

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

## On to Minneapolis!

Early registration for the 2016 AEJMC Conference in Minneapolis ends July 8. The dates are August 4-7 (with Pre-Conference workshops on Wednesday, August 3). The conference theme: Innovate, Integrate, Engage. Accepted papers from the History Division are listed in Mike Sweeney's column inside on p. 5. Congratulations, all. History Division Program on p. 6.



### NOTES FROM THE CHAIR

## For a more inclusive history

A few months ago, I visited the Archie Carr Center for Sea Turtle Research in nearby Melbourne, Florida. The Center included a short film about the acclaimed scientist for whom the Center is named and it included a clip featuring his son. There were stories about Carr's impact on the environment

**Kimberly Wilmot Voss**



Chair  
University of Central  
Florida

and the study of the sea turtle. What was not mentioned in the film, or really at the Center, was Marjorie Harris Carr. Yet without her, Archie Carr would not have achieved as much professionally or personally. They had a 50-year scientific partnership and a marriage that produced five children.

The story of Archie Carr's wife can be found in Peggy Macdonald's book, *Marjorie Harris Carr: Defender of Florida's Environment*. Marjorie Carr was an educated scientist who published scholarship of her own yet encouraged the description of her as a "housewife

See **Voss** | Page 2

ONLINE  
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### INSIDE THIS ISSUE



Prof. Finis Dunaway's book, *Seeing Green*, won the History Division's Book Award for 2016. An excerpt begins on Page 13.

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## Voss

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from Micanopy” (the small town where the family lived) to define her in media coverage of her work in the 1950s and 1960s.

Marjorie Carr initially worked as the country’s first female federal wildlife technician at the Welaka Fish Hatchery. It was through her hatchery work that she met what her biographer describes as the two great loves of Carr’s life: the Ocklawaha River and her future husband, Archibald “Archie” Carr, Jr. While she was soon dismissed from her, her life’s path had been set and she would become an environmental activist.

Like Carr, many women activists of the time used non-threatening language to share their messages. Identifying themselves as wives and/or mothers gave them a certain sort of non-threatening agency in spreading their message. Marjorie Carr was a published scientist and earned a master’s degree in zoology. Yet she often referred to herself as a “poor little housewife.” She began her conservation career at the local level in the 1950s, working with the Audubon Society and the Florida Federation of Garden Clubs.

Macdonald wrote of Carr: “She succeeded in translating the complex new language of ecology to the masses. She influenced the media, which initially supported construction of the barge canal as a means to foster economic growth in central Florida to inform the public about the importance of preserving the integrity of the regional ecosystem.”<sup>i</sup>

To do that, she used the mediated image of the housewife despite her professional accomplishments, and she often referred to herself as “Mrs. Carr” or “Archie’s wife.”<sup>ii</sup>

Work like Macdonald’s is examining the gendered roles of the past and how women worked within the mediated ex-

pectations of the past. We should strive to be more inclusive in our research and strive to bring the marginalized up from the footnotes—especially for women.<sup>iii</sup>

Many new conferences and publications seek to tell the stories of otherwise marginalized historical figures; most recently was the conference *Untold Histories* at Rutgers University which expanded historical understanding.

“Mrs. Carr” was more than a “housewife” and understanding how she used her familial status is important for historical scholarship about women. Further, Marjorie Carr’s role was significant for her husband’s career. She was both the primary caregiver for the children and served as an assistant—typing up notes and helping with his field work. His accomplishments were a result of the work his wife contributed.

There are numerous parallels in journalism history where one spouse gets overlooked despite contributions. An example can be found in Henrietta

Nelson said of Henrietta to a friend: “You know, that woman scares me.” The friend noted that the words were said with pride. Upon her death, he mourned both his wife and their shared byline.

The work and family relationship of these dual journalists and scientists was familiar. (Although Henrietta and Nelson Poynter did not have children together.) These partnerships are likely familiar to many academic families. After all, more than a third of all academics are married to another academic.<sup>v</sup>

So much of what any academic couple achieves is based on a division of labor—both personally and professionally.

My husband, Lance Speere, does not often get his academic due, despite his contributions. (Lance is a journalism instructor at the University of Central Florida.) He has worked as my archival assistant and my copy editor. He has cared for our children while I gave conference talks or wrote on deadline. In a more formal role, he was the designer of

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Work like Macdonald’s is examining the gendered roles of the past and how women worked within the mediated expectations of the past. We should strive to be more inclusive in our research and strive to bring the marginalized up from the footnotes—especially for women.

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Poynter, the second wife of famed *St. Petersburg Times* publisher Nelson Poynter. They co-authored editorials and she was an associate editor at the newspaper. A search for Nelson Poynter reveals numerous sources. Little is available about Henrietta Poynter.

Yet she was an originator and editor of *Congressional Quarterly*. She earned a 1922 journalism degree from Columbia University and worked as an editor at national magazines before marrying Nelson in 1942. She became the first woman to serve on the American Committee of the International Press Institute.<sup>iv</sup>

both this newsletter (for one year) and the AJHA newsletter (for two years). He has been my co-author in articles in *Journalism and Mass Communication Quarterly* and an upcoming article in *American Journalism*. I appreciate his help and cringe when I see him treated as only a spouse.

The future of media history should continue to grow and add the nuance of the personal to the professional. In doing so, there will be a more complete history and one that will add more voices that were previously in the margins. For every great figure in media history there is likely a relationship that provided the foundation for greatness to occur.

## PF&amp;R COLUMN

## Getting Funded: Grant Opportunities for Media Historians

Last month, I served on a university committee to review grant proposals and select two from our institu-

**Tracy Lucht**

PF&R Chair  
Iowa State

tion to put forward for the National Endowment for the Humanities Summer Stipend program. Presumably, I was asked to serve on the committee because I was fortunate to receive an NEH Summer Stipend in 2015 to

pursue archival research on women broadcasters in the Midwest. Yet I found myself representing another viewpoint during the discussion: that of a journalist committed to the value of communicating academic ideas to a non-specialist audience.

During that meeting, I argued—only somewhat successfully, I'm afraid—that a proposal needed to clearly articulate the project's value for readers beyond a specific academic subfield. I was surprised

to find my colleagues from other disciplines less willing to recognize that a narrowly defined project that seemed important to them might not be immediately embraced by a public agency such as NEH. Yet as government and nonprofit agencies increasingly focus on public communication and outreach to shore up their ever-precarious funding, I would argue it is essential that academics make their work accessible and relevant to a broader audience.

Media and communication historians have an advantage when

writing grant applications because we are trained to consider multiple perspectives and communicate our ideas clearly to various stakeholders. Indeed, at an NEH grant-writing workshop held on my campus last semester, panelists in a mock review session spoke to the importance of a dramatic introductory paragraph—a lede, in other words—that grabs readers' attention and makes them want to know more. As research universities place more emphasis on external funding, it would be wise for media historians to leverage our ability to write clearly and compellingly to bring in grants, which not only make our work possible but also demonstrate impact. In my experience, the fact of funding is more important than the amount; those who do humanistic research

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should not be dissuaded from pursuing external support just because their awards are generally lower than those in the sciences.

A couple of years ago, the History Division co-sponsored a pre-conference workshop that included a grant-writing panel. I would like to continue that dialogue by suggesting several opportunities that might be a good fit for journalism and media historians (beyond what is already known to be available through AEJMC and the American Journalism Historians Association). This

is only a start, and I am certain our members know of many more opportunities. I would love to see the conversation move to social media as we help one another identify funding sources that bring visibility and recognition to media and journalism history:

- [NEH Summer Stipends](#): The deadline is Sept. 29, 2016, for projects beginning in May 2017. The award amount is \$6,000 for two months of full-time work. There is an option to select your primary field as Communications: Journalism and a subfield of History in your area of specialization. NEH has shown a preference for work that has the potential to reach the broader public and for projects that include travel and primary research in addition to writing.

- [NEH Fellowships](#): The deadline is April 26, 2017, for projects beginning in January 2018. The grant pays a stipend of \$4,200 per month for 6–12 months. The process is similar to the Summer Stipend application, but awards are given to more advanced projects.

In addition to individual research grants, NEH also offers grants related to collaborative research, preservation and access, digital humanities, and public scholarship, and for individual faculty at Historically Black, Tribal, and Hispanic-serving colleges and universities.

- [Gilder Lehrman Fellowships](#): The deadline is typically in May, and the \$3,000 award supports research on American history that takes place

## Lucht

Continued from Page 3

at archives in New York City. The awards are open to faculty, doctoral candidates, and independent researchers.

- [The American Antiquarian Society](#) offers short-term visiting fellowships to researchers who wish to use the collection in Worcester, Massachusetts. The deadline is Jan. 15, 2017, for use during a one- to two-month period between June 1, 2017, and May 31, 2018. The short-term fellowships pay \$1,850 a month. Primarily for historians of the eighteenth and nineteenth centuries, the society's opportunities include a fellowship that supports research on newspapers and magazines and others that support histories of the book and American print culture.

- [The Newberry Library](#) in Chicago offers short-term fellowships of one month to visit the archives, which include a distinguished collection on the history of the book as well as collections related to Chicago and Midwestern writers and journalists. The deadline is usually Dec. 15 for the following academic year. The standard stipend is \$2,500. The Lester J. Cappon Fellowship supports up to three months' work in

documentary editing.

- [The Institute for Oral History](#) at Baylor University offers the Charlton Oral History Research Grant. The deadline is typically in April for interviews to be conducted over the following year. The award amount is \$3,000.

This is a truncated list, of course. Colleges and universities sometimes offer grants for on-site use of their collections. For example, the [Lilly Library](#) at Indiana University has a rich collection related to film, television and radio, and the [State Historical Society of Missouri](#), housed at Ellis Library at the University of Missouri, is home to the National Women and Media Collection. Both offer support to visiting researchers. Most states also offer humanities support through their historical societies or offices of cultural affairs.

Given the challenges of fundraising and maintaining public support, these agencies are eager to partner with scholars who can help them connect with their constituents through effective communication and outreach. So I say polish that lede on your grant application and go for it.

# Clio

## AMONG THE MEDIA

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Submissions to Clio are welcome. For general items such as paper calls, please send them to: Mike Sweeney at [sweenem3@ohio.edu](mailto:sweenem3@ohio.edu).

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

Recent issues of Clio may be accessed at

<http://aejmc.us/history/clio/>



## 26 papers accepted for AEJMC Conference

Michael S. Sweeney



Vice Chair  
Ohio University

**The History Division accepted 26 papers for presentation at the annual AEJMC conference in Minneapolis. Fifty-three papers were submitted. Eight were disqualified—one for being incomplete, and seven for containing information that identified the authors. The acceptance rate of 26 of 53 is 49 percent. The authors and their papers appear in alphabetical order. The top four papers are listed with an asterisk.**

Carol Ames, Cal State Fullerton, "Two Seminal Events in Motion Picture Public Relations History: How U.S. Court Decisions Twice Changed the Way Movies Are Publicized."

Bill Anderson, Elon University, "Labor's Rejection: How the National Basketball Players Association Blocked Management before Congress."

Elizabeth Atwood and Sara Pietrzak, Hood College, "Full-Court Press: How Segregationist Newspapers Covered an Integrated Virginia High School Basketball Team."

\*\* Stephen Bates, University of Nevada-Las Vegas, "Is This the Best Philosophy Can Do? Henry R. Luce and the Commission on Freedom of the Press."

Kris Boyle, Brigham Young University, "War of Words: A Comparative Contextual Analysis of Newspaper Coverage of the Battle of Kontum."

LaShonda Eaddy, University of

Georgia, "Saving Face: How the University of Georgia Survived the Integration Crisis and Maintained Its Image through Stakeholder Management."

Christopher Frear, University of South Carolina, "The Struggle to Describe South Carolina's Leading Civil Rights Lawyer."

Michael Fuhlhage, Sarah Walker, Nicholas Prephan, and Jade Metzger, Wayne State University, "News Ecosystem during the Birth of the Confederacy: South Carolina Secession in Southern Newspapers."

Tim Gleason, University of Wisconsin-Oshkosh, "Decade of Deceit: English-Language Press Coverage of the Katyn Massacre in the 1940s."

Kevin Grieves, Whitworth University, "Cowboy Songs from the Cold War Adversary: Listening to RIAS as portrayed in the East German Press."

Joe Hayden, University of Memphis, "Witness to War: Newsreel Photographer Arthur Menken."

Daniel Haygood, Elon University, "Tel Ra Productions & TeleSports

Digest: The Unknown Story of American Television's Early Chronicler and Archivist of U.S. Sports."

Owen Johnson and Rashad Mammadov, Indiana University, "Russian Journalists and the Great Patriotic War."

Kevin Lerner, Marist College, "A Genuine Sense of Helplessness: Newsroom Ethnography and Resistance to Management Change at the New York Times in 1974."

\* Tracy Lucht and Kelsey Batschelet, Iowa State University, "They Couldn't Bring Me Down': Gender and Agency in the Careers of Midwestern Women Broadcasters."

Kyle McDaniel, University of Oregon, "The Aesthetics of Historiophoty: Ken Burns and the Origins of Visual Effects in the Historical Documentary."

James Mueller, University of North Texas, "Missing the Story at Gettysburg: Reporters Ignore a Possibly Decisive Cavalry Fight."

## AEJMC History Division 2016 Program

**Thursday, August 4 | 8:15-9:45 p.m.**

**Paper session: “Wartime Journalism”**

*Moderating:*

Doug Cumming, Washington & Lee University

*Discussant:*

Tim Vos, University of Missouri

James Mueller, University of North Texas, “Missing the Story at Gettysburg: Reporters Ignore a Possibly Decisive Cavalry Fight”

Timothy Roy Gleason, University of Wisconsin Oshkosh, “Decade of Deceit: English-Language Press Coverage of the Katyn Massacre in the 1940s”

Owen V Johnson, Rashad Mammadov, Indiana University, “Russian Journalists and the Great Patriotic War”

Kris Boyle, Brigham Young University, “War of Words: A Comparative Contextual Analysis of newspaper coverage of the Battle of Kontum”

**Thursday, August 4 | 1:30-3:00 p.m.**

**History Division High-Density Refereed Papers**

*Moderating:*

Ross Collins, North Dakota State University

*Discussant:*

Gwyn Mellinger, Xavier University

Kevin Grieves, Whitworth University, “Cowboy Songs from the Cold War Adversary: Listening to RIAS as portrayed in the East German Press” THIRD-PLACE FACULTY PAPER

Elizabeth Atwood, Sara Pietrzak, Hood College, “Full-Court Press: How Segregationist Newspapers Covered an Integrated Virginia High School Basketball Team”

Perry Parks, Michigan State University, “Silent Spring, Loud Legacy: How Elite Media Helped Establish an Environmentalist Icon”

Michael Fuhlhage, Sarah Walker, Nicholas Prephan, Jade Matzger, Wayne State University, “News Ecosystem During the Birth of the Confederacy: South Carolina Secession in Southern Newspapers”

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Ronald Rodgers, University of Florida, “The Social Awakening and the Soul of News”

Stephen Perry, Regent University, “The Sponsor’s Fight for Audience: A 1930s Radio Case Study”

Chad Painter, Eastern New Mexico University, “Write on: An Analysis of the Role of the Underground Press in Three Cities”

**Friday, August 5 | 8:15-9:45 a.m.****Paper Session: “Tools of the Trade: Storytellers’ Skills, Past and Present”***Moderating:*

David Davies, University of Southern Mississippi

*Discussant:*

Dean Smith, High Point University

Denitsa Yotova, University of Maryland, College Park, “George G. Foster’s Urban Journalism as an Antecedent to Muckraking,”

Samantha Peko, Ohio University, “Ada Patterson: ‘The Nellie Bly of the West’”

Joe Hayden, University of Memphis, “Witness to War: Newsreel Photographer Arthur Menken”

**Friday, August 5 | 11:45 a.m.-1:15 p.m.****Paper Session: Top Paper Presentations***Moderating:*

Teri Finneman, South Dakota State University

Stephen Bates, University of Nevada-Las Vegas, “Is This the Best Philosophy Can Do? Henry R. Luce and the Commission on Freedom of the Press” FIRST-PLACE FACULTY PAPER

Tracy Lucht, Kelsey Batschelet, Iowa State University, “‘They Couldn’t Bring Me Down’: Gender and Agency in the Careers of Midwestern Women Broadcasters” SECOND-PLACE FACULTY PAPER

Ken Ward, Aimee Edmondson, Ohio University, “The Espionage Conviction of Kansas City Editor Jacob Frohwerk: ‘A Clear and Present Danger’ to the United States” THIRD-PLACE STUDENT PAPER

Rich Shumate, University of Florida, “Framing Barry Goldwater: The Extreme Reaction to His 1964 ‘Extremism’ Speech” FIRST-PLACE STUDENT PAPER

**Friday, August 5 | 1:30 – 3:00 p.m.****History Division Poster Session***Discussant:*

Kate Edenborg, University of Wisconsin-Stout

*Presenters:*

LaShonda Eaddy, University of Georgia, “Saving Face: How the University of Georgia Survived the Integration Crisis and Maintained Its Image through Stakeholder Management”

Christopher Frear, University of South Carolina, “The Struggle to Describe South Carolina’s Leading Civil Rights Lawyer”

Yin Wu, University of Wisconsin-Madison, “Who Has Authority? The Construction of Collective Memory in Hong Kong Protest”

Daniel Haygood, Elon University, “Tel Ra Productions & TeleSports Digest: The Unknown Story of American Television’s Early Chronicler and Archivist of U.S. Sports”

**Saturday, August 6 | 12:15-1:30 p.m.****History Division Business Meeting**

## MEMBERSHIP COLUMN

## History Division Membership Year-in-Review

In the Autumn 2015 issue of *Clio*, Teri Finneman and I as Membership Co-Chairs outlined several initiatives that we hoped would raise the profile of the History Division and would encourage

**Carrie Teresa**

Niagara  
University

scholars to pursue membership in it. Our list included the organization of a comprehensive member list, the promotion of the work of our members in both *Clio* and on social media, and emphasizing the importance of journalism history in higher education.

We believed that these efforts would begin to address some of the discussions we as a Division had at the 2015 AEJMC conference concerning declining membership. In support of these efforts, we made the following inroads during our term:

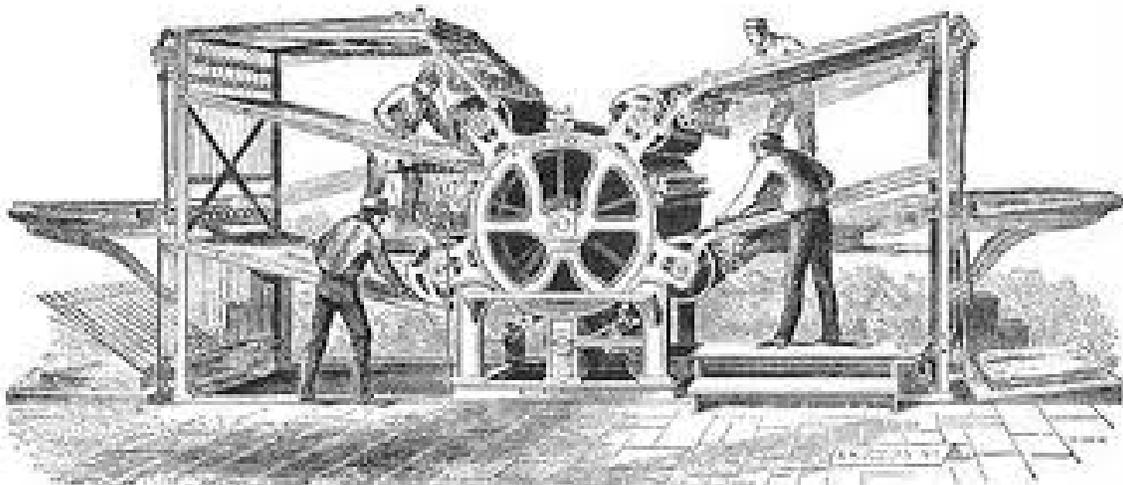
- The Winter 2015 issue of *Clio* contained a comprehensive list of History Division members organized by last name. We posted the same list,

though reorganized by affiliation, to our Facebook page. As a result, we received updated information from members, and we hope to see this member list updated and shared annually. We would also like to see the Division conceive of a network or platform in which we can upload and share biographical information and research interests. Existing platforms such as Wordpress or Academia.edu could be useful to this end.

- We continued both the Generations of Scholars series and the News & Notes column, both to great success. In addition to these *Clio* inclusions, we also promoted member news on our Facebook page, which contributed to a vibrant, ongoing discourse on the page where members freely shared news, information, interesting articles, and research ideas on a regular basis. The Facebook page has been indispensable to its members, and we hope to see it continue to thrive. We also hope to add one more regular column to the Membership arsenal: a Member Spotlight in which the membership chair interviews one notable Division member on a special project or accomplishment.

- Finally, in an effort to raise the profile of journalism history generally, Teri embarked on the ambitious Media History Engagement week, which took place the first week of April. The first Media History Engagement Week attracted participants from 20 states and six countries who used the #headlinesinhistory to promote and share journalism history projects. The Twitter initiative resulted in 478 posts from 161 people, reaching their combined 92,000 Twitter followers. International posts came from Canada, England, Sweden, Pakistan, South Korea, and Australia. The inaugural Media History Engagement week was a resounding success, and we would love to see it continue to gain momentum with continued participation from AEJMC History Division members.

I will be stepping down from her position as Membership Co-chair at this year's AEJMC conference to focus on my book project. Teri Finneman will continue her tenure as Membership Chair. We thank you, members, for helping us to raise the profile of the AEJMC History Division.



# The Periodical Room

In the 1920s, according to the sign outside the heavy door, DeWitt Wallace spent countless hours in the high-ceilinged sanctum within, reading and condensing magazine articles. This was how he filled *Reader's Digest*, the unorthodox little magazine he and his wife, Lila, had launched in 1922, their only child. At first, they didn't bother with advertising or writers or illustrators. It was all about circulation, which by 1946 reached about eight million. *Reader's Digest* became the most widely read magazine in the world.

I brought my magazine class of 14 undergraduates to this Periodical Room of the main New York Public Library building on 5th Avenue. It's an awesome space, although there were no magazines in sight. Instead, almost every wooden chair lined up on both sides of long tables was occupied by someone working on a MacBook. My students sized up the place in a jiffy, and with my bemused permission left the room and the building for free time in the city. With their iPhones in hand, they had better things to do than waste time in this silent tomb of twentieth century print culture.

But I took the road less traveled by. I asked at the window for copies of some magazines from 1967. Sorry, the man said, we keep only recent issues here. He sent me walking down a long hallway to the room with old periodicals. There, researchers at tables and microfilm machines were digging their gopher holes into history, but still I didn't see any magazines. I asked at the desk for *The Saturday Evening Post* and *Look* from ancient times when Joan Didion and George Leonard were writing about Haight-Ashbury for those magazines.

First, I needed to fill out the form for a library card. Done. Then I needed to fill out a request for the bound copies of *Look* for the years I wanted. Done. It would be up from the vaults . . . in about 40 minutes. Meanwhile, here's the microfilm for the *Saturday Evening Post*

issues I wanted. Sorry, none of the microfilm machines were available in this room. I was directed to yet another room down more long hallways.

Have my students ever used a microfilm machine? I doubt it. It took a while to get that giant toaster working. *The Post*, once the most popular magazine in America, was running some pretty good articles in '67 on a fire-fight in Vietnam, by an American soldier who was in the middle of it, and on the Mamas and the Papas. The magazine would be dead within two years. Back in the old periodical room, four very heavy volumes of *Look* had arrived. I found a full-page ad from the ad bureau of the Magazine Publishers Association. Here was the desperate pitch from America's last great general interest magazines: "The magazine is a treasury of contemporary ideas and information. It is traditional in its consistent quality from one issue to the next. It is modern in its treatment of an infinite variety of subjects. It is influential in its continuous introduction of new thoughts, styles and trends." A photograph of a young woman who might have just arrived in Manhattan right out of Sarah Lawrence, thoughtfully drinking something dark through a straw at an outdoor table. "Her presence creates a stir," the caption says. "Conversations pause. Activities cease."

The conversations resumed, the activities picked up, the magazines died, time marched on. What was that about? I went back to the DeWitt Wallace Periodical Room to contemplate, once more, what David Sumner's book calls *The Magazine Century*. The majestic room has thirteen murals of the great magazine publishing houses in Manhattan, part of the room's restoration in 1983 underwritten by DeWitt Wallace legacy funds.



The DeWitt Wallace Periodical Room in the main building of the New York Public Library. Photo by Doug Cumming

These were grand buildings, the Puck Building, Harper's, the Look Building, Herald Square, Time-Life Building, the Hearst Building. Some are still around, re-purposed. Time Inc. has moved downtown. The Art Deco Hearst Building has become the base of a dazzling 44-floor glass tower clad in diamond-shaped facets. We would hear from the head of magazine marketing in that building the next day, and the students would be given good news about Hearst's peak profits last year, from using multiple platforms nimbly and targeting native advertising.

Magazines, it seems, will survive. But something troubles me about how sluggish I felt trying to dig into the great magazines of the past. I don't blame my students for getting out of the New York Public Library as fast as they could. It's a beautiful building, but in their world it's a dead tomb of dead books and magazines that aren't even out in the open. As the man at Hearst would tell us, with an iPhone you don't want advertising or irrelevant content. You want what you want, when you want it. How many "snap"? he asked, meaning Snapchat. All 14 raised their hands. And how many regularly read magazines? A tentative pause, and only about half the hands went up. And this was for a class called "The Magazine: Past, Present and Future."

- **Doug Cumming**  
Washington & Lee University

## GRAD STUDENTS

## Making the Most of Summertime

With the summer upon us, now is a good time to consider how best to use the summer months for research and writing. Whether you're a master's or doctoral student, or even a professor,

**Robert Greene II**

Graduate Liaison  
University of South  
Carolina

the summer is not so much a break as a make-or-break time. Utilizing the summer months for scholarly work is important. But maintaining a balance between work and down time during the summer ensures getting even more work done during

the summer and fall.

Setting up a research schedule before the summer begins is important to this process. Having an idea of where you need to do research—and what you are

going to look at once you are there—will speed up the research, making your trip worthwhile. Even if you are utilizing a local research archive or an online source, make a schedule well in advance. Research trips will require money, so (for next summer, anyway) keep an eye out during the fall and spring semesters for research grants, summer fellowships, and awards that can aid in traveling.

In addition to a research schedule, a writing schedule is also necessary for making good use of the summer months. Without classes or weekly meetings with fellow students, it is easy to lose track of a work schedule. Setting up a writing schedule in advance—with goals in mind for how many paragraphs, pages, or number of words per day—will make the summer months productive.

While being productive is important, it is also important to make use of down time. For many graduate students,

the “summer” never really starts—the spring semester ends, and then comprehensive exams or a research trip opens the summer months. Getting work done during the summer is essential. Whether pursuing a tenure-track position, or work outside the academic world, scholars work year-round. But taking a vacation and achieving a work-life balance during the summer is also important. A rested, satisfied student does more—and better—work than someone who is burned out, exhausted, and stressed.

Your research and writing schedule needs to be healthful, and doable. Just as important, of course, is to maintain a healthy work-life balance. Be with family or friends on special days. (Note: Father's Day is June 19.) Take a vacation to a beach or enjoy a day in the park. Read a wonderful novel during your down time. Balance is the key.

## Sweeney

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Chad Painter, Eastern New Mexico University, “Write On: An Analysis of the Role of the Underground Press in Three Cities.”

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Conviction of Kansas City Editor Jacob Frohwerk: ‘A Clear and Present Danger’ to the United States.”

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Denitsa Yotova, University of Maryland, “George G. Foster’s Urban Journalism as an Antecedent to Muckraking.”

## TEACHING STANDARDS

*A course in African American history goes north-and hits home*

When Sid Bedingfield moved from South Carolina to take a job in Minnesota, he soon realized that the students in the new state faced a gap in their knowledge of U.S. history, especially the African American history that was unfamiliar to him. Bedingfield had a tool to address this. But it needed to be

**Kristin L. Gustafson**  
Teaching Standards  
Chair



University of  
Washington Bothell

adapted.

These were “smart, well-educated kids” who told him that they knew little about the Abolitionist Movement, Reconstruction, lynching, Brown v. Board of Education, and Jim Crow. “I think they thought that African American history was something that happened elsewhere,” he said of his students at the University of Minnesota School of Journalism and Mass Communication. They identified as progressive and felt immersed in a forward-looking community. This history, though, “was not a Minnesota issue.”

Bedingfield knew it was a Minnesota issue, both in the state’s past and in its present. African American history was especially relevant now because of

Bedingfield knew it was a Minnesota issue, both in the state’s past and in its present. African American history was especially relevant now because of changing demographics in the Twin Cities and statewide and increasing inequality in education and income.

changing demographics in the Twin Cities and statewide and increasing inequality in education and income. “The gap is growing and not shrinking,” he

said. “There is great concern here.”

Bedingfield used these data to drive this point home for his students.

- Median income among black households in the Twin Cities declined from \$31,500 in 2013 to \$27,500 in 2014, which is close to the bottom nationally and compared to an overall median income of \$61,400.
- Poverty rates among Twin Cities’ African Americans are estimated at 38 percent.
- The percentage of people of color in the Twin Cities is about 25 percent, up from about 1 percent in 1960. Statewide the percentage of people of color is 19 percent and projected to reach 25 percent in 2035.

So to help the Minnesota students connect the past to the present, Bedingfield redesigned a class that he once taught in South Carolina. Success depended on making it local.

**Digging deeper**

Bedingfield grew up in the Deep South. The majority of his students in South Carolina were African Americans. He and they shared base knowledge of Civil Rights history. He and Kathy Roberts Forde developed and taught a class for those South Carolina students.

It built on that base knowledge. She taught it first; then he taught it.

They had developed the course during a 2011 summer fellowship they

attended together at Harvard University’s W.E.B. Du Bois Institute, “African American Struggles for Freedom and Civil Rights, 1865–1965.” The National Endowment for Humanities Institute for College Teachers funded the four-week class that immersed

Bedingfield proposed revising the South Carolina course to fit the needs of the Minnesota students. It was “a way to help bring diversity to the curriculum in a big way in a sense that the whole course is about African American history and mass media.”

them in history. Instructors included Waldo Martin, Patricia Sullivan, Eric Foner, Steven Hahn, Kevin Boyle, Leon Litwack, Gerald Early, Bettye-Collier Thomas, Dorothy Burnham, Margaret Burnham, Esther Cooper Jackson, Peter Guralnick, Raymond Gavins, Kimberly Phillips, and Paniel Joseph.

Bedingfield proposed revising the South Carolina course to fit the needs of the Minnesota students. It was “a way to help bring diversity to the curriculum in a big way in a sense that the whole course is about African American history and mass media.” He adapted the new class, “Case Study: The African American Freedom Struggle and the Mass Media,” within curriculum oriented toward media in American history and law. He took things out; he added things to fit. The idea was to have these students who had not studied African American history, and especially local African American history, to dig deeper, he said. The class also introduced mass communication to students outside the school who were interested in African American history.

His nearly all-white class of 48 students studied the “larger history” of African American and U.S. history

## Gustafson

Continued from Page 11

and mass media. Students engaged each class period with secondary and primary sources. For example, the first week of the semester focused on popular culture and historical memory, using chapters from Patrick Washburn's book on the early Black Press, clips from *Selma*, and an excerpt from two primary sources—the *Appeal* and *Freedom's Journal*. Students studied the Abolitionist Press and slave resistance in Antebellum America, the Civil War and Reconstruction, the rise of Jim Crow and the role of the press in the Wilmington Riot, lynching and media, W.E.B. Du Bois, Booker T. Washington, Marcus Garvey, *The Birth of a Nation* and black protest, the *Chicago Defender*, the Harlem Renaissance, the Great Migration, the Communist Party, the New Deal, the Black Press, sedition and the “Double V” campaign during World War II, *Brown v. Board of Education* and school desegregation, Martin Luther King Jr., the Freedom Riders, and *Times v. Sullivan*.

Alongside this national history, stu-

dents researched local issues. Focusing on national and local at the same time helped students see recurring historical issues.

Bedingfield's students explored civil rights and African American history “right here in Minnesota” for their research project. They worked to explore a history they had not understood before and to drill down to what is happening today. He said that the students were “intrigued and surprised” by their local history.

One project focused on the Rhondo neighborhood and the destruction of this middle-class black neighborhood to make way for a freeway. The student studied it from the perspective of how mainstream media depicted this in the 1960 and 1970s, framing it as progress and replacing slums with transit. This was “eye opening to students,” he said.

Another project focused on a 1930 case of a black family who bought a home in South Minneapolis and were attacked by mobs of white people who rejected them. The students studied

coverage of the battle to get this home on the National Historic Register.

Bedingfield used a two-part module to get them into primary sources. First a research librarian came and did a review of common newspaper and magazine databases. “I wanted students to see how easy it was to explore primary sources.” Second, students used the Minnesota History Center and its civil rights section as a leaping off point to look at how students could find primary sources concerning state and metro issues. This demystified primary sources for them “and showed that many useful ones are merely a click away—if you know where to look,” he said.

As journalism educators and media historians, we have excellent classroom practices and curriculum designs like the one discussed here to share with one another. As teaching chair, I continue to invite you to share your best practices that encourage pedagogies of diversity, collaboration, community, and justice. Send them to me at [gustaf13@uw.edu](mailto:gustaf13@uw.edu).

## 2016 HISTORY DIVISION BOOK AWARD WINNER

The 2016 AEJMC History Division Book Award, honoring the best journalism and mass communication history book published in 2015, has been won by Finis Dunaway for his *Seeing Green: The Use and Abuse of American Environmental Images* (University of Chicago Press). An associate professor of history at Trent University in Peterborough, Ontario, Dunaway is also the author of *Natural Visions: The Power of Images in American Environmental Reform* (University of Chicago Press, 2005).

A panel of three distinguished media historians chose *Seeing Green* from a field of 20 entries. The judges praised Dunaway's “persuasive historical analysis that relies on extensive archival research and examination of a vast trove of media images documenting and promoting the environmental movement and its issues across time.” *Seeing Green* argues that these media images have served paradoxical ends, increasing public awareness and concern about environmental threat while consistently suggesting inadequate solutions that focus on personal rather than structural, systemic change.

Dunaway, who will receive a plaque and a cash prize, has been invited to speak about his work during the History Division business meeting on Saturday, August 6 (12:15 – 1:30 p.m.) at the Association for Education in Journalism and Mass Communication convention in Minneapolis.

**For an excerpt from the *Seeing Green*, please see page 13.**

## BOOK EXCERPT

# The Power and Limits of Environmentalism's Media Images

*From Seeing Green: The Use and Abuse of American Environmental Images*

By Finis Dunaway

**Editor's Note:** Finis Dunaway, an associate professor of American Studies at Trent University in Petersborough, Ontario, Canada, received his bachelor's degree from the University of North Carolina-Chapel Hill, and his Ph.D. from Rutgers University. He is the author of *Natural Visions: The Power of Images in American Environmental Reform* (University of Chicago Press, 2005) and *Seeing Green: The Use and Abuse of Environmental Images* (University of Chicago Press, 2015), which won this year's History Division Book Award. The following excerpt is an edited version of the book's Introduction.

Finis Dunaway

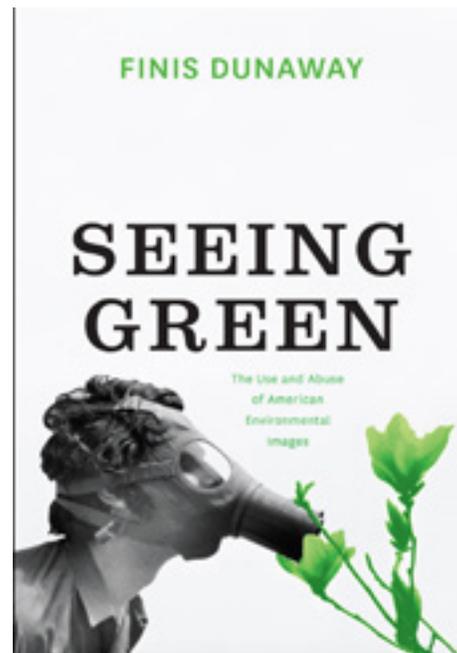


Certain images stand out as icons of American environmentalism: a 1971 public service announcement featuring the “Crying Indian,” who sheds a tear in response to litter and pollution; the cooling towers of Three Mile Island, site of a notorious nuclear power accident in 1979; the sorrowful spectacle of oil-soaked otters and birds following the 1989 Exxon Valdez spill; and, more recently, Al Gore delivering his global-warming slide show in *An Inconvenient Truth*. These images, and others like them, have helped make environmental consciousness central to American public culture.

If you look through most histories of environmentalism, though, you will find few of these images. Standard accounts of the movement emphasize the growth of local and national organizations, the contributions of key thinkers and activists, or the impact of environmentalism on public policy.

Despite the important insights yielded by these approaches, such histories have failed to consider the crucial role images have played in the making of popular environmentalism. While traditional histories focus on political struggles, legislative reforms, and scientific writings, this book moves beyond conventional sources to place media images at the center of its analysis. Rather than presenting pictures as mere illustrations, as passive mirrors that simply reflect historical change, I instead consider images as active rhetorical agents. Media images do not simply illustrate environmental politics, but also shape the bounds of public debate by naturalizing particular meanings of environmentalism. As they draw a broader public of media consumers into popular environmentalism, images act as both revelations and veils, creating tensions between what they visualize and what they hide, which ideas they endorse and which they deny.

*Seeing Green* shows how popular environmentalism has been entwined with mass-media spectacles of crisis. This fusion of politics and spectacle has encouraged Americans to see themselves as part of a larger ecological fabric, and to support personal and political change to protect the environment. Yet, even as media images have made the environ-



mental crisis visible to a mass public, they have often masked systemic causes and ignored structural inequalities. Deflecting attention from corporate and government responsibility, popular images have instead emphasized the idea that individual Americans are personally culpable for pollution and other environmental problems. The visual media have thus offered environmentalists a double-edged sword: Images have helped them popularize their cause, but have also distorted their ideas by portraying their movement as a moralistic crusade to absolve the nation of its guilt. Ultimately, this dual focus on spectacles of crisis and individual consumer choices has hidden underlying causes and structural solutions behind a veil of inattention.

Beginning with radioactive fallout and pesticides during the 1960s and ending with global warming today, this

## Dunaway

Continued from Page 13

book looks at a wide array of media images—including pictures in popular magazines, television news, advertisements, cartoons, films, and political posters—to explain how dominant ideas of environmentalism became naturalized through repetition. Rather than focus on one genre of representation, such as photojournalism or Hollywood film, I decided to take a broader view and consider the cross-fertilization of ideas and motifs across a variety of mainstream media sources. This approach not only registers the intertextual experience of audiences who encounter visual images in diverse forms and contexts, but also reveals the overarching themes and tropes that have shaped the dominant meanings of popular environmentalism.

*Seeing Green* emphasizes three broad themes often missing from other histories: the emotions and public life, the shifting meanings of environmental citizenship, and the limits of media representation.

First, I show how the public life of environmentalism has depended upon the power of media imagery to evoke audience emotion and give visible form to fear, guilt, hope, and other environmental feelings. Emotions are not peripheral to politics and public life, but rather play an active role in galvanizing environmental concern. Although it is common to view reason and emotion as diametrical opposites, popular images have fostered politically-charged, scientifically-informed feelings about the environmental crisis. By exploring the fusion of fact and feeling in environmental icons, this book questions the supposed separation between cognition and emotion and shows how scientific knowledge has often been conveyed through visual spectacle.<sup>i</sup>

In tracing the emotional history of

environmentalism, I identify a recurring pattern in popular imagery: a focus on children as emotional emblems of the future. Children have long played an important symbolic role in other reform efforts—from Progressive Era campaigns against child labor to civil rights protests in the 1960s—yet their frequent presence in environmental imagery requires its own explanation. Within the context of popular environmentalism, children's bodies provide a way to visualize the largely invisible threats of radiation, tox-

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Ultimately, this dual focus on spectacles of crisis and individual consumer choices has hidden underlying causes and structural solutions behind a veil of inattention.

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icity, and other environmental dangers.

The vulnerable child—usually, and not coincidentally, a white child—became a key visual motif to project a sense of universal vulnerability. This equation of whiteness with universal danger has made environmental problems appear to transcend race and class divisions. Although the poor and racial minorities have often been exposed to higher levels of pollutants and toxicity, media images have repeatedly imagined the citizenry as being equally vulnerable to environmental risk. By depicting white bodies as signs of universal vulnerability, this imagery has mobilized environmental concern but has also masked the ways in which structural inequities produce environmental injustice.

### Environmental 'Citizenship'

The popular discourse of universal vulnerability relates to my second focus, on the meanings of environmental citizenship. I use this term to denote the ecological rights and responsibilities of citizens: from state policies that promise to protect people from toxicity and other environmental risks to individuals engaging in ecologically responsible

actions in daily life. I argue that the visual media function as an important technology of environmental citizenship, and I ask how various images have enlarged, restricted, or otherwise defined the scope of ecological rights and responsibilities in modern America.

Popular imagery of universal vulnerability has often been paralleled by the notion of universal responsibility: the idea that all Americans are equally to blame for causing the environmental crisis. Rather than making demands

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upon the state to ensure citizen rights to a clean, safe environment, this dimension of environmental citizenship focuses on the private sphere of home and consumption and frames personal

actions—including recycling, energy conservation, and green consumerism—as essential to saving the planet. This emphasis on individual action often obscures the role of corporations and governments in making the production decisions that result in large-scale environmental degradation. Appeals to individual responsibility emerged in tandem with the rise of popular environmentalism, and began to circulate widely during the period surrounding the first Earth Day in 1970. In recent decades, with the advance of neoliberalism—meaning the revival of classic, eighteenth-century liberalism's focus on free markets and deregulation—this model of environmental citizenship based on green consumerism has become increasingly triumphant. American environmental citizenship—especially the lopsided faith in personal action and green consumerism—has been powerfully transacted through visual images that imagine the political world in an individualist frame, that mobilize feelings of fear and guilt to instill a sense of personal responsibility for the environment.

## Dunaway

Continued from Page 14

Popular framings of environmentalism that link emotions to citizenship lead directly to this book's third major theme: the limits of media representation. Even as visual images provide important resources for democratic politics, they also work to constrict the imagination of the political world. Even as they expand conceptions of citizenship to include environmental rights and responsibilities, they often narrow the scope of action to emphasize immediate reforms or consumer decisions and thus foreclose on other possibilities for change. Finally, even as they publicize moments of crisis, media images often detach dramatic episodes from the broader contexts and timescales of ecological danger. Looking closely at how images negotiate three crucial issues—environmental time, power relations, and possible solutions—reveals how the media have both defined and delimited the scope of popular environmentalism.

*Seeing Green* identifies tensions within the mainstream media's attempts to frame environmental time, and considers how they have proven to be both productive and problematic for environmental politics. On the one hand, visual images have played a crucial role in legitimating the concept of environmental crisis and, at times, have encouraged audiences to see even spectacular moments of catastrophe—such as the 1969 Santa Barbara oil spill—not as isolated or aberrant phenomena, but rather as signs of an all-encompassing, gradually escalating calamity. Sometimes this coverage has also worked to extend the time frame of citizenship, to invite spectators to glimpse beyond the news and elections cycles and grapple with the intergenerational rights of children and future Americans to a clean and sustainable environment. On the other hand, certain media spectacles have concentrated so much attention on the sense of immediate danger—on, for example,

the threat of a meltdown at Three Mile Island—that they have obscured the long-term risks associated with other environmental hazards. Moreover, even when the mainstream media warns of long-term, accretive problems, the proposed solutions often short-circuit time by imagining quick, immediate strategies—consumer actions, technical fixes, or piecemeal legislative reforms—to overcome the crisis.

### Challenging the Discourse

The limiting power of visual media has been particularly acute for environmental thinkers and activists who reject the rhetoric of universal vulnerability and responsibility to emphasize instead the power relations that structure environmental problems. Media framings that imagine everyone as being equally susceptible to ecological danger have created a unifying vision of environmental citizenship that overlooks environmental injustice. Environmentalism has often been critiqued for its narrow social agenda and for failing to reach beyond its primarily affluent white constituency. *Seeing Green* seeks to understand the powerful role of the visual media in helping produce this exclusionary vision of popular environmentalism. Rather than being straightforward reflections of environmental values, iconic images perform crucial ideological work and often marginalize radical, system-challenging perspectives. At various points in this book, I place mainstream images in dialogue with radical ideas and social movements to reveal the alternative visions that have been ignored or cast aside by our image-driven public culture.<sup>ii</sup>

Just as many environmentalists have challenged the discourse of individual responsibility and have offered structural explanations for the causes of the environmental crisis, they have also tried to fashion alternative visions of the future that emphasize systemic solutions to long-term problems. From debates

over energy issues in the 1970s to struggles against toxicity and pesticides in the 1980s and beyond, they have repeatedly



proposed large-scale changes that have tended to be mocked or marginalized by the mainstream media. This process of filtering out—or altogether ignoring—far-reaching proposals for environmental change demonstrates a significant limit of media imagery. Ultimately, the iconic images of American environmentalism have impeded efforts to realize—or even imagine—sustainable visions of the future.

For the past five decades, the growth of environmentalism has been entwined with media spectacles of environmental crisis. Yet the goals and ideas of environmental activists have not always corresponded with the conventions of media coverage. From nuclear accidents and oil spills to pesticide scares and toxic threats, depictions of crisis have heightened popular concern for particular manifestations of ecological risk, but have failed to communicate more far-reaching ways to confront larger, slowly escalating problems—including the hazards of industrial agriculture, the proliferating presence of toxins in the environment and in human bodies, and the ongoing, increasing dependence upon non-renewable sources of energy.

The history recounted here focuses largely on the producers of popular environmental images—including photographers, advertisers, cartoonists, filmmakers, news broadcasters, and

## NEWS AND NOTES

# Books, Awards, and Events

## Membership Co-Chairs

**Teri Finneman**

South Dakota State University

**Carrie Teresa**

Niagara University

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, and Top Papers—that you find here. You can also share your media history research and teaching materials via our Facebook group ([AEJMC History Division](#)) and the [Media History Exchange](#), a site that includes the 2014 AEJMC History Division Archive.

## New Positions and Promotions

**Matthew Cecil** has been named the new dean of the College of Arts and Humanities at Minnesota State University, Mankato. Dr. Cecil won last year’s AEJMC History Division Book Award for *Hoover’s FBI and the Fourth Estate: The Campaign to Control the Press and the Bureau’s Image* (University Press of Kansas, 2014).

Assistant professor **Will Mari** has been named Communication Studies program chair at Northwest University.

Sheila Webb of the School of Journalism at Western Washington University has been promoted to full professor.

Julien Gorbach has accepted a position as assistant professor in the School of Communications at the University of Hawaii at Manoa. Dr. Gorbach formerly was an assistant professor at Nicholls State University.

## Awards

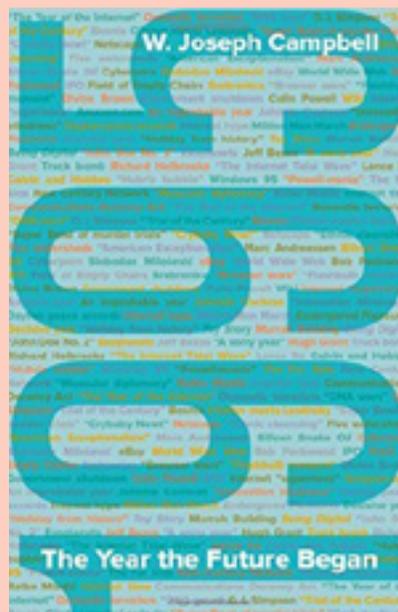
**Keith Greenwood**, associate professor at the Missouri School of Journalism, has received a Writing Intensive Teaching Excellence Award in recognition of the teaching strategies he has employed in his History of Photojournalism course.

**Stephen Bates**, associate professor at the Hank Greenspun School of Journalism and Media Studies at the University of Las Vegas, has won the AEJMC History Division Top Faculty Paper Award for his study, “Is This the Best Philosophy Can Do? Henry R.

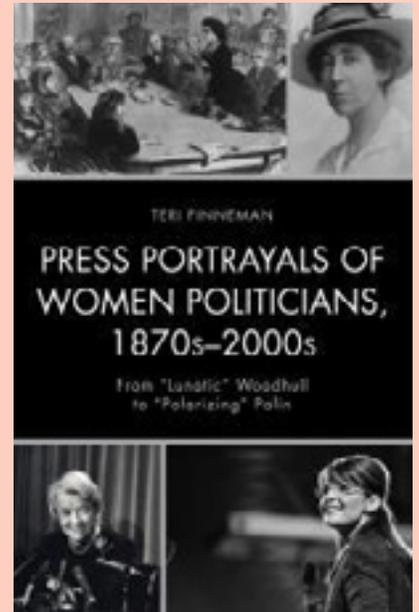
Luce and the Commission on Freedom of the Press.”

**Leonard Ray Teel**, Professor Emeritus, Georgia State University, has received the AEJMC-Knudson Latin America Prize Award for Reporting the *Cuban Revolution: How Castro Manipulated American Journalists*.

Both **Teri Finneman**, assistant professor at South Dakota State University, and **W. Joseph Campbell**, professor at American University, were finalists for the Frank Luther Mott Kappa Tau Alpha Journalism & Mass Communication Research Award. Dr. Campbell’s 1995: *The Year the Future Began* is published by University of California Press and Dr. Finneman’s *Press Portrayals of Women Politicians, 1870s-2000s: From ‘Lunatic’ Woodhull to ‘Polarizing’ Palin* is published by Lexington Books.



W. Joseph Campbell’s 1995: *The Year the Future Began*



Teri Finneman’s *Press Portrayals of Women Politicians, 1870s-2000s: From ‘Lunatic’ Woodhull to ‘Polarizing’ Palin*

## Grants

Professor Shelia Webb of Western Washington University has received a grant from WWU’s Office of Research and Sponsored Programs to do research at the Library of Congress in June on the visual framing of suffragists.

CUNY Graduate School of Journalism professor Wayne Svoboda won a research grant from the State Historical Society of Iowa to support his biography of the late New York Times reporter Judy Klemesrud. He was also selected to take part in a National Security Seminar from 5-9 June 2016 at the Army War College in Carlisle Barracks, Pennsylvania, and participated

## News and Notes

Continued from Page 16

in an educators workshop from May 10-13, 2016 at the Marine Corps Recruit Depot at Parris Island, South

### Publications

Mary Cronin, associate professor in the Department of Journalism and Mass Communications at New Mexico State University, has edited a book, *An Indispensable Liberty: The Fight for Free Speech in Nineteenth Century America* (Southern Illinois University Press, 2016), that includes contributions from AEJMC History Division members **Lee Jolliffe, Erika Pribanic-Smith, Paulette Kilmer, Jon Bekken, Debra Reddin van Tuyl, and David Bulla.**

Ronald J. Zboray and Mary Saracino Zboray, both of the Department of Communication, University of Pittsburgh, have recently published an essay that demonstrates the ubiquitous and widespread personal distribution of newspapers and news clippings that traveled between the homefront and battlefield, east and west coasts, and urban and rural settings, as well as among soldiers through lending, gifting, and even enemy picket exchanges during the American Civil War.

*Zboray, R.J., & Zboray, M.S. (2016). "Beyond the Market and the City: The Informal Dissemination of Reading Material during the American Civil War" in Print Culture Histories beyond the Metropolis, ed. James J. Connolly, et. al. Toronto: University of Toronto Press, 123-149.*

**Owen V. Johnson**, Associate Professor Emeritus, Indiana University, has co-authored an article with recent Indiana University Journalism graduate Holly Hays.

*Johnson, O.V., and Hays, H. (2016). "Wrestling with Fame: Ernie Pyle & the Pulitzer Prize," Traces of*

*Indiana & Midwestern History*, 28(2), 46-53. *Sheila Webb recently published a monograph on the beginnings of Life magazine.*

*Webb, S.M. (2016). Creating Life: America's Most Potent Editorial Force. Journalism & Communication Monographs, 18(2), 55-108.*

### Forthcoming Publications

An expanded second edition of **W. Joseph Campbell's** media-mythbusting book, *Getting It Wrong*, is to be published by University of California Press. The second edition will include new chapters on the first Kennedy-Nixon debate, the "Napalm Girl" photograph, and on Internet-driven bogus quotations. The first edition of *Getting It Wrong* came out in 2010 and won that year's Sigma Delta Chi award for research about journalism. Dr. Campbell is professor of Communication Studies at American University's School of Communication.

**Lee Jolliffe**, associate professor of journalism at Drake University, acted as the first-ever guest editor of *Journalism History* for the Spring 2016 issue. The authors for the issue presented papers on Adventure Journalists of the Nineteenth Century at the 2015 meeting of the Symposium on the 19th Century Press, the Civil War, and Free Expression, held every November at UTC in Chattanooga, Tennessee. According to Dr. Jolliffe, the issue features highlights that include "the *Frank Leslie's* explorer team who got lost in Alaska, the circle-the-globe shakedown cruise of a US Treasury cutter that found itself leading the Battle for Manila Bay with journalists loading the big guns on deck, Teresa Howard Dean's blythe intrusion into tribal life after the massacre at Wounded Knee, Stanley before Livingstone adventuring on the Prairies, and a new look at the three stories of "The Open

Boat"—with pictures of the ill-fated SS *Commodore* that sank leaving Stephen Crane adrift on the Atlantic."

Carrie Teresa, assistant professor of Communication Studies at Niagara University, has two forthcoming journal publications:

*Teresa, C. "A 'Varied or Intense Existence': Public Commemoration of Boxing Champion Jack Johnson." Howard Journal of Communications. [Forthcoming]*

*Teresa, C. "The Misinterpreted Grin: The Development of Discursive Knowledge About Race Through Public Memory of Louis Armstrong." Journal of Black Studies [Forthcoming].*

### Book Contracts

David E. Sumner, professor emeritus of journalism at Ball State University, has signed a contract with the University of Illinois Press to publish *Fumbled Call: The Untold Story of the Bear Bryant-Wally Butts Football Scandal in 2017*. Sumner discussed his research in a panel discussion at the 25th annual Georgia Bar Media and Judiciary Conference in February and presented a paper, "Bear Bryant, Wally Butts and the Scandalous Telephone Call" at the North American Society of Sport History conference held at Georgia Tech in May. Dr. Sumner has been researching this book since 2013 and has collected primary source material from the University of Georgia Archives, Emory University Archives, and National Archives and Records Administration center in Atlanta. Sumner writes a blog about his research at <http://footballfumble.com>.

**Carrie Teresa**, assistant professor of Communication Studies at Niagara University, has signed a contract with the University of Nebraska Press to publish *Looking at the Stars: The Development of Black-Centered Celebrity Journalism in Jim Crow America, 1900-1940*. The book began as her dissertation project, which received the American Journalism Historians

## News and Notes

Continued from Page 17

Association Margaret A. Blanchard Doctoral Prize in 2015. Dr. Teresa has received two grants from her home institution to fund archival visits to the Schomburg Center for Research in Black Culture and Howard University's Moorland-Spingarn Research Center in support of *Looking at the Stars*.

### Presentations

**Carol Terracina-Hartman**, Michigan State University, presented "Fanning the Flames: How Newspapers Covered Ten Historically Significant Wildfires 2003 – 2013" at Joint Journalism and Communication History Conference in New York City, March 12.

Wayne Svoboda, CUNY Graduate School of Journalism professor, moderated one panel and served as a guest speaker on another while taking part in a seminar at the United States Military Academy called "West Point Veterans Invitational: Many Ways to Serve" on April 23.

Ronald J. Zboray and Mary Saracino Zboray, Department of Communication, University of Pittsburgh, have given a keynote address at the conference, "Serial Culture-Popular Culture: Nineteenth Century Serial Fictions in Transnational Perspectives, 1830s to 1860s" held by the Universität Siegen, Siegen, Germany, April 28-30, 2016. Their keynote, "Between Hamburg and Boston: Frederick Gleason and the Rise of Serial Fiction in the United States," aimed to recover the life of the Boston publisher, Gleason, who, because of his nativity in and ties to Germany throughout the antebellum years, infused his highly circulated, influential U.S. weekly story papers (*Flag of Our Union*; *Gleason's Pictorial Drawing-Room Companion*) with a spirit of internationalism and cosmopolitanism.

**Victoria Goff**, Professor Emerita, History and Communication at the University of Wisconsin-Green Bay, will present a paper, "Chile Solidarity Media Before and After the 1973 Chile Coup," as part of the panel, "Exclusion

by Silencing: When Violence is Not News," at the Latin American Studies Association International Congress on May 28 in New York.

Amber Roessner, assistant professor at University of Tennessee-Knoxville, and **Carrie Teresa**, assistant professor at Niagara University, will present their co-authored paper, "Always Already Hailed: Negotiating Memory and Identity at the Newseum" as part of the Critical and Cultural Studies Division program at AEJMC 2016 in August.

**Berkley Hudson**, associate professor at the University of Missouri, along with Mizzou doctoral students Carlos Cortés-Martínez and Joy Jenkins presented a paper, "Wild Animals and Forces of Nature: The Dueling Boxing and Racial Metaphors of Literary Journalists Alberto Salcedo-Ramos and Gay Talese." The presentation in March was part of the "Beyond Borders: Literary Journalism as a Global Genre" aspect of the American Comparative Literature Association's annual conference at Harvard University.

## Dunaway

Continued from Page 15

environmental organizations—but also tries to understand how consumers have received and responded to these images. I use a variety of evidence—letters to newspaper and magazine editors, film reviews, and archival sources—to consider how audiences have interpreted and made meaning out of environmental icons. Although I offer broad assessments of audience reception, I give particular attention to the responses of two groups: self-defined environmentalists and conservative commentators. As self-described activists, as leaders of environmental organizations, or as influential writers and thinkers, environmentalists have formed a distinct group of media consumers who have frequently challenged and critiqued mainstream depictions of their cause.

In certain chapters, I also consider the response of conservative pundits, who have frequently lambasted the media for supposedly duping the public into accepting environmentalist claims about the hazards of nuclear power, pesticides, and other issues. Evoking the familiar dualism between reason and emotion, they have presented themselves as the guardians of scientific fact and dismissed environmentalists as the hucksters of spectacle-driven feeling. These debates between environmental activists, conservative commentators, and other viewers demonstrate that images have played a vital and contested role in the public life of environmentalism.

By presenting the history of environmentalism as a complex layering of cultural, political, and visual practices, *Seeing Green* explains how images have

popularized the cause but have also left crucial issues outside of the frame.

### NOTES

1 My argument here builds on the work of scholars who have revised Jürgen Habermas's theory of the public sphere by examining the emotionality of public culture and explaining how the public is constituted through acts of common spectatorship. See Michael Warner, *Publics and Counterpublics* (New York: Zone Books, 2002); and Robert Hariman and John Louis Lucaites, *No Caption Needed: Iconic Photographs, Public Culture, and Liberal Democracy* (Chicago: University of Chicago Press, 2007).

2 For critiques of environmentalism, see, among others, Robert Gottlieb, *Forcing the Spring: The Transformation of the American Environmental Movement* (Washington: Island Press, 1993).

# Media History Engagement Day

The first Media History Engagement Week, April 4-8, attracted participants from 20 states and six countries in the #headlinesinhistory Twitter discussion.

**Teri Finneman**  
Membership Co-Chair



South Dakota State

Having a week to recognize media history was the work of a subcommittee of AEJMC History Division and AJHA members who want to

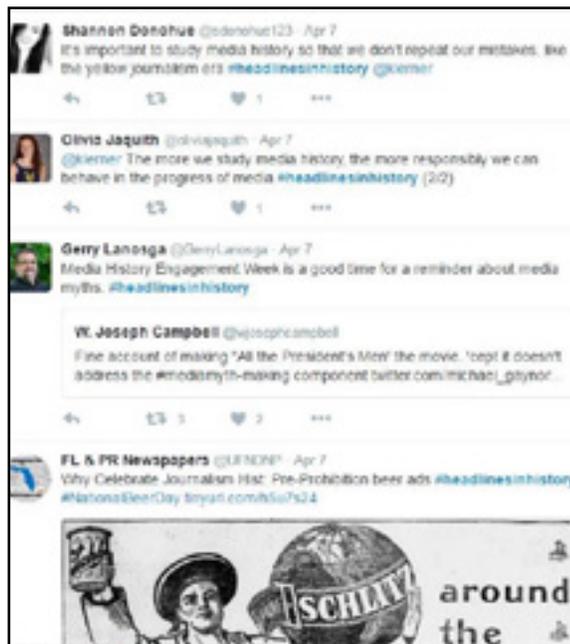
bring more national publicity to our work.

Throughout the week, our members and their students across the country (and world) tweeted #headlinesinhistory to share why journalism history matters and shared special class projects about journalism history.

The Twitter initiative resulted in 478 posts from 161 people, reaching their combined 92,000 Twitter followers. International posts came from Canada, England, Sweden, Pakistan, South Korea, and Australia.

In addition, two of Melony Shemberger's graduate students won awards for their Media History Engagement Week posters during Murray State University's Scholars Week. Iqra Ilyas won first place for her poster on public relations pioneer Betsy Plank, and Alex Hilkey won second place for her historical research on advertising executive Helen Lansdowne Resor. Twelve of Shemberger's graduate students had their poster abstracts accepted for the prestigious Scholars Week event.

**Check out these photos and screenshots from Media History Engagement Week.**



Some of the 478 tweets on the #headlinesinhistory Twitter account during Media History Engagement Week.

Recent Murray State graduate Alex Hilkey with poster on advertising executive Helen Lansdowne Resor.



Some of the headlines-in-history collected for the week.