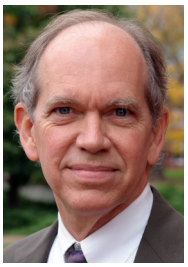
For membership updates to be included in "News & Notes," please send them to Kristin Gustafson, Membership Chair, at gustaf13@u.washington.edu

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

TEACHING STANDARDS

An appreciation: Fred Farrar (1918-2014)

Doug Cumming



Teaching Chair
Washington & Lee University

Eleven years ago, our development office told me that an alumnus who owned some historical newspapers wanted to donate them to Washington & Lee. Frederic B. Farrar was 85, a journalism major from W&L's Class of '41 who had served in the "casualty assistance" branch at Camp Pinedale in Fresno during World War II, then for the next 35 years worked as a national advertising rep for big daily newspapers from the West Coast to Canada and England.

His initial donation turned out to be a remarkable collection of some 1,500 American newspapers from the 18th and 19th centuries. He added some European newspapers as old as 1559, and tossed in, as a bonus, bound copies of 118 years of *Gentleman's Quarterly.* Fred Farrar's love of these historical rag-paper publications from handset print shops had developed in him an intuitive knack for finding them. He would buy unrecognized treasures at below-market prices in old bookstores and flea markets from Philadelphia to London, or bargain and trade for what he wanted, filling gaps in his collection. He drove up to W&L in Virginia from Florida in a series of visits, each time surprising us with more donations. By the summer of 2005, he had handed over to Special Collections an archive that was organized into 10 portfolios, 10 bound volumes, five binders and three drawers, which is now online and partly indexed as the "Farrar Newspaper Collection."

In his late 80s and 90s, he drove the 820 miles from his Clearwater retirement home many times, bearing fresh loads from his collection. I got to know this remarkable man, who would hold my students mesmerized for an hour in a course I designed around his collection. His passion for history was rooted in something other than the historiographical methodologies and theories of the professoriate. It seemed to grow out of his robust life experiences and his discovery of primary sources as the intimate physical body of history. This distinction reminds me of Nietzsche's critique of "objective" Rankean history in "The Use and Abuse of History," in which Nietzsche calls for historians who confront history out of real-life experience and character.

Fred was a strong-voiced, leonine man who would test your interest before fully opening up on any subject. Once he sensed with a cagey sidelong glance that he had you hooked, he would share story after story from American history—romantic or astonishing tales plucked from the Grand Narrative, or from his own charmed life.

Frederic B. Farrar, Washington and Lee Class of 1941

He was a master storyteller, with timing and details honed by years in different sorts of classrooms. It began when he visited an eighth-grade class with reprints that the *New York Times* had made of its front pages covering Civil War battles, around the war's centennial. Later, he took so many evening classes at Adelphi University in Garden City, NY, that he earned a master's degree in history in 1975, at age 57. His thesis became a high school classroom workbook, *This Common Channel to Independence: Revolution and Newspapers, 1759-1789.* This teacher workbook became a curriculum just in time for the U.S. Bicentennial, outlining the development of American liberty and Revolution through reprints of historical newspapers. By then, Fred had been elected to the American Antiquarian Society. He also wrote a history of *Editor & Publisher* on its 100th anniversary in 1984, filled with reprints of E&P articles from each decade.

In a second career that began in 1980, he taught journalism history at Temple University's School of Communications, using his newspapers and broadsides as

See **Cumming** | Page **9**

Cumming

Continued from Page 7

primary sources for slide lectures. Students were impressed with his toughness, as if he were some manifestation of the past that had barged out of the same character-forming history he loved. A columnist at the *Bucks County* (PA) *Courier Times* wrote 20 years after taking his class that Professor Farrar was merciless, and instilled lessons you never forgot. "You want to be a journalist?" the columnist quoted Farrar. "Then you think like a journalist and notice detail because detail is the essence of all great journalism and all great writing. That's what I'm teaching you." Fred never stopped teaching. In retirement in the Tampa Bay area, he taught history courses at various colleges to adults older than 50 and in the end, to residents of his retirement community.

Fred Farrar died on July 29 with pneumonia, five days after his 96th birthday. In the years since I had met him, he had continued giving W&L gifts he had only hinted at earlier: a collection of U.S. newspapers reporting the winners of every presidential election (almost) since George Washington, and a rich collection of Civil War newspapers covering battles from both the Union and Confederate perspectives. His last donation came when our director of Special Collections, Tom Camden, visited him for several days in July, just weeks before he died.

Camden, the former director of special collections for the Library of Virginia, radiates a boyish delight in the ragged oddments and dusty discoveries that fill his quarter of the library. He had that look as he recounted his final visit with Fred in his home. Fred brought out historical and rare books: General Henry Lee's memoirs of the American Revolution, the 1869 edition with a biography written by his son, Robert E. Lee; an antique two-volume *Life of Walter Scott*; an "arts and crafts" edition of Malory's *Morte d'Arthur* illustrated by Beardsley, and more like that. He also turned over rare documents that are now on display in our library: sheets of incunabula from Dante's *Commedia* (1477) and the *Nuremberg Chronicle* (1493), and the original Indenture conveying land in Philadelphia in 1801 to printer John Dunlap for printing the Declaration of Independence and other works for the revolutionary cause. Camden's irrepressible amazement may have been a factor in Fred's decision to give this last trove. But I am sure it was something else. It was Fred's final recognition that his alma mater was the right home for this stuff.

Every time Fred came to visit, he would explain that he was looking to leave his historical publications in a place that would share his appreciation for how they contain the reality of history. He gave these piecemeal, partly to test whether our interest was as passionate as his, and partly, I suspect, because he was still using the material to teach history.

It was hard for this gruff gentleman to let go of it all, right up until the end.

AMERICAN JOURNALISM HISTORIANS ASSOCIATION

2015 MARGARET A. BLANCHARD DOCTORAL DISSERTATION PRIZE

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

Eligible works shall include both quantitative and qualitative historical dissertations, written in English, which have been completed between January 1, 2014, and December 31, 2014. For the purposes of this award, a "completed" work is defined as one that 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, 2014.

To be considered, nomination packets must include:

(a) One copy of the complete dissertation in hard copy;

(b) One digital copy of the complete dissertation on a CD;

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

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

(ii.) a 200-word dissertation abstract,

(iii.) the dissertation's table of contents;

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

(e) a cover letter from the nominee:

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

(ii.) indicating a willingness, should the dissertation be selected for a prize, both to attend the awarding ceremony and to deliver a public presentation based on the dissertation at the 2015 American Journalism Historians Association Annual Convention, 8-10 October 2015 in Oklahoma City, OK.

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

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

The deadline for entries is a postmark date of February 1, 2015.

Discerning Diverse Voices: Communication & Information Symposium on Diversity

The Communication and Diversity Forum
College of Communication and Information Sciences
University of Alabama

Date: Wednesday, March 11, 2015
Location: Ferguson Center, University of Alabama campus, Tuscaloosa, AL

Call for Papers, Posters and Panels Presentations
Deadline: January 28, 2015

The University of Alabama's College of Communication and Information Sciences' Communication and Diversity Forum invites you to submit paper, panel or poster proposals for its research symposium that addresses the communication and information needs of diverse populations. The purpose of the symposium is to encourage research about diversity and communication in all of its manifestations. Conference presentations are sought in all areas of diversity including, but not limited to, the following:

- Organizations: leadership and management, recruitment and retention, mentoring, organizational culture, motivation and conflict in the workplace and community-based organizations.
- Knowledge: the educational, recreational, informational, political, medical and cultural needs of diverse populations.
- Mediated representations: communication and rhetorical strategies, communication effects, and historical and contemporary images of diverse populations.

Faculty members, doctoral and master's students may submit papers, posters and panels. This symposium is highly interdisciplinary and hopes to attract a wide range of topics and methodologies used in researching diversity in our society.

SUBMIT PROPOSALS BY EMAIL (WORD DOCUMENT OR PDF ATTACHMENT) by January 28, 2015 to: Dr. Caryl Cooper, Associate Professor of Advertising, College of Communication and Information Sciences, University of Alabama, Tuscaloosa, AL 35487; telephone: 205-348-3593; discerningdiversevoices@gmail.com; fax: 205-348-3836. Presenters will be announced by February 4, 2015.

GUIDELINES

PAPERS

1. Submit an abstract of 250 words or less for proposal submission review (abstract should include a title, author's name, complete address and affiliation).
2. A brief (100 words or less) description of the paper for conference program purposes.
3. The author must attend the symposium to present the paper.
4. A completed paper should be produced and presented or summarized within 15 minutes.

PANELS

The submitted panel must include:

1. Confirmation that all members have agreed to attend and participate
2. Name and a brief (100 words of less) description of the panel.
3. Name of moderator (including affiliation and address).
4. Names of participants, including affiliation, addresses and titles of each presentation.

POSTERS

The submitted poster must include:

1. Submit an abstract of 200 words of less that includes the title and subject of the poster.
2. Your name, affiliation and complete contact information.

Please be sure to put "poster proposal" in your subject heading.

CALL FOR PAPERS, PRESENTATIONS, PANELS AND PARTICIPANTS

The Joint Journalism and Communication History Conference

When: SATURDAY, MARCH 21, 2015
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)
Abstract Submission Deadline: Wednesday, January 7, 2015

You are invited to submit a 500- to 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 longtime 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 Carolyn Edy or Jennifer Moore. Upload all submissions (electronic submission only) by January 7, 2015, to the Media History Exchange, http://www.mediahistoryexchange.org.

Authors: If you published a book in the past year (2014) or have a book coming out in the spring of 2015 and would like to talk about your book at the conference, please contact conference co-coordinator with a brief statement about your book.

Acceptance Notification Date: February 3, 2014.

Last year's program can be accessed at http://journalismhistorians.org.

Any questions? Contact conference co-coordinators are Carolyn Edy and and Jennifer Moore.

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PROFESSIONAL FREEDOM & RESPONSIBILITY

Finding a connection to history turns on the light

Lillie Fears

PF&R Chair
Arkansas State University

By the time this issue of *CLIO* is published, most of us will be starting the New Year and a new semester of classes. For me, it will be an exciting time because I will be teaching my History of Mass Media course again! *Yippee!!!*

It's really a miracle that someone such as I can have so much excitement for teaching a history course. As a youth, I always thought I disliked history. Eventually, I came to realize that I didn't dislike history per se. Instead, my dilemma was that I couldn't relate to much of the history that I was exposed to in the schools that I had attended over the years. But things would change some decades later when I enrolled in graduate school.

Before I began my doctoral program in the fall of 1993, I had never taken a formal course in African-American history—the part of U.S. history that was always scantily mentioned in the textbooks used in all of my elementary and secondary school history classes. Most of what I remember about the mentions of African Americans in those texts was images of Nat Turner on a horse, Sojourner Truth, and an image depicting enslaved people. For the most part, these entries were mentioned in a manner that didn't resonate as being significant in either American history or my personal history.

What did catch my attention was a chapter toward the back of the book that featured a photo of Dr. King and a short excerpt about his contributions. I remember looking forward to the day we'd make it to that part of the book. He was the only person I was old enough to remember. It was the early '70s, and he'd been deceased only five or six years. Although the school year ended before we made it to the section on King, I was still OK. Thanks to my boredom with the class, I had already flipped through the book enough times to find that photo and blurb about him.

I believe my boredom and struggles with history were why my grades hovered between poor and average in the subject. As such, by the time I completed high school, I was convinced that history of any kind would always be my worst subject. However, after some years of teaching journalism and learning about the plight of minorities in the newsroom, I began to develop an interest in the history of minority groups, particularly African Americans, in the United States. So, when I began my doctoral program at University of Missouri in fall 1993, it was an easy choice, I thought at the time, for me to enroll in the course, Afro-Americans in the 20th Century.

I had always promised myself that I'd study Black history the first chance I could. I was as eager to be in the class as I was intimidated and nervous. It didn't help much that the professor, Dr. Arvarh E. Strickland, was the first African American full professor at Mizzou. He demanded the very best from his students, particularly from us, the graduate students. What amazed me even more was that the history he was teaching was some of the most interesting "news" I'd ever heard in my life. At the end of each lecture, I had pages of copious notes, which I would rewrite before the next class session. Even more shocking to me was the fact that I was actually reading the assigned books and decided I would not be selling them at the end of the semester—*I really liked them.*

To some extent, my enthusiasm for the class was hindered, for I knew I'd soon be facing the reality of taking the first test and getting the results. Flashbacks from my 10th-grade U.S. history class began to haunt me. Most of the time I barely earned a "C" on those unit tests, which I'd studied for diligently. As a precaution, I memorized the last day to drop a class without penalty. Just in case I didn't fair well on that first test, I was jumping ship—*and fast!*

On the day of the first test, I drove onto my parking lot and sat in the car to do some last minute reviewing. I recall being confused about the difference between the wealthy planters and the Southern farmers. Or was it Southern planters and wealthy farmers? Being the farm girl that I was, farming and planting had pretty much meant the same thing to me all my life—*work!!!*

So it came, the day when we would receive the results for the first test. The teacher in me was amazed at how Dr. Strickland was able to read more than 40 multi-essay tests and return them by the next class meeting. The student in me, on the other hand, was bracing for the inevitable—my grade. I had hoped, at least, that I would make an average grade. He handed me my blue book. I opened it, and I grinned. Much to my surprise and delight was a big, red, handwritten letter "A" on the first page. Below it was a note commending me for the quality of my essays.

Finally, I was redeemed as a student of history!

Fast forward 20 years. It's the 2015 spring semester. I'm teaching History of Mass Media. While there will be many topics we'll discuss, personally I can't wait to discuss one of my favorites: Abraham Lincoln's use of the telegraph to communicate via T-mail to Union Army General Meade down south. Indeed, he embraced technology and mastered e-communication long before the arrival of the Internet!

Oh, in case you're wondering how I'll incorporate Dr. King in the course. Well, I have my own copy of the *Time Life* commemorative issue on the life of Dr. Martin Luther King. I'll bring it out for show-and-tell in early April, around the time of his death anniversary. Who knows? If things work out, we'll take a field trip to nearby Memphis to visit the newly renovated National Civil Rights Museum where he died.

In all, I hope my students will be convinced that I enjoy learning and teaching media history, and they'll get as excited about it as I have grown to be over the years!

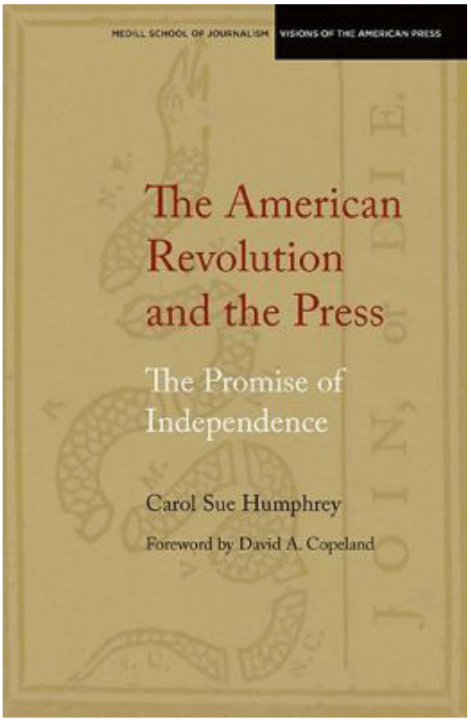
It's going to be a great semester!

BOOK EXCERPT

THE AMERICAN REVOLUTION AND THE PRESS

THE PROMISE OF INDEPENDENCE

CAROL SUE HUMPHREY, Professor, Oklahoma Baptist University



Once independence had been declared, Americans focused on winning the war against Great Britain. The newspapers fulfilled an important function, primarily as a fount of information and inspiration. The role of the press as a source of news proved so essential that Congress provided for a printer for the army so the troops could maintain access to a newspaper. George Washington also arranged to keep abreast of events throughout the colonies and Britain by exchanging, through enemy lines, local news sheets for the papers of New York. By the beginning of the war, the weekly newspapers constituted the only truly national medium for news. Although pamphlets, letters, and broadsides continued to be useful methods of communication, the newspapers had become the public's major source of information.

In attempting to keep their readers informed about the progress of the war, Patriot printers included accounts of the actions of the Continental Army. The first battle of great interest occurred at Trenton, New Jersey. Loyalist printers downplayed the victory as unimportant, as shown by Hugh Gaine's brief report: "Wednesday Morning last one of the Hessian Brigades stationed at Trenton, was surprised by a large Body of Rebels, and after an Engagement which lasted for a little Time, between 3 and 400 made good their Retreat, and the whole Loss is about 900 Men."[1] The Patriot printers emphasized the importance of the victory in numerous published accounts. Of particular interest were the official reports of the engagement, as shown by John Dixon's and William Hunter's publication in their *Virginia Gazette* of George Washington's official report to Congress about this first important victory for the Continental Army: "Sir, I have the pleasure of congratulating you upon the success of an enterprise, which I had formed against a detachment of the enemy lying in Trenton, and which was executed yesterday morning." Washington concluded by praising his men: "In justice to the officers and men I must add, that their behavior upon this occasion reflects the highest honour upon them. The difficulty of passing the river, in a very severe night, and their march through a violent storm of snow and hail, did not in the least abate their ardour; but when they came to the charge, each seemed to vie with the other in pressing forward, and were I to give a preference to any particular corps, I should do great Injustice to the others."[2] Such comments by George Washington and other Continental Army officers helped convince many Americans that the war against Great Britain could be won.

Patriot newspaper printers also rejoiced over other military victories and described the celebrations that followed the receipt of the news of such victories. People in Williamsburg, Virginia, rejoiced when they received the news of the victory at Saratoga as shown by this report published in Alexander Purdie's *Virginia Gazette:* "By the Northern post yesterday are received a solid confirmation of the success of arms to the North, in the surrender of General Burgoyne, with his whole army, to the victorious and immortal GATES. Upon receiving this great and glorious news a general joy diffused itself amongst all ranks, the regular troops and militia of the city were instantly paraded, and both from artillery and small arms resounded the glad tidings, the inhabitants illuminated their houses, and, with the gentlemen of the General Assembly, spent a cheerful and agreeable evening, wherein the names of WASHINGTON, GATES, ARNOLD, LINCOLN &c. &c. &c. were often bumpered, with huzzas to the independence of America."[3] A young Continental Army officer wrote in a letter published in the *Boston Gazette* that the army planned to formally celebrate the victory at Saratoga: "I most heartily congratulate you on the very happy, extraordinary, and unexpected news from the Northern Army, which we received this morning. I think the most

See **Excerpt** | Page **13**

Excerpt

Continued from Page 12

sanguine heart could not have form'd an expectation equal to the success – We are to celebrate it this afternoon with 13 pieces of cannon, and a feu de joy from the whole army. We are now about 20 miles from Philadelphia, the ground we march'd from to the last action, and I suppose in a day or two we shall march to another. I think I would not but be in it for a world of happiness. The great almighty Governor of the universe, of his mercy grant that we may be able to give our countrymen as good an account of ourselves as our Northern Brethren have done, or at least gain a share of the glory of setting our country free from tyranny, and independent of the world."[4] Such reports showed the hopes of many Patriot printers throughout America that the victory at Saratoga marked a turning point in the war.

While the Patriot newspapers rejoiced over the outcome of the battle of Saratoga, the Loyalist printers downplayed the loss and even accused the Americans of exaggerating the results. James Rivington reported in the *Royal Gazette* that "various reports have been propagated in this city since our last, relative to the situation of General Burgoyne's army; some of them too ridiculous to justify a repetition. [--] It seems this news originated with, and came from the rebels, who fabricated the story with a view to inlist men; and, to give an air of truth to it, at Elizabeth Town they caused guns to be fired, bonfires to be made, and every other demonstration of joy and triumph, at the same time dealing out rum to the rabble, without measure."[5] Such comments from Rivington and his fellow Loyalist printers reflected their hope the American victory at Saratoga would not result in the British losing the war.

Patriot printers also reported on military losses and debated what they would mean for America's future. Following the loss at Germantown in late 1777, Dixon and Hunter's *Virginia Gazette* printed a letter in which a Continental Army officer expressed concern over the potential impact of the loss: "I sit down to give you an account of one of the most important actions that ever happened in America. I call it important, for it was, I think, very near putting an end to the campaign, and perhaps the war."[6] But even though he worried about the results, this officer also concluded that victory was still possible: "Our army never were in better spirits; the officers and soldiers desire another opportunity of drubbing our enemies, and I believe will improve from the late unhappy circumstance, and not imagine they are surrounded, when they intended to be supported."[7] Needless to say, Loyalist printers rejoiced over the British victory at Germantown as shown by Hugh Gaine's report in his *New York Gazette:* "Glorious news from the southward: Washington knock'd up, -- the bloodiest battle in America, -- 6000 of his men gone, -- 100 wagons to carry the wounded. General Howe is present at Germantown, -- Washington 30 miles back, in a shattered condition, -- their stoutest frigate taken, and one deserted. They are tired, and talk of finishing this campaign."[8] According to the Loyalist printers, such victories showed that the British would ultimately win the war.

While the Patriot newspapers rejoiced over the outcome of the battle of Saratoga, the Loyalist printers downplayed the loss and even accused the Americans of exaggerating the results. James Rivington reported in the *Royal Gazette* that "various reports have been propagated in this city since our last, relative to the situation of General Burgoyne's army; some of them too ridiculous to justify a repetition. [--] It seems this news originated with, and came from the rebels, who fabricated the story with a view to inlist men. . . ."

Because many battle reports often proved unreliable, John Adams urged Nathanael Greene to arrange for publication of accurate descriptions of the actions in which he fought in order to prevent the spreading of false information: "I wish our N. England Men would practice a little honest Policy for their own Interest and Honour, by transmitting to Congress and publishing in the Newspapers, true States of the actions in which they are concerned. The Truth alone would be sufficient for them, and surely they may be allowed to avail themselves of this Shield of Defence when so many Arts of dishonest Policy are practiced against them."[9] Along with battle tales, printers also published troop movements, a practice that concerned American leaders be-

See **Excerpt** | Page **14**

Excerpt

Continued from Page 13

cause they feared what the British would do if they acquired the information. For example, the *Connecticut Gazette* reported in 1781 that "the main army, under the command of his Excellency, General Washington, removed to White Plains on Monday last."[10] George Washington once worried that "it is much to be wished, that our Printers were more discreet in many of their Publications. We see almost in every Paper, Proclamations or Accounts transmitted by the Enemy, of an injurious nature. If some hint or caution could be given them on the Subject, it might be of material service."11 Pleas for men and supplies became common in the newspapers. Important public documents, such as the Declaration of Independence and the Articles of Confederation, were published in full, while important essays such as "Common Sense" and "The Crisis" appeared everywhere. By publishing all of these different types of materials, Patriot printers hoped to rally Americans to keep fighting until independence was achieved.

While not always accurate in their reports, printers did the best with what they had. No reporters traveled with the army at this time, so much of the material printed consisted of rumor and hearsay. The primary sources of information used by newspaper printers consisted of official and unofficial letters as well as personal reports from individuals, but most of these materials were limited in what they reported. These materials were reprinted all over the country as printers sought whatever information they could find about the conflict with Great Britain. Printer John Carter of Providence, Rhode Island, urged Colonel Joseph Trumbull, the first Commissary General of the Continental Army, to help with the problem of acquiring information by sending accurate reports whenever possible: "As Matters seem coming to a Crisis at the Camp, I would thank you much for a Line occasionally – our Accounts here are generally very imperfect. . . ."12 Delays in receiving existing information often made stories several weeks out of date. Most newspapermen, however, felt that any information was better than none at all. As Robert Luist Fowle said in the Exeter *New Hampshire Gazette* in July 1776, "at such a Day as this, where is the Man that is not anxious for himself, and all his Connections, and from Week to Week is uneasy till he receives his News-Paper, which these shocking Distresses had induced a much greater Number to take then was ever known before."[13] People turned to the public prints for news of the war from other parts of the country. Inclusion of such items made readers more aware of a national war effort. In case Americans doubted that others really were out there fighting Great Britain, the press made clear that Americans from other colonies were, indeed, fighting. Items from colonies all over the seaboard illustrated clearly that this was a widespread rebellion, not a disturbance isolated to the reader's own colony. By that means, the rebellion gained strength in numbers. Through the newspapers, rebellious colonists were cast as part of a large movement and their cause as important, thus helping persuade and convince doubters.

While not always accurate in their reports, printers did the best with what they had. No reporters traveled with the army at this time, so much of the material printed consisted of rumor and hearsay. The primary sources of information used by newspaper printers consisted of official and unofficial letters as well as personal reports from individuals, but most of these materials were limited in what they reported.

NOTES

[1] *New York Gazette, and Weekly Mercury,* December 30, 1776.

[2] *Virginia Gazette* (Williamsburg: Dixon and Hunter), January 10, 1777.

[3] *Virginia Gazette* (Williamsburg: Purdie), October 31, 1777.

[4] *Boston Gazette,* November 10, 1777.

5 *Royal Gazette* (New York, N. Y.), October 25, 1777.

[6] *Virginia Gazette* (Williamsburg: Dixon and Hunter), October 24, 1777.

[7] Ibid.

[8] *New York Gazette, and Weekly Mercury,* October 20, 1777.

[9] John Adams to Nathaniel Greene, May 9, 1777, *The Papers of General Nathaniel Greene,* edited by Richard K. Showman, Dennis Michael Conrad, and Roger N. Parks, 13 vols. (Chapel Hill: Published for the Rhode Island Historical Society by the University of North Carolina Press, 1976-2005), 2:75.

[10] *Connecticut Gazette* (New London), June 29, 1781.

[11] George Washington to the President of the Continental Congress, May 5, 1777, *The Writings of George Washington, 1745-1799,* edited by John C. Fitzpatrick, 39 vols. (Washington, D. C.: United States Government Printing Office, 1931-1944), 8:17.

[12] John Carter to Joseph Trumbull, March 6, 1776, Connecticut Historical Society.

[13] *New Hampshire Gazette* (Exeter), July 6, 1776.

GRADUATE LIAISONS

Seeing the forest of research and not just the trees

Five Tips for Staying Focused and Engaged While Writing Your Dissertation (or any large research project!)

Meagan Manning

University of Minnesota

1. Return often to your research questions. All large research projects have one thing in common: at one point or another along the way, you will likely lose sight, however momentary, of what you're trying to uncover. A quick reorienting force in these moments can be your research questions. Often, you have worked with your dissertation committee or colleagues to craft those questions, so you know they were conceived of and honed by multiple people during a time of much less duress. You can always be confident that these questions will provide concrete guidance for your work. I think this practice can be especially helpful for historians deep in the minutia of archival materials or news sources—sometimes decades or centuries removed from our own time.

2. Just write! Many columns, books, and blogs focused on dissertation advice revolve around encouraging dissertators to write. Despite its simplicity, this refrain bears repeating especially for historical work. Due to the centrality of storytelling to historical writing, writing strategies become even more integral to our research process than is the case for many other areas of media and communication research. The writing we do communicates not only facts, data, and examples; it also guides our audience to consider "how it felt to live and act" at a particular historical moment. The mantra of "write early" has been particularly valuable to my dissertation. Because there are many demands in our work lives—not to mention our personal lives—that can take time from our current projects, I write before I let the noise of my email inbox, stack of ungraded assignments, or desire to check on news and current events though social media take hold. These morning periods are always when my clearest thinking takes places, which often means they are also the most productive writing sessions!

3. Stay connected: Do a little work on your project every day. Many people divide their weeks into "dissertation days" and "teaching/TA days," and often, this works very well. If you are finding this strategy isn't working for you, as was my case, you may want to incorporate dissertation or project work into every day—no matter how small the scope of the task. Personally, this practice has allowed me to stay connected to my thoughts, texts, and written materials without committing time getting myself "back up to speed." On days where a teaching load is heavier, free writing, skimming the literature, or outlining more complicated pieces of your project might serve this purpose well. Tasks such as brainstorming, reading, and planning generate productive reflection and contemplation without ne-

Context is everything

This fall, I have had the pleasure of teaching the introductory course for our current journalism program here at the University of Colorado-Boulder, and my section consists of 40 freshmen and one lone sophomore. For my students, everything is new: college, their friends, academic expectations, and the up-close, critical view of the media the class encourages them to adopt. In an environment so filled with change, I often have students ask why they have to bother to learn the history of each medium we discuss. "Why does it matter who invented radio?" they ask. "Who cares about silent film?" they want to know. Some of them look bored when we talk about broadcast television networks in the age of Netflix on their laptops and smartphones.

Annie Sugar

University of Colorado

The inevitable question is "what does where we were have to do with where we are now?" and I find this a constant theme with my academic work on several fronts: teaching, research, and service. Here in our service with the History Division, we often talk about outreach to scholars, and particularly graduate students, in other AEJMC subject areas. We discuss ways to recruit scholars who employ media and journalism history in their research without realizing what they are doing or raising awareness about the depth and validity historical research could contribute to projects that do not have history as the primary focus.

I am a Ph.D. candidate now and focused on research here in the fourth and final year of my program. Knee deep in my dissertation on the gendering of beer in the media and its impact on generational identity for Generation X and Millennials, I currently spend the majority of my time with the collection and analysis of qualitative data from my years in the field as a participant-observer with female beer enthusiast groups and the individual interviews I conducted with group participants. It's easy for me to look at this work and wonder what media history has to do with my research, too. The answer is simple, however: plenty. Before I launched into my ethnography and in-depth interviews to assess the current relationships among gender, media, and the beer culture, I used textual analysis to analyze the historical treatment of beer and gender in the media including post-Prohibition cinema, 1970s and 1980s sitcoms, and television beer commercials broadcast

Manning

Continued from Page 15

cessitating a "completion." There is little at stake if these tasks are interrupted; however, many times, I find some of my best ideas come during these moments of free writing.

4. Stay organized: Create a system for organizing your materials early on. Large projects such as a dissertation necessitate the use of numerous primary sources, archival materials, and other texts. It can be difficult to efficiently catalog these pieces, especially since the dissertation is usually your first experience working with such a large amount of sources. While some level of recataloging is inevitable—and on occasion productive—project time is better spent moving forward than backward or sideways. For this reason, making a point to formulate an organization strategy on the front end of your project can pay great dividends later on. Ask yourself what type of system might best suit both your project AND work habits. Turn to your adviser and peers to hear their strategies, then adapt them to your own needs and work style.

5. Take a break! Large writing projects such as dissertations and books often stretch months rather than weeks. This extended time frame can, at times, be as exhausting and frustrating as it is rewarding. The mental restoration a short break can provide and the perspective gained by stepping away from your project periodically are more valuable than several more hours of unproductive work. Nothing clears my head and increases my energy level more than a long bike ride. What type of break might energize you? Remember, we do our best work when we are mentally refreshed, engaged, and excited!

Sugar

Continued from Page 15

over the last 30 years. Engaging texts from the past not only provides my research with the contextual foundation of past vs. present, but often serves as rich fodder for discussions during interviews. Because the present does not exist in a vacuum, my current data collection is never without the frame of history around it, nor are the people who participate in my research (myself included).

And so, to take this conversation full-circle, I return to my role as teacher. I suggest that I am best able to answer my students' questions about the value of history with what I learn as a student of my own research, and I tell them it's all about context. Of course, this answer has left them confused and unsatisfied for most of the semester until last week, when the class discussion turned to the tragic events surrounding the deaths of Michael Brown in Ferguson, MO, and Eric Garner in New York City. One of the students who questioned the value of history early in the course demanded we discuss these news stories and now asked me, "Miss Sugar, I watch the video of Eric Garner's death and wonder how that happened this year—how can that happen now when it looks like something that would have happened 50 or 60 years ago?!" And my response was, "Tell me what you know about 50 or 60 years ago, because perhaps the answer to your question is there." And so we looked to media footage from decades earlier to make sense of the world we live in today and the media that shape it. While doing so may not solve the tragedy of racial injustice alone, it made one 18-year-old—my Doubting Thomas (well, Doubting Joey, actually)—tell me after our discussion of the extensive history of racism and the media, "I get it now. It's not just about what is happening today, it's about what's been happening for a long time." And with that, I believe, I can chalk this semester up in the win column.

Call for Covert Award Nominations

AEJMC's History Division announces the 31st annual competition for the Covert Award in Mass Communication History.

The $500 award will be presented to the author of the best mass communication history article or essay published in 2014. Book chapters in edited collections also may be nominated.

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

Nominations, including seven copies of the article nominated, should be sent by March 1, 2015, to: Nancy L. Roberts, Communication Department, University at Albany, 1400 Washington Ave., SS-351, Albany, NY 12222.

For further information, contact Roberts at nroberts@albany.edu.

WEBNOTES

About those timelines . . .

Keith Greenwood

Website Administrator
University of Missouri

A year ago I explored some digital ideas for a new year. One of the ideas was to try out some digital timeline building tools in my history class. I hadn't previously required students to build timelines, but the tools provided a reason to introduce a different way for students to explore in greater depth a topic they wanted to know more about. The results are in. The tools I knew about get mixed reviews, but the students also found additional options.

> By building these timelines the students gained experience with an interactive method of presenting a chronology.

Going into the semester I knew about three online sites where the students could build their timelines: Xtimeline, Capzles and Timetoast. By the time fall semester rolled around, Xtimeline was no longer accessible. Of the other two, Timetoast did a better job at handling visual and textual material together. Capzles (capzles.com) allowed the students to create text to explain a point on the timeline and to upload photographs as examples, but the students who used it were not able to set up the timeline to show both at the same time. That limits the ability to comment on a specific feature of visual content. Timetoast (timetoast.com) did a better job at integrating text and visuals together, allowing the viewer to see what the text is describing. The site also provides a way to add a more general description covering a segment of the timeline. A broader context could be provided for a specific timeframe, with the individual entries addressing more specific information. Timetoast also has an option to show the timeline as a list, which I found to be useful for getting a sense of the entire project in one view. Of the three tools I knew about a year ago, Timetoast would get my recommendation to use again, but the students also found some great tools on their own.

One of the options the students found is Timerime (timerime.com). Like Timetoast, this site allows text and visual material to appear together at an entry on the timeline. Timerime also allows the user to incorporate multimedia content to an entry, so a description of the collodion wet plate process used by Mathew Brady's photographers could also include a video showing how the process worked. Timerime also offers the ability to include an introduction to the timeline on the same page. I'll be recommending it next time this assignment comes up.

Tiki-Toki (tiki-toki.com) also provides options to incorporate audio and video to entries on a timeline and an option for an introductory screen. Unlike Timerime, the introductory text isn't part of the page with the timeline but appears in its own box over the timeline when it is first loaded. Once it's closed, it doesn't appear on the page. A user can get back to it through the "About This Timeline" link, but that's not necessarily intuitive. On the other hand, the user interface for the timeline itself is nice. A sliding box on the timeline quickly shows the date range for the content being displayed, and each individual entry can show a title, some of the text for the entry and a visual item. The timelines can be viewed in traditional 2d mode, scrolling across the screen, or in 3d mode where the items come toward the viewer as the time progresses. For me, the 2d view better communicates the grouping of events that occur within a short time, but others may have a different view.

One last tool some students used provided a different option for creating the timeline and presenting it on the student's own web page. Timeline JS is an open-source tool from Northwestern University's Knight Lab (timeline.knightlab.com). In addition to text, this tool can also incorporate content from sources such as Flickr, Vimeo, SoundCloud, Google Maps or Twitter. Development of the timeline is a little different from the other tools, requiring the user to build a spreadsheet for the data to be displayed. However, once the information is loaded, code is generated to embed the timeline in an html page. This approach would let the student design a page specifically for a project where the timeline could be just part of the overall content.

The idea to incorporate a timeline assignment was for students to have another chance to dig into an historical topic that interested them personally, but there was an added benefit. By building these timelines the students gained experience with an interactive method of presenting a chronology. This is another area where the history class can add to the practical skills students are learning in reporting, editing and design classes. A timeline can communicate the flow of events in either a breaking news story or coverage of an issue that has developed over a long time. It's a way to incorporate history into reporting while engaging online viewers in a different way. I'm hopeful the students in my history class this past semester will see opportunities to use this tool in their reporting, and I'm already looking forward to the possibilities for this assignment next fall.

NEWS AND NOTES

Books about journalism, old and new

Welcome to our "News & Notes" section. Here you will find updates on our History Division's members. Please share the news—Updates, Publications, Awards, Promotions, Top Papers—that you find here. Send the news to gustaf13@u.washington.edu for *Clio's* future editions. You can also share your media history research and teaching materials via our Facebook group (AEJMC History Division) and the Media History Exchange at http://www.mediahistoryexchange.org/content/welcome-media-history-exchange, a site that includes the 2014 AEJMC History Division Archive.

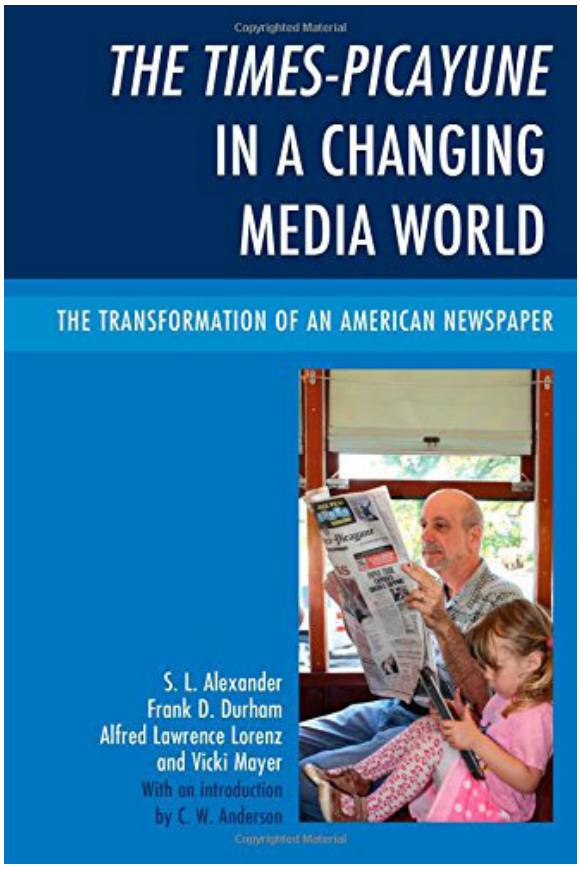
Kristin Gustafson

Membership
University of Washington
Bothell

Publications

Frank D. Durham, associate professor in the School of Journalism and Mass Communication at the University of Iowa, wrote to announce a book he co-edited. The publisher of *The Times-Picayune in a Changing Media World: The Transformation of an American Newspaper*, says that the research "is instructive for all concerned with what the transformation might portend for the news profession and for the traditional role of the press in the digital age." The book addresses the evolution and transformation of moving the New Orleans daily print publication to three days a week, upgrading its presence online, and laying off more than 200 employees "in one of the poorest U.S. cities with among the lowest literacy rates and percentages of households with Internet access." The book begins with an historical overview of *The Times-Picayune* and its 1837 founding, describes the role it played in the 1960 school desegregation crisis, and examines print and digital formats. The book includes his chapter called "Inescapable Reality: Pragmatism and the Press in the New Orleans School Desegregation Crisis of 1960-61." Alexander, S.L., Frank D. Durham, Alfred Lawrence Lorenz, and Vicki Mayer, eds., *The Times-Picayune in a Changing Media World: The Transformation of an American Newspaper* (Lanham, MD: Lexington Books, 2014).

Frank D. Durham



Julie A. Goldsmith, a fellow in the Institute of American Thought at Indiana University-Purdue University, announced her forthcoming book, *Woodward and Bernstein: The People's Right to Know*, which will be part of the Routledge Historic Americans series. She says the book focuses on the power of modern journalism with a biography on the famous duo and their investigative reporting. According to the book's publishers, it is "through their coverage and breaking of the news story that was Watergate" that Bob Woodward and Carl Bernstein "not only inserted themselves into the story of political corruption going on in Washington, but have remained scions in the field of news reporting up through the present day." The biography investigates the working relationship of the two journalists, their Watergate reporting experience, and their lasting impact on the field of investigative journalism. Routledge says that Goldsmith shows, through her writing and diverse primary sources, "how two men, armed with the truth and a forum for broadcasting that information, can make a difference on a national level." Julie A. Goldsmith, *Woodward and Bernstein: The People's Right to Know* (New York: Routledge: Routledge Historic Americans, 2015).

Will Mari announced a new article published that explores how editors and business managers described the metaphorical "wall" between business and news in the first half of the 20th century. Mari, Will, "Bright and Inviolate: Editorial-Business Divides in Early Twentieth-Century Journalism Textbooks," *American Journalism* 31, no. 3 (September 2014): 378–99.

Victor Pickard, assistant professor of the Annenberg School for Communica-

See **News** | Page **18**

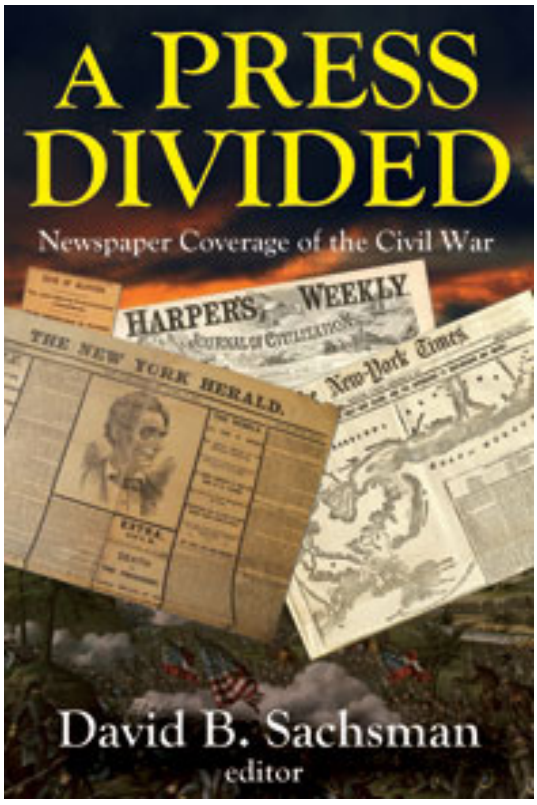
News & Notes

Continued from Page 17

tion at the University of Pennsylvania, announced publication of his book, *America's Battle for Media Democracy: The Triumph of Corporate Libertarianism and the Future of Media Reform*. Drawing from extensive archival research, he says that the book uncovers the American media system's historical roots and normative foundations. Based on case studies of media policy debates in the 1940s such as those connected to the Hutchins Commission, the FCC Blue Book, and the Fairness Doctrine, *America's Battle for Media Democracy* charts the rise and fall of a forgotten media reform movement to recover alternatives and paths not taken. Pickard, Victor. *America's Battle for Media Democracy: The Triumph of Corporate Libertarianism and the Future of Media Reform* (New York: Cambridge University Press, 2014).

Viktor Pickard

David B. Sachsman, the George R. West Jr. Chair of Excellence in Communication and Public Affairs and Professor of Communication at the University of Tennessee at Chattanooga, announced publication of *A Press Divided: Newspaper Coverage of the Civil War*. This edited book provides insights into political divisions among newspapers of the Civil War era—dividing the North and South, and dividing within regions in the North and South—and the measures taken by the Union and the Confederacy in response to dissenting opinions. Sachsman explains that these divisions reflected and exacerbated the conflicts in political thought that caused the Civil War and the political and ideological battles within the Union and the Confederacy about how to pursue the war. In the North, dissenting voices alarmed the Lincoln administration to such a degree that draconian measures were taken to suppress dissenting newspapers and editors, while in the South, the Confederate government held to its fundamental belief in freedom of speech and was more tolerant of political attacks in the press. Each chapter of *A Press Divided* is a refereed paper first submitted by a journalism historian to the Symposium on the 19th Century Press, the Civil War, and Free Expression, an annual research conference held at the University of Tennessee at Chattanooga. It is the latest in a series of books about journalism in the nineteenth century. Sachsman, David B., ed., *A Press Divided: Newspaper Coverage of the Civil War* (New Brunswick, NJ: Transaction Publishers, 2014).



Awards

David Mindich, professor of Media Studies, Journalism, and Digital Arts at Saint Michael's College in Vermont, and Erika Pribanic-Smith, assistant professor of Communication at University of Texas Arlington, both received research grants from Kappa Tau Alpha. They will each receive $1,000 for the KTA Chapter Adviser Research Grants. Mindich will study how James Gorden Bennett Sr. influenced the evolution from political party-supported newspapers toward independent journals and how that impacted the culture of the times. Mindich suggests that Bennett was one of the most important journalists in U.S. history and obituaries about him in rival papers credited him with "creating the modern newspaper." Although Bennett has been the subject of numerous biographies, Mindich says that he will produce a cultural biography. Mindich has served 12 years as adviser of the St. Michael's KTA chapter, of which he was the founder. Pribanic-Smith will study the coverage of the 1844 Presidential Election. Many scholars consider this election to be a turning point in American politics because of its predominant slavery platform and the way the major party candidates (James K. Polk and Henry Clay) handled the issue of Texas annexation. She says that some historians point to third-party candidate James G. Birney as the spoiler of Clay's election. His involvement in the race created a dilemma for editors of the major parties who adhered to the anti-slavery cause. Papers of all stripes resorted to a range of false accusations and forgeries in a desperate attempt to torpedo opposing candidates and opposing editors. Pribanic-Smith has been adviser of the Texas-Arlington KTA chapter for three years.

David Mindich

Erika Pribanic-Smith

Coffee, other connections crucial for junior faculty

Carrie Teresa Isard
Niagara University

To what degree can junior faculty members interested in journalism history foster supportive and mutually beneficial relationships with other departments in their college or university? How can the study of journalism history cross interdisciplinary boundaries within an institution so junior faculty members can truly become part of a "community of learning"?

As of this writing, I am about to complete my first semester as tenure-track faculty member at Niagara University, a regional university in western New York. Our faculty is a relatively small and therefore close-knit community. We share work, teaching and research space, and individual departments often come together to promote joint on-campus events. I have been pleasantly surprised by the degree to which my university has fostered interdisciplinary relationships among its faculty members. I would like to take the rest of this article to speak specifically about my experience as a journalism history educator who has been given the opportunity early on in my career to build bridges between the communication studies department and history department at NU and why I think this relationship is among the most valuable I have fostered this semester.

In the Fall 2014 issue of *Clio,* Teaching Chair Dr. Doug Cumming of Washington & Lee University published an article contemplating "What history do we teach in a communication school or journalism department?" Dr. Cumming's argument was essentially about how we, as journalism history educators, can continue to mold our place in a discipline that increasingly seems to value "technocratic metrics" based on the success of individual students. His conclusion was that university education goes far beyond this value system—that journalism historians' ultimate role is to "attend to journalism's vital role in citizens' self-governance and keeping a humane check on power." This is what not only keeps our work relevant journalism students but also secures our unique place in the "community of learning" that colleges and universities perpetuate. Cumming also discussed the unique role of faculty members in actively promoting "college as a community of learners." These ideas form the framework for my discussion of interdisciplinarity and "community" within different departments and programs at Niagara University.

Cumming makes the point that the idea of "community" may perhaps "resonate more at a selective, private liberal arts college . . . than at a large research university." At NU, which is a midrange regional university, a sense of community is part of the institutional culture. Therefore, when NU promoted the top paper awards I had won with my co-author, Katie Beardsley, at the American Journalism Historians Association, in its online publication the *Daily Post,* it caught the eye of members of NU's history department. NU's history department values the implementation of historical research across arts & sciences disciplines. Over coffee to celebrate the awards, a senior history faculty member and I discussed how the digitization of historical newspapers has fundamentally changed the way historians conduct research, strategies for active learning in history courses, and how our departments might come together to organize and promote on-campus events and book talks in journalism and public history. A month later, another member of the history department invited me to join the women's studies committee, an interdisciplinary organization that promotes the teaching and research of female-centered history, among other things. In her email, my colleague indicated it was my experience with historical research—not my interest in gender studies—that had caught her attention. As a part of the committee, I've begun to assist in the planning of a yearly event celebrating the life of Susan B. Anthony, who is famously buried in this region of New York at the Mount Hope Cemetery in Rochester. I will also have the opportunity next semester to work directly with students from the history department, which promoted my upcoming History and Memory course as an elective for its public history minor.

So, what is the big deal about coffee breaks, committee obligations, and cross-listed courses? For a junior faculty member, these things are actually very important steps in formulating an identity within her institution, securing the support and resources necessary to continue a productive research agenda, and becoming a visible and active member of campus life. In previous issues of *Clio,* my former graduate student co-liaison Annie Sugar and I have written about the importance of fostering community among graduate students interested in journalism history and encouraging historical elements to communication research generally. In many ways, as graduate students we engaged with the idea that indeed, those who study journalism history attend to a vital part of the discipline as whole. However, now as a new junior faculty member, it is clear to me how important Cumming's assertion about our role within the "community of learning" of our individual institutions may be.

Accordingly, my focus has shifted to thinking about my role in the larger community of NU—contemplating what role I am to take among an interdisciplinary faculty that share common goals and experiences. I am convinced that my long-range goals should not include only publications, tenure, and promotion (individual metrics), but rather they should be embedded in the contribution to my institution as a "community of learning." Because of journalism history's *a priori* interdisciplinarity, it only makes sense that junior faculty interested in this line of research would be in a unique position to take advantage of the opportunity to build bridges whenever and however they can.

AJHA convention emphasizes the role of storytelling

Erika J. Pribanic-Smith
AJHA President,
University of Texas at Arlington

Holding a charter bus full of American Journalism Historians Association members "captive," a machine gun-toting woman directed the driver through the streets of St. Paul, MN.

Dressed from red cloche hat to black T-strap heels in 1930s attire, the actress—portraying Edna "The Kissing Bandit" Murray—spun tales about Murray's life with gangster Volney Davis and his crew as she pointed out historic sites related to mob crime in the city.

The gangster tour was one small part of the local culture AJHA members absorbed when St. Paul hosted the association's 33rd annual convention October 9-11.

The hub of convention activities, the St. Paul Hotel is central to the city's history. During the 1920s and '30s, it served as headquarters for Leon Gleckman, the "Al Capone of St. Paul." Gene Autry and his horse Champion are among the many other famous folks who have enjoyed the hotel's luxurious accommodations, and Lawrence Welk used to play there.

Statues in the park across the street pay homage to famous St. Paul natives and gifted storytellers F. Scott Fitzgerald and Charles Schulz. Therefore, it was fitting that then-President Amy Lauters opened the convention with an address on the importance of storytelling to historical research. Lauters also discussed AJHA's own story and encouraged members to get more involved in the organization as its story unfolds.

During the convention, members presenting their research in paper sessions told stories on topics ranging from the tribal *Choctaw Community News* to World War I documentaries to the origins and functions of TV news team uniforms.

"The quality of research presented in St. Paul once again inspires me," said Research Chair Linda Lumsden.

The convention program also featured 10 panel sessions on topics such as collaboration among history researchers and materiality in media history. The local panel, presented on the first day of the convention, offered another opportunity to learn about St. Paul's history and culture as local scholars discussed the area's diversity.

Convention attendees also heard from two local journalists that AJHA honored. Paul McEnroe (Minneapolis *Star Tribune*) received the Local Journalist Award, while Round Earth Media founder Mary Stucky spoke at the annual Donna Allen Luncheon.

As an investigative journalist, McEnroe specializes in coverage of social justice issues, human services and law enforcement. Most recently, he has brought to light the abuse of the mentally ill caught in Minnesota's criminal justice system and failures in the state prison health care system that resulted in death and on-going neglect of inmates.

McEnroe said that as he perused AJHA's convention program, he noted similarities between the stories he tells and those journalism historians tell. He recalled visiting a facility where children with mental disabilities had been housed and stumbling upon a cemetery where those children had been buried, their graves marked only with numbers.

"I was writing about people whom I would call voiceless and vulnerable, people you give voice to when you go evaluate what was covered or not covered," McEnroe said.

"These people weren't considered people," he said. "It's your job to dig into those documents and understand who that is in the ground."

Because of the importance of historians' work, McEnroe said he felt humbled that such a group recognized him.

AJHA also honored several of its own members with the following awards during the convention:

- Sidney Kobre Award for Life-

See **AJHA** | Page 22

Relaxing and sharing ideas at AJHA, from left: Tracy Lucht, Iowa State University; Jane Marcellus, Middle Tennessee State University; and Therese Lueck, University of Akron. Photo by Don Bishop, Overland Park, KS

AJHA

Continued from Page 21

time Achievement: Leonard Teel (Georgia State University)

- National Award for Excellence in Teaching: Bernell Tripp (University of Florida)
- Book of the Year Award: Carol Sue Humphrey, *The American Revolution and the Press: The Promise of Independence* (Oklahoma Baptist University)
- *American Journalism* Rising Scholar Award: Amber Roessner (University of Tennessee)
- Margaret A. Blanchard Dissertation Award: Beth Kaszuba, "'Mob Sisters': Women Reporting on Crime in Prohibition Era Chicago" (completed at Pennsylvania State University, director: Ford Risley)
- Joseph McKerns Research Grants: Michael Martinez (University of Tennessee) and Roger Mellen (New Mexico State University)

Many of the convention sessions took place in the St. Paul Hotel's James J. Hill room, named for a Gilded Age railroad tycoon known as "the Empire Builder." AJHA members toured Hill's opulent home during their visit to St. Paul, and they were able to see it and other Summit Avenue mansions from the Mississippi River during the closing gala dinner aboard the Jonathan Padelford riverboat.

If you missed the convention or want to relive it, you can find a photo slideshow of convention highlights as well as videos of the president's address and McEnroe's Local Journalist Award speech at AJHA's new YouTube channel: http://tinyurl.com/AJHAYouTube.

AJHA conference, St. Paul, MN, October 2014

PHOTOS BY DON BISHOP, OVERLAND PARK, KS

AJHA President Amy Mattson Lauters, center, with convention hosts Mavis Richardson, left, and Giovanna Dell'Orto

Fred Blevens, Florida International University

Yong Volz, University of Missouri, models her "cite me" shirt

More images of AJHA

PHOTOS BY DON BISHOP, OVERLAND PARK, KS

Top left: Earnest Perry, University of Missouri. Top right: Lisa Parcell, Wichita State University, and Margot Lamme, University of Alabama. Center left: Katherine Bradshaw, Bowling Green State University, reacts to a cell phone image shared by Tom Mascaro, Bowling Green State University. Above: Mike Conway, Indiana University, shares his program with Aimee Edmondson, Ohio University. Left: Audience members listen during a research presentation.